

WENDY M. WILLIAMS, PH.D.**BRIEF BIOGRAPHICAL STATEMENT**

Wendy M. Williams is Professor in the Department of Human Development at Cornell University, where she studies the development, assessment, training, and societal implications of intelligence. She holds Ph.D. and Master's degrees in psychology from Yale University, a Master's in physical anthropology from Yale, and a B.A. in English and biology from Columbia University, awarded cum laude with special distinction. In the fall of 2009, Williams founded (and now directs) the Cornell Institute for Women in Science (CIWS), a National Institutes of Health-funded research and outreach center that studies and promotes the careers of women scientists. She also heads "Thinking Like A Scientist," a national education-outreach program funded by the National Science Foundation, which is designed to encourage traditionally-underrepresented groups (girls, people of color, and people from disadvantaged backgrounds) to pursue science education and careers. In the past, Williams directed the joint Harvard-Yale Practical and Creative Intelligence for School Project, and was Co-Principal Investigator for a six-year, \$1.4 million Army Research Institute grant to study practical intelligence and success at leadership.

In addition to dozens of articles and chapters on her research, Williams has authored nine books and edited five volumes. They include The Reluctant Reader (sole authored), How to Develop Student Creativity (with Robert Sternberg), Escaping the Advice Trap (with Stephen Ceci; reviewed in The New York Times, The Washington Post, and USA Today), Practical Intelligence for School (with Howard Gardner, Robert Sternberg, Tina Blythe, Noel White, and Jin Li), Why Aren't More Women in Science? (with Stephen Ceci; winner of a 2007 Independent Publisher Book Award), and The Mathematics of Sex (with Stephen Ceci). She also writes regular invited editorials for The Chronicle of Higher Education. Williams's research has been featured in Nature, American Scientist, Newsweek, Business Week, Science, Scientific American, The New York Times, The Washington Post, USA Today, The Philadelphia Inquirer, The Chronicle of Higher Education, and Child Magazine, among other media outlets. She was series editor for The Lawrence Erlbaum Educational Psychology Series and she served on the Editorial Review Boards of the journals Psychological Bulletin, Psychological Science in the Public Interest, Applied Developmental Psychology, and Psychology, Public Policy, and Law, as well as the book publisher Magination Press (American Psychological Association Books).

Williams is a Fellow of the Association for Psychological Science (APS) and four divisions of the American Psychological Association (APA)--general psychology, developmental psychology, educational psychology, and media psychology--and she served two terms as Member-at-Large of the executive committee of the Society for General Psychology (Division 1 of APA). She was also program chair and dissertation award committee chair for Divisions 1 (general psychology), 3 (experimental psychology), and 15 (educational psychology) of APA. In 1995 and 1996 her research won first-place awards from the American Educational Research Association. Williams received the 1996 Early Career Contribution Award from Division 15 (educational psychology) of APA, and the 1997, 1999, and 2002 Mensa Awards for Excellence in Research to a Senior Investigator. In 2001, APA named her the sole recipient of the Robert L. Fantz Award for an Early Career Contribution to Psychology in recognition of her outstanding contributions to research in the decade following receipt of the Ph.D. Williams was named a 2007-8 G. Stanley Hall Lecturer by APA. More recently, she won second place in the 2014 National Institutes of Health "Great Ideas" Challenge for her research proposal on sexism and racism in peer review.

VITA
(1-31-2017)

NAME

Wendy M. Williams

H-INDEX = 33

BUSINESS ADDRESS

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i10-INDEX = 58

CITATIONS = 7011

EDUCATION

Ph.D., Yale University, May 1991 (Psychology)

M. Phil., Yale University, May 1986 (Physical Anthropology)

M.S., Yale University, December 1985 (Psychology)

B.A., Columbia University, May 1982 (English & Biology) *cum laude*, with Award of Distinction in English

ACADEMIC WORK HISTORY

Professor, Department of Human Development, Cornell University, Ithaca, New York, 7-03 to present.

Associate Professor, Department of Human Development, Cornell University, Ithaca, New York, 3-97 to 6-03 (tenured).

Research Scientist, Department of Psychology, Yale University, New Haven, CT, 4-95 to 3-97.

Associate Research Scientist, Department of Psychology, Yale University, New Haven, CT, 2-92 to 4-95.

Postdoctoral Associate, Department of Psychology, Yale University, New Haven, CT, 4-91 to 1-92.

HONORS AND AWARDS

April article in Proc. Nat'l Academy of Sciences (Williams & Ceci, 2015) honored as 14th-highest-impact scientific article worldwide published in 2015.

April 2015 article ranked 178th of 4,662,000 articles in total scholarly database--top 1 of 26,191, or top 0.0004% of all scientific articles published.

Second Place Award (\$5000), National Institutes of Health 2014“Great Idea” Challenge: Principal Investigator on proposal to study sexism and racism in grant reviewing.

2010 Alice Cook Award for research on women in science; Cornell University.

Elected to field of Education, Cornell University, January 2010.

2007 Independent Publisher Book Award--Bronze Award, 65 national categories, 2,690 books submitted for 2007 awards; for book Why Aren't More Women in Science?

Named Distinguished Honorary Professor in the Department of Psychology, University of Kent, United Kingdom, September 2007-August 2010.

Named G. Stanley Hall series Lecturer by American Psychological Association, 2007-8; invited addresses at APA annual national meeting in Boston (2008) and regional meetings across the U.S.

Named National Conference Speaker by Research Presentation Committee of the National Children, Youth and Families at Risk (CYFAR) Conference, 2007.

Elected Fellow of the American Psychological Society, December 2004.

Mensa Education and Research Foundation Award for Excellence in Research to a Senior Investigator, 2002.

Elected Fellow of Division 15 (Educational Psychology) of the American Psychological Association, August 2001.

Robert L. Fantz Award for an Early Career Contribution to Psychology, American Psychological Association, April 2001, plaque plus \$2000. (APA-wide award, not divisional award, given to one individual each year in recognition of outstanding research accomplishments in the decade following receipt of the Ph.D.)

Elected Member-at-Large of Executive Committee, American Psychological Association Division 1 (General Psychology), June 1998; re-elected June 2000.

HONORS AND AWARDS, Cont.

Elected Fellow of Division 7 (Developmental Psychology) of the American Psychological Association, August 2000.

Invited to edit special issue of the journal Developmental Review (published 2002).

Mensa Education and Research Foundation Award for Excellence in Research to a Senior Investigator, 1999.

Elected Fellow of Division 46 (Media Psychology) of the American Psychological Association, August 1999.

Elected to the Field of Cognitive Studies, Cornell University, December 1998.

Elected Fellow of Division 1 (General Psychology) of the American Psychological Association, August 1998.

Mensa Education and Research Foundation Award for Excellence in Research to a Senior Investigator, 1997.

Invited to edit special issue of the American Psychological Association journal Psychology, Public Policy, and Law (published in 2000).

Early Career Contribution Award for 1996, American Psychological Association Division 15 (Educational Psychology).

Award for Best Paper, American Educational Research Association Division I, 1996.

Member-at-Large Candidate, American Psychological Association Division 15 (Educational Psychology), 1996.

Co-authored 1995 American Psychologist article, "Testing Common Sense," finalist for American Educational Research Association Article of the Year.

Award for Best Paper, American Educational Research Association Division I, 1995.

Yale University Graduate Fellowship, full tuition plus stipend, 1982-1986.

Prize Teaching Fellow Nomination, Yale University, 1985.

PROFESSIONAL EXPERIENCE

Scientific Advisor and Cornell Liaison, Golden Opportunity (GO) Foundation for mentoring at-risk youth, 2013-.

PROFESSIONAL EXPERIENCE, Cont.

Scientific Advisor, Ithaca Sciencenter, Ithaca, New York, 2012-.

Scientific Advisor, KidsPeace: The National Organization for Children in Crisis;
Allentown, PA, 3-2000.

Consultant and Member of Scientific Advisory Panel, Educational and Research Program
to Increase African-American Home Ownership, Freddie Mac, McLean, VA, 5-99
to 5-00.

Visiting Scholar, Department of Human Development, Cornell University, Ithaca, New
York, 6-96 to 3-97.

Consultant, Harcourt Brace Publishers, Orlando, FL, 3-92 to 8-93.

Consultant and Statistician, Magnetic Therapy Research Group, Waterbury, CT, and Danbury
Hospital, Danbury, CT, 6-91 to 12-91.

Consultant, James S. McDonnell Foundation, St. Louis, MO, 2-91 to 4-91.

Consultant, National Commission for Cooperative Education, Boston, MA, 9-90 to 9-91.

Consultant, National Patent Development Corporation, New York, NY, 7-89 to 11-89.

Director of Research and Marketing, Eastern Electronics, Division of National Patent
Development Corporation, New York, NY, 3-87 to 7-89.

Statistician, Department of Pediatrics, Yale University School of Medicine, 5-86 to 10-86.

Instructor, "Statistics," Albertus Magnus College, New Haven, CT, 1986.

Project Assistant, Department of Psychology, Yale University, 9-85 to 5-86.

Teaching Fellow, Department of Anthropology, Yale University, 9-85 to 12-85.

Research Assistant, Department of Psychology, Yale University, summer 1985.

Research Assistant, Department of Psychology, Yale University, summer 1984.

MAJOR EXTERNALLY-FUNDED GRANTS AND CONTRACTS

“Assessing and Reducing Gender Bias in STEM (Science, Technology, Engineering and
Mathematics) Recruitment, Mentorship and Evaluation.”

National Institutes of Health

\$1,300,000 for 5 years (9-09 to 8-14)

Principal Investigator and Founder/Director of Institute

MAJOR EXTERNALLY-FUNDED GRANTS AND CONTRACTS, Cont.

“Cornell Institute for Research on Children (CIRC): Creating and Disseminating Developmental Science to Benefit Children, Science, and Society.”
National Science Foundation
\$2,470,000 for 6 years (9-01 to 8-07)
Co-Principal Investigator and Co-Director/Co-Founder of Institute

“Identification, Assessment, and Training of Tacit Knowledge for Military Leadership.”
Army Research Institute
\$1,374,162 for 6 years (9-92 to 8-98)
Co-Principal Investigator

“Engendering Creativity in a School Context.”
The James S. McDonnell Foundation
\$249,893 for 3 years (2-91 to 8-94)
Project Director

“Research Contrasting the Effectiveness of Different Math Teaching Programs.”
Harcourt Brace School Department
\$49,500 for 15 months (5-92 to 7-93)
Project Director

“Assessing the Benefits of Cooperative Education.”
The National Commission for Cooperative Education
\$100,000 for 1 year (9-90 to 8-91)
Project Director

PROFESSIONAL OFFICES

Divisional Representative to Committee on Women in Psychology, American Psychological Association Division of Educational Psychology, 2003-2014.

Award Nominations Committee, American Psychological Association Division of Educational Psychology, 2002-2004.

Program Chair, American Psychological Association Division 3 (Experimental Psychology), 2001-2002 (for 2002 convention).

Member, Task Force to Promote Initiatives in General Psychology, American Psychological Association, May 2000-2008.

Executive Committee, American Psychological Association Division 1 (General Psychology), 1998-present.

Dissertation Award Committee Chair, American Psychological Association Division 1 (General Psychology), 1998-2000.

PROFESSIONAL OFFICES, Cont.

Program Chair, American Psychological Association Division 1 (General Psychology), 1996-1997 (for 1997 convention).

Program Chair, American Psychological Association Division 15 (Educational Psychology), 1994-1995 (for 1995 convention).

Program Committee, American Psychological Association Division 15 (Educational Psychology), 1994-1997.

Dissertation Award Committee Chair, American Psychological Association Division 15 (Educational Psychology), 1994-1995.

Dissertation Award Committee, American Psychological Association Division 15 (Educational Psychology), 1994-1997.

UNIVERSITY SERVICE

College Liaison to Cornell University ADVANCE initiative promoting careers of women in science, 2009-2012.

Faculty Advisory Committee on Tenure Appointments (FACTA), 2009-2011.

Social Science Council standing small-grant review committee, spring and fall 2006.

Gerontology Task Force, Bronfenbrenner Life Course Center, 2005-6.

Advisory Board, Cornell Early Childhood Program, 2003-2006.

Chair, Social Development Search Committee, Department of Human Development, 2003-2004.

Graduate Review Committee, field of human development, Cornell University, 2000-2008; 2010-present.

Admissions Policy Committee, College of Human Ecology, Cornell University, 2000-2005.

Search Committee, Life Science Assistant Professor Position, Department of Human Development, 2000-2001.

Chair, Graduate Admissions Committee, field of human development, Cornell University, 1998-1999 and 1999-2000.

Graduate Admissions Committee, field of human development, Cornell University, 1997-2000.

UNIVERSITY SERVICE, Cont.

Advisory Committee, Family Life Development Center, Cornell University, 1997-2008.
Faculty Grievance Committee, 1999-2004.

MEMBERSHIP IN PROFESSIONAL SOCIETIES

Association for Psychological Science (Fellow)

American Psychological Association

Division 1: General Psychology (Fellow)

Division 5: Evaluation, Measurement, and Statistics

Division 7: Developmental Psychology (Fellow)

Division 8: Society of Personality and Social Psychology

Division 10: Psychology and the Arts

Division 14: Society for Industrial and Organizational Psychology

Division 15: Educational Psychology (Fellow)

Division 46: Media Psychology (Fellow)

Division 52: International Psychology

American Educational Research Association

Division C: Learning and Instruction

Division D: Measurement and Research Methodology

Division H: School Evaluation and Program Development

EDITORIAL BOARDS AND EDITORSHIPS

Editorial Board, Psychological Science in the Public Interest, 2004-present (American Psychological Society journal).

Editorial Board, Applied Developmental Psychology, 2002-2014.

Editorial Board, Psychology, Public Policy, and Law, 1998-2001.

Editorial Advisory Board, American Psychological Association Books (Magination Press), 1998-2004.

Series Co-Editor, The Lawrence Erlbaum Associates Educational Psychology Series, 1995-2005.

Editorial Board, Psychological Bulletin, 1992-1996.

Guest Editor, special issue of American Psychological Association journal Psychology, Public Policy, and Law; Title: Ranking Ourselves: Intelligence Testing, Affirmative Action, and Educational Policy.

Guest Editor, special issue of journal Developmental Review; Title: Teaching Children Real-World Knowledge and Reasoning.

Co-Editor, special issue of Frontiers in Psychology; Title: Women in Science.

RESEARCH INTERESTS

Development, assessment, training, and societal implications of intelligence and related abilities; practical intelligence and tacit knowledge; improving critical thinking and reasoning in disadvantaged students; professional development and success in today's academy; women in science.

PUBLICATIONS

Books: Authored

Williams, W. M., Blythe, T., White, N., Li, J., Sternberg, R. J., & Gardner, H. I. (1996). Practical intelligence for school. New York: HarperCollins Publishers.

Sternberg, R. J., & Williams, W. M. (1996). Developing creativity in students and teachers. Washington, DC: Association for Supervision and Curriculum Development. (*Translated into Hebrew in 1997; translated into Portuguese in 2000*)(Released on Audiocassette in 1998)

Williams, W. M. (1996). The reluctant reader: Why children don't choose to read and how to help them. New York: Warner Books. (*Translated into German and Chinese in 1997; published by iPublish internet publishing service in 2000*)

Williams, W. M., & Ceci, S. J. (1998). Escaping the advice trap. Kansas City, Missouri: Andrews and McMeel (Universal Press Syndicate). (*Reviewed in The Washington Post, Sunday May 3, 1998, USA Today, April 22, 1998, The Sunday New York Times Week in Review section, Sunday June 14, 1998, The Philadelphia Inquirer, Sunday June 7, 1998, plus numerous additional newspapers; excerpted in the American Psychological Association APA Monitor, May, 1999)(Translated into German in 1999 and released in a new edition in Germany: Williams, W. M., & Ceci, S. J. [2000]. Konflikt-Bewältigung in der Partnerschaft: Psychologische Ratschläge unter der Lupe [Coping with conflict in the partnership: Psychological advice under the magnifying glass]. Augsburg, Germany: MVG Verlag)*

Sternberg, R. J., Forsythe, G. B., Hedlund, J., Horvath, J. A., Wagner, R. K., Williams, W. M., Snook, S. A., & Grigorenko, E. L. (2000). Practical intelligence in everyday life. New York: Cambridge University. (*Translated into Estonian and released in a new edition in 2003; translated into Turkish and Korean in 2008.*)

Sternberg, R. J., & Williams, W. M. (2002). Educational psychology. Boston: Allyn and Bacon Publishers. (*Introductory textbook*) (*Translated into Chinese and released in 2002: jiao-yu-xin-li-xue [Educational psychology]*)

PUBLICATIONS, Cont.**Books: Authored, Cont.**

Williams, W. M., Markle, F., Brigoockas, M. G., & Sternberg, R. J. (2002). Creative intelligence: How to enhance children's creative abilities. Boston: Allyn and Bacon Publishers.

Ceci, S. J., & Williams, W. M. (2010). The mathematics of sex: How biology and society conspire to limit talented women and girls. New York: Oxford University Press. *(Reviewed in Science: Miller, R. T. (2009). Women in science: Preference and penalties differ, Vol. 326 (20 November 2009), 1063-4.)*

Sternberg, R. J., & Williams, W. M. (2010). Educational psychology, second edition. Boston: Merrill. *(Introductory college-level textbook)*

Books: Edited

Sternberg, R. J., & Williams, W. M. (Eds.) (1998). Intelligence, instruction, and assessment. Mahwah, New Jersey: Lawrence Erlbaum Associates. *(Reviewed by R. S. Nickerson in Contemporary Psychology, 45 (6), 698-700.)*

Ceci, S. J., & Williams, W. M. (Eds.) (1999). The nature/nurture debate. Oxford, England: Blackwell Publishers. *(Reviewed by A. Wells in The Psychologist, a publication of the British Psychological Association, December 2000.)*

Williams, W. M. (Ed.) (2000). Ranking ourselves: Intelligence testing, affirmative action, and educational policy. Psychology, Public Policy, and Law, 6(1). (Guest Editor of American Psychological Association journal)

Williams, W. M. (Ed.) (2002). Teaching children real-world knowledge and reasoning. Developmental Review, 22. (Guest Editor of Special Issue)

Ceci, S. J., & Williams, W. M. (Eds.) (2007). Why aren't more women in science? Top researchers debate the evidence. Washington, D.C.: American Psychological Association Books. *(Winner: 2007 Independent Publisher Book Award--Bronze Award, 65 national categories, 2,690 books submitted for 2007 awards; Reviewed in Science, 13 July 2007: Vol. 317. no. 5835, pp. 199-200: "Women in Science: Can Evidence Inform the Debate?" by Marcia C. Linn; Reviewed in Science News, March 24, 2007, Vol. 171, page 191; Reviewed in Scientific American Mind: Branagan, N. (2007), "A Lab of Her Own, review of Why Aren't More Women in Science?", p. 81, vol. 18, number 1, Feb.-Mar. 2007; Reviewed in five additional journals/periodicals.)*

PUBLICATIONS, Cont.**Books: Edited, Cont.**

Ceci, S.J., Williams, W.M., & Kahn, S. (Eds.) (in press). Underrepresentation of Women in Science: International and Cross-Disciplinary Evidence and Debate. Frontiers in Psychology, Special Issue.
<http://journal.frontiersin.org/researchtopic/2794/underrepresentation-of-women-in-science-international-and-cross-disciplinary-evidence-and-debate>

Articles, Chapters, Editorials, Book Reviews, Etc.

Williams, W. M., & Sternberg, R. J. (1988). Group Intelligence: Why some groups are better than others. Intelligence, 12, 351-377.

Williams, W. M., & Barnes, M. L. (1988). Love within life. In R. J. Sternberg & M. L. Barnes (Eds.), The psychology of love (pp. 311-329). New Haven: Yale University Press.

Williams, W. M., Sternberg, R. J., Rashotte, C. A., & Wagner, R. K. (1993). Assessing the value of cooperative education. Journal of Cooperative Education, 28 (2), 32-55.

Williams, W. M., & Sternberg, R. J. (1993). Seven lessons for helping children make the most of their abilities. Educational Psychology, 13 (3-4), 317-331.

Horvath, J. A., Williams, W. M., Forsythe, G. B., Sweeney, P. J., Sternberg, R. J., McNally, J. A., & Wattendorf, J. A. (1994). Tacit knowledge and military leadership: A review of the literature. Technical Report 1017. Alexandria, Virginia: U.S. Army Research Institute for the Behavioral and Social Sciences. (AD A291 140)

Williams, W. M. (1994). Parenting and intelligence. In The Encyclopedia of Human Intelligence, Volume 2, 787-791. New York: Macmillan.

Horvath, J. A., Forsythe, G. B., Sweeney, P., McNally, J., Wattendorf, J., Williams, W. M., & Sternberg, R. J. (1994). Tacit knowledge and military leadership: Evidence from officer interviews. Technical Report 1018. Alexandria, Virginia: U.S. Army Research Institute for the Behavioral and Social Sciences. (AD A289 840)

Sternberg, R. J., Wagner, R. K., Williams, W. M., & Horvath, J. A. (1995). Testing common sense. American Psychologist, 50 (11), 912-927.

Williams, W. M., & Sternberg, R. J. (1995). Practical intelligence for school, part III: Expository writing. In Williams, W. M., Blythe, T., White, N., Li, J., Sternberg, R. J., & Gardner, H. I. (1995), Practical intelligence for school, 44-90. New York: HarperCollins.

PUBLICATIONS, Cont.

Articles, Chapters, Editorials, Book Reviews, Etc.

- Williams, W. M., & Sternberg, R. J. (1995). Practical intelligence for school, part V: Preparing for and using feedback from tests. In Williams, W. M., Blythe, T., White, N., Li, J., Sternberg, R. J., & Gardner, H. I. (1995), Practical intelligence for school, 114-150. New York: HarperCollins.
- Sternberg, R. J., & Williams, W. M. (1995). Parenting toward cognitive competence: Making the most of your children's abilities. In M. H. Bornstein (Ed.), Handbook of Parenting, Vol. IV, 259-275. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Williams, W. M. (1996). Cultural influences upon IQ. American Psychological Association Psychology Teacher Network, 6 (4), 2-8.
- Williams, W. M. (1996). Consequences of how we define and assess intelligence. Psychology, Public Policy, and Law, 2 (3/4) 506-535. (*American Psychological Association journal*) (*This article appeared in an independent issue from the one I guest-edited for the same journal.*)(*Winner of the 1999 Mensa Education and Research Foundation Senior Investigator Award for Excellence in Research*) (*Reprinted in 2001 Mensa Research Journal*, 32 (2), 21-53.)
- Horvath, J. A., Sternberg, R. J., Forsythe, G. B., Sweeney, P. J., Bullis, R. C., Williams, W. M., & Dennis, M. (1996). Tacit knowledge in military leadership: Supporting instrument development. Technical Report 1042. Alexandria, Virginia: U.S. Army Research Institute for the Behavioral and Social Sciences.
- Williams, W. M. (1997). Changing environmental influences upon intellectual development. National Association of Secondary School Principals Bulletin, 81 (587), 59-68. (*Released on audio cassette by NASSP, April, 1997*)
- Sternberg, R. J., & Williams, W. M. (1997). Does the Graduate Record Examination predict meaningful success in the graduate training of psychologists? A case study. American Psychologist, 52 (6), 630-651. (*Abstracted by Science for its web site, August, 1997; abstracted by Business Week Magazine, October 3, 1997; generated largest volume of mail American Psychologist received in response to any article as of that date*)
- Williams, W. M. & Ceci, S. J. (1997). A person-process-context-time approach to understanding intellectual development. Review of General Psychology, 1 (3), 288-310. (*American Psychological Association journal*) (*Winner of the 1997 Mensa Education and Research Foundation Senior Investigator Award for Excellence in Research*)

PUBLICATIONS, Cont.

Articles, Chapters, Editorials, Book Reviews, Etc.

- Williams, W. M., Horvath, J. A., Bullis, R. C., Forsythe, G. B., & Sternberg, R. J. (1997). Tacit knowledge inventories for military leaders: Platoon leader, company commander, and battalion commander levels. Questionnaires developed for the Army Research Institute. Alexandria, Virginia: U.S. Army Research Institute for the Behavioral and Social Sciences.
- Williams, W. M., & Ceci, S. J. (1997). "How'm I doing?": Problems with the use of student ratings of instructors and courses. *Change*, 29 (5), 12-23. (Abstracted in *The Chronicle of Higher Education*, March 14, 1997, and the *American Psychological Association A.P.A. Monitor*, May, 1997; also abstracted in *Science*, October 10, 1997, and featured on *Science's* website, October, 1997; also abstracted in *Scientific American*, December, 1997)
- Ceci, S. J., & Williams, W. M. (1997). Schooling, intelligence, and income. *American Psychologist*, 52 (10), 1051-1058. (Abstracted in *The Washington Post*, October 19, 1997; and abstracted and quoted in *Science*, March 12, 1999)
- Williams, W. M., & Ceci, S. J. (1997). The Duller the Writing, the Better the Scientist? *Change*, 29 (5), 19.
- Williams, W. M. (1997). Reliance on test scores is a conspiracy of lethargy. "Point of View" Invited Back-Cover Editorial, *Chronicle of Higher Education*, October 10, 1997, p. A60. (Abstracted in *Business Week*, October 3, 1997, and in front-page story in *The New York Times*, November 8, 1997; reprinted in the *Newsletter of the National Society for Minorities in Agriculture, Natural Resources, and Related Sciences*, Vol. 7, No. 4, November, 1997.
- Williams, W. M., & Ceci, S. J. (1997). Are Americans becoming more or less alike? Trends in race, class, and ability differences in intelligence. *American Psychologist*, 52 (11), 1226-1235. (Reprinted in the *Mensa Research Journal*, 45 [Fall 2000], 49-68)
- Sternberg, R. J., & Williams, W. M. (1998). You Proved Our Point Better than We Did: A Reply to Our Critics. *American Psychologist*, 53 (5), 576-577.
- Williams, W. M. (1998). Democratizing our concept of human intelligence. "Point of View" Invited Back-Cover Editorial, *Chronicle of Higher Education*, May 15, 1998, p. A60. (Reprinted in *The Education Digest*, 64, (4), 39-42, December, 1998; reprinted in *Confronting the Forgotten History of the American Eugenics Movement*, edited by Facing History and Ourselves National Foundation, Inc., 2001, initial print run 5000 copies; reprinted in *Mensa Research Journal*, 33 (3), 10-13; 2003).

PUBLICATIONS, Cont.**Articles, Chapters, Editorials, Book Reviews, Etc.**

Ceci, S. J., & Williams, W. M. (1998). The black-white test score gap: So near and yet so far. The American Prospect, 41 (November-December), 62-64.

Williams, W. M. (1998). Preventing violence in school: What can principals do? National Association of Secondary School Principals Bulletin, 82 (602) (December), 10-17. (*Reprinted in the Pennsylvania Administrator, 1999*)

Williams, W. M. (1998). Are we raising smarter children today? School- and home-related influences on IQ. In U. Neisser (Ed.), The Rising Curve: Long-term changes in IQ and related measures. Washington, DC: American Psychological Association Books. (*Abstracted in Newsweek Magazine, May 6, 1996, and The Chronicle of Higher Education, September 24, 1996*)(*Winner of the 1999 Mensa Education and Research Foundation Senior Investigator Award for Excellence in Research*)

Hedlund, J., Horvath, J. A., Forsythe, G. B., Snook, S., Williams, W. M., Bullis, R. C., Dennis, M., & Sternberg, R. J. (1998). Tacit knowledge in military leadership: Evidence of construct validity. Technical Report 1080. Alexandria, Va: U. S. Army Research Institute for the Social and Behavioral Sciences.

Williams, W. M. (1998). Do parents matter? Scholars need to explain what research really shows. "Point of View" Invited Editorial, Chronicle of Higher Education, December 11, 1998, pp. B6-B7.

Williams, W. M., & Yang, L. (1999). Organizational creativity. In R. J. Sternberg (Ed.), Handbook of human creativity. New York: Cambridge University Press, 373-391. (*Winner of the 1999 Mensa Education and Research Foundation Senior Investigator Award for Excellence in Research*)

Horvath, J. A., Forsythe, G. B., Bullis, R. C., Sweeney, P. J., Williams, W. M., McNally, J. A., Wattendorf, J. A., & Sternberg, R. J. (1999). Experience, knowledge, and military leadership. In Sternberg, R. J., & Horvath, J. A. (Eds.), Tacit knowledge in professional practice, (pp. 39-71). Mahwah, NJ: Lawrence Erlbaum Associates.

Ceci, S. J., & Williams, W. M. (1999). Born versus made: Nature-nurture in the new millennium. In Ceci, S. J., & Williams, W. M. (Eds.), Current readings in developmental psychology: The nature-nurture debate. Oxford, England: Blackwell.

Scullin, M. H., Williams, W. M., & Ceci, S. J. (1999). The heritability of intelligence versus the intelligence of heritability: Three types of missing evidence. Current Psychology of Cognition, 18 (2), 241-247.

PUBLICATIONS, Cont.

Articles, Chapters, Editorials, Book Reviews, Etc.

- Williams, W. M., & Ceci, S. J. (1999). Accommodating learning disabilities can bestow unfair advantages. Chronicle of Higher Education, Invited Editorial, August 6, 1999, pp. B4-B5. (*The single target piece chosen by the Chronicle for the on-line dialogue section, Colloquy, of the Chronicle's website; generated over 70 letters to the editor*)
- Williams, W. M. (1999). Peering into the nature-nurture debate. Contemporary Psychology, 4, 267-269 (book review).
- Scullin, M. H., Peters E., Williams, W. M., & Ceci, W. M. (2000). The role of IQ and education in predicting later labor market outcomes: Implications for affirmative action. Psychology, Public Policy, and Law, 6 (1), 120-145.
- Williams, W. M. (2000). Perspectives on intelligence testing, affirmative action, and educational policy. Psychology, Public Policy, and Law, 6 (1), 2-26.
- Ceci, S. J., & Williams, W. M. (2000). Psychometrics: Two mistakes to avoid when testing intelligence. People Management: The Magazine of the Chartered Institute of Personnel Development, 6 (17), 32-36.
- Williams, W. M. (2001). Women in academe and the men who derail them: How ineffective mentorship derails women's academic careers. Chronicle of Higher Education, Invited Back-Cover Editorial, July 20, 2001. (*Reprinted in the Newsletter of the American Astronomical Society's Committee on the Status of Women in Astronomy--AAS/CSWA, January 2002; Rewritten by the author for Cornell Alumni Magazine, 104 (4), January-February 2002, title: "Missed Opportunities: Why do Female Ph.D.s Limit their Job Options?"; original piece in Chronicle of Higher Education generated over 50 letters to the editor.*)
- Williams, W. M. (2001). The impact of high-stakes testing on student learning and thinking. The High School Magazine, 8 (1), 12-18 (published by the National Association of Secondary School Principals).
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“WOMEN IN SCIENCE” VIDEO SERIES

Content developed by Wendy M. Williams working with videographers Carol Jennings, Ithaca College, and Nader Sadre, Filtered Communications; counts current as of January 24, 2017; totaling over 41,000 unique-ISP views; URL: Youtube “womeninscience1” and “ciws.cornell.edu” under “Videos.”

Sex Differences in Math-Intensive Fields (2011; 4,456 views)

Cornell Institute for Women in Science: Defining the Problem (2012; 1,360 views)

Defining the Problem, Part II (2012; 1,707 views)

Importance of Timing Children (2012; 1,459 views)

Proposed Solutions (2012; 1,311 views)

Fostering an Interest in Science (2012; 1,379 views)

Lauren Hodge: 14-Year-Old Google Science Fair (2012; 2,293 views)

Nicole Ceci: International Energy Engineer (2012; 3,080 views)

Agrima Mahajan: Graduate Student in Science (2012; 1,608 views)

Dr. Kathleen Krafft: Exhibitions Curator, Sciencenter; Phd, Physics-Cornell (2012; 1,334 views)

Three Girls Discover Their Love of Science (2012; 1,533 views)

Cornell Professor and Former NFL Lineman Matt Miller Talks Engineering with Daughter Chaney (2013; 3,444 views)

Women, Science, and Motherhood: Choices Then and Now (2013; 2,989 views)

Underrepresented Youth See Science As Ticket Up (2014; 797 views)

Women in Academic Science: A Changing Landscape (2014; 2,274 views)

National Hiring Experiments Reveal 2:1 Faculty Preference for Women on STEM Tenure Track (2015; 7,447 views)

David Dunning, Social Psychologist: On Gender Attitudes and Stereotypes (2015; 1,369 views)

Tenure Clock Versus Biological Clock: Can Women Professors Have It All? (2015; 756 views)

CORNELL STUDENT MENTORSHIP

David Biek (Chair of graduate committee)
Wanda Casillas (graduate committee member)
Brian Cash (Co-Chair of graduate committee)
Edith Cook (graduate committee member)
Gabriel Cordova (Chair of graduate committee)
Michael Creim (Co-Chair of graduate committee)
Will DeFraine (graduate committee member)
James Dunlea (Co-Chair of undergraduate honor's thesis committee)
Andrew Jefferson (Chair of graduate committee)
Jonathan Lash (Chair of graduate committee)
Matthew Makel (Chair of graduate committee)
Kim Kopko (Co-Chair of graduate committee)
Tomoe Kanaya (graduate committee member)
Agrima Mahajan (Chair of graduate committee)
Faith Markle (graduate committee member)
Paul Papierno (graduate committee member)
Matthew Scullin (graduate committee member)
Rachel Sumner (Co-Chair of graduate committee)
Debra Urken (undergraduate honor's thesis Co-Chair with Ulric Neisser)
Jeffrey Valla (Co-Chair of graduate committee)
Gloria Wassell (Chair of graduate committee)
Jared Wolfe (undergraduate honor's thesis committee)
Lana Yang (undergraduate honor's thesis Chair)
Jessica Zulawski (Chair of undergraduate honor's thesis committee)

EXTENSION, APPLICATION, AND OUTREACH ACTIVITIES

Most of my extension, application, and outreach activities have involved the identification, assessment, and training of broad-based conceptions of intelligence and intellectual development in diverse settings (schools, the military, and businesses). An additional focus of my current work has been co-founding (in September, 2001) and co-directing the Cornell Institute for Research on Children (CIRC), a National Science Foundation-funded center whose goals include outreach to high schools and colleges serving students of color and students of all ethnic groups from low-SES backgrounds, to encourage them to continue their education and pursue careers in science.

Evidence of the breadth of impact and wide reach and readership of my research is provided by the broad range of journals, magazines, books, newspapers, and other media that have reprinted, excerpted, summarized, or otherwise covered my work (please see specific examples following each reference in Publications section).

Based on my research on **practical and creative intelligence for school children** (see Williams et al., 1996, 2002, and additional references above), my application and outreach activities have included:

Designing, writing, and implementing a major curricular intervention for middle-school students in schools across Connecticut and Massachusetts over a four-year period (1992-1995).

Designing and leading extensive in-service workshops for K-12 teachers at Yale and in their schools, consisting of a minimum of one two-hour workshop per week over a three-year period.

Disseminating the Practical Intelligence for School curriculum and program to over 500 schools in the United States, Canada, the United Kingdom, and Spain (after having the curriculum translated into Spanish).

Writing articles to disseminate research on practical and creative intelligence to teachers for the American Psychological Association Psychology Teacher Network and the National Association of Secondary School Principals Bulletin.

Writing seven editorials, four published on the back cover, for the Chronicle of Higher Education, read by half a million people (source: Editor).

Adapting the practical intelligence research on reading for parents, and obtaining a contract from Time Warner Books for The Reluctant Reader (Williams, 1996), an educational reference book written for a wide audience of parents.

EXTENSION, APPLICATION, AND OUTREACH ACTIVITIES, Cont.

Applying the practical intelligence research to study and improve cooperative education nationwide for a 12-month period with the financial and logistical assistance of the National Commission for Cooperative Education.

Giving four in-service presentations at four separate conferences for the extension community at Cornell and extension educators from across New York State on the practical and creative intelligence training programs.

Conducting extensive media interviews on my research, published in The New York Times (daily and Sunday), Science, Scientific American, The Washington Post, Business Week, U.S.A. Today, The Philadelphia Inquirer, Newsweek, Education Digest, Parent Magazine, and other major outlets.

Based on my research on **identification, assessment, and training of practical intelligence for military and business leaders** (see Williams & Sternberg, in press, and additional references above), my extension, application, and outreach activities have included:

Developing assessments of practical intelligence for leadership at three distinct levels (Williams et al., 1997) to be used by the United States Army in its Leader Development programs.

Co-leading a 5-year, \$1.4 million project for the Army Research Institute that identifies and defines practical-intelligence aspects of success at leadership, and disseminating these findings through technical reports distributed throughout the military and the United States government.

Writing one book adapting the research on practical intelligence for business managers for a wide audience of administrators, managers, and business leaders.

Developing a training program and curriculum for military leaders to enhance practical intelligence for leadership; this program will also be adapted for business leaders.

Conducting extensive media interviews on my research (outlets noted above).

Based on my educational-outreach research program, **“Thinking Like A Scientist”**-- which targets youth of color, disadvantaged White youth, girls, and all underrepresented populations--my extension-education-outreach activities have included:

Offering an annual 3-day 4-H summer residential workshop for low-income and ethnic-minority high school youth, on Cornell campus (annually 2003-2016).

EXTENSION, APPLICATION, AND OUTREACH ACTIVITIES, Cont.

Implementing “Thinking Like A Scientist” (five months of three-times-per-week instruction) in multiple high schools, junior high schools, community colleges, summer programs, and other venues serving underrepresented youth, including as examples 100% Native American Tribal Reservation high schools in North Dakota, 100% African American schools in Rochester, New York, a 100% African American summer program in Chicago, a Mexican-American school in Arizona, poor White schools in upstate New York, and multiple additional locations.

Extension Satellite Broadcast, October 25, 2006, to four New York State counties plus live talk taped for college website: “Turning disadvantaged youth on to science: How extension education can help”.

Leading a 3-year grant-funded project to implement the “Thinking Like A Scientist” educational program in New York City high schools serving African-American and Latino poverty student populations.

Creating a webpage for the Cornell Institute for Research on Children (CIRC; the NSF center I co-founded and co-direct) which makes available to the cooperative extension community throughout New York State fact sheets, curricular products, and additional information and outreach/education products based on CIRC’s mission and work.

Developing and testing a version of the “Thinking Like A Scientist” program for elementary-school students.

Developing the Cornell Human Development-Advanced Placement Psychology Partnership, a program for high school youth offering mentoring and college planning, as well as presentations by Cornell professors on their research and 5-hour campus visits by AP students (launched January 2015).

Additional extension, application, and outreach efforts **within the formal cooperative extension system but outside of my research areas** have included:

Serving as evaluation specialist (including designing evaluation questionnaires and assisting with all phases of program evaluation) for the New York City Cooperative Extension Office (particularly for the Enhanced Parenting Skills project); also advised extension educators in NYC regarding obtaining funding, commented on proposals, etc.

Co-developing extension evaluation survey for task force on the redefinition of the Cornell land grant mission.