

PAUL CONNOR

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Current position

2023-present **STEVENS INSTITUTE OF TECHNOLOGY, HOBOKEN, NJ**
Assistant Professor of Quantitative Social Science

Previous positions

2022-2023 **UNIVERSITY OF PENNSYLVANIA, PHILADELPHIA, PA**
Postdoctoral Scholar
Principal Investigator: Philip Tetlock

2021-2022 **NEW YORK UNIVERSITY/COLUMBIA UNIVERSITY, NEW YORK, NY**
Postdoctoral Scholar
Principal Investigator: Jon Freeman

Education

2021 **UNIVERSITY OF CALIFORNIA, BERKELEY, BERKELEY, CA**
Ph.D. in Social and Personality Psychology
Committee Chair: Dacher Keltner
Committee Members: Serena Chen, Jack Glaser

2013 **UNIVERSITY OF MELBOURNE, MELBOURNE, AUSTRALIA**
Postgraduate Diploma in Psychology
Advisor: Yoshihisa Kashima

2010 **UNIVERSITY OF MELBOURNE, MELBOURNE, AUSTRALIA**
B.A. with first class honors
Majors: Psychology, Philosophy
Advisor: Karen Jones

Honors, Grants, and Awards

2023 Brian Labatte Open-minded Early Career Researchers Award from the Center for Adversarial Collaboration (\$5,000) *Co-I*

2021 Adversarial Collaboration Research Center, Searle Freedom Trust (\$413,000) *Co-I*

2021 NSF Social and Behavioural Sciences Postdoctoral Fellowship (\$138,000)

2021 UC Berkeley 2021 Outstanding Graduate Student Instructor Award

2021 Haas Business School X-Lab research grant (\$5,000)

2020 Tobin foundation graduate student workshop (Selected discussant, \$200 honorarium)

2020 UC Berkeley graduate division travel grant (\$900)

2019 Tobin foundation conference travel grant (\$1,000)

2019 Tobin foundation research grant (\$6,170)

2016 UC Berkeley student technology fund grant (\$3,500)

2016 Tobin foundation conference travel grant (\$1,000)

2016 Tobin foundation research grant (\$1,400)

Publications

Clark, C. J.,* **Connor, P.**,* & Isch, C. (2023). Failing to replicate predicts citation declines in psychology. *Proceedings of the National Academy of Sciences*, 120(29), 1-3. <https://doi.org/10.1073/pnas.2304862120>

Weeks, M., Robinson, J., Stansbury, J., & **Connor, P.** (2023). Race-based shifting standards of SES: Potential moderators and implications. *European Journal of Social Psychology*, 00, 1– 15. <https://doi.org/10.1002/ejsp.2943>

Connor, P., Weeks, M., Glaser, J., Chen, S., & Keltner, D. (2022). Intersectional implicit bias: Evidence for asymmetrically compounding bias and the predominance of target gender. *Journal of Personality and Social Psychology*, 124(1), 22-48. <https://doi.org/10.1037/pspa0000314>

Connor, P. (2022) A Strange Kind of Wave: Response to Payne, Vuletich, and Lundberg (2022). *Perspectives on Psychological Science*, 17(2), 611-613. <https://doi.org/10.1177/17456916211070833>

O'Donnell, M., Dev, A. S., Antonoplis, S., Baum, S. M., Benedetti, A. H., Brown, N. D., Carrillo, B., Choi, A., **Connor, P.**, Donnelly, K., Ellwood-Lowe, M. E., Foushee, R., Jansen, R., Jarvis, S. N., Lundell-Creagh, R., Ocampo, J. M., Okafor, G. N., Rahmani Azad, Z., Rosenblum, M., Schatz, D., Stein, D. H., Wang, Y., Moore, D. A., Nelson, L. D. (2021). Empirical audit and review and an assessment of evidentiary value in research on the psychological consequences of scarcity. *Proceedings of the National Academy of Sciences*, 118(44) e2103313118. <https://doi.org/10.1073/pnas.2103313118>

Connor, P., & Evers, E. (2020). The bias of individuals (in crowds): Why implicit bias is probably a noisily-measured individual-level construct. *Perspectives on Psychological Science*, 15(6):1329-1345. <https://doi.org/10.1177/1745691620931492>

Connor, P., Varney, J., Keltner, D., & Chen, S. (2020). Social class competence stereotypes are amplified by socially-signalled economic inequality. *Personality and Social Psychology Bulletin*, 47(1): 89-105. <https://doi.org/10.1177/0146167220916640>

Connor, P.,* Stancato, D.,* Yildirim, U., Lee, S., & Chen, S. (2020). Inequality in the minimal group paradigm: How relative wealth and its justification influence ingroup bias. *Journal of Experimental Social Psychology*, 88, 10397. doi: <https://doi.org/10.1016/j.jesp.2020.103967>.

Connor, P., Sullivan, E., Alfano, M., & Tintarev, N. (2020) Motivated numeracy and active reasoning in a Western European sample. *Behavioural Public Policy*, 1-23. doi: <https://doi.org/10.1017/bpp.2020.32>.

Connor, P., Sarafidis, V., Zyphur, M. J., Keltner, D., & Chen, S. (2019). Income inequality and white-on-black racial bias in the United States: Evidence from Project Implicit and Google Trends. *Psychological Science*, 30(2), 205-222. <https://doi.org/10.1177/0956797618815441>

Connor, P., Harris, E., Guy, S., Fernando, J., Shank, D. B., Kurz, T., ... & Kashima, Y. (2016). Interpersonal communication about climate change: how messages change when communicated through simulated online social networks. *Climatic Change*, 1-14. <https://doi.org/10.1007/s10584-016-1643-z>

* = dual first authorship

Manuscripts Under Review/Manuscripts in Preparation

Connor, P., Hahn, A., Axt., J., Vianello, M., Petty, R., Mitchell, C., Lahey, J., Clark, C., Costello, T., Tetlock, P., & Uhlman, E.. (Under review). Systematically assessing the relationship between automatic associations and discriminatory judgments and behaviours: A large-scale direct and conceptual replication project. *Nature*.

Bjornsdottir, T., **Connor, P.**, & Rule, N. (Under review). Perceiving social class from the face and body. *Journal of Personality and Social Psychology*.

Connor, P., Antonoplis, S., Nicolas, G., & Koch., A. (In preparation). Spontaneous descriptions of facebook profile pictures support high-dimensional models of impression formation.

Connor, P., & Petsko, C. (In preparation). Bias in Context: Do Naturalistic Background Images Influence Lens Saliency?

Connor, P., & Chen, S. (In preparation). Lay beliefs about the heritability of social class.

Connor, P., & Dao, M. (In preparation). Pay inequality = competence inequality: The reflexive rationalization of within-group inequality increases rank-based stereotyping.

Cho, M., Stancato, D., **Connor, P.**, Chen, S., & Keltner, D. (In preparation). Elevated Socioeconomic Background is Associated with a Reduced Likelihood of Judging Various Wealth Distributions as Severely Unequal.

Cho, M., Bai, Y., Zong, S., **Connor, P.**, Hong, M., Kim, J., Lee, O., Chen, S., Keltner, D. (In preparation). Target's social class background predicts attributions of shame and pride.

Cho, M., **Connor, P.**, Chen, S., Keltner, D. (In preparation). Economic inequality and interpersonal dynamics: Social prejudice, group interactions, dyadic interactions, and intimate relationships.

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Chaired Symposia

Connor, P., Nicolas, G., Hilman, A., Alt, N., & Kjell, O. (2023, February). Using Advances in Natural Language Processing to Advance Psychological Theory. Symposium presented at *The Society for Personality and Social Psychology Annual Meeting*, Atlanta, GA.

Conference Oral Presentations

Connor, P., Antonoplis, S., Nicolas, G., & Koch, A. (2023, June). Unconstrained descriptions of facebook profile pictures support high dimensional models of impression formation. Paper presented at *European Association of Social Psychology*, Krakow, Poland.

Connor, P., & Koch, A. (2022, March). The dimensions of the social (media) mind: Exploring spontaneous descriptions of social media profile pictures. Paper presented at *Dimensions of the Social Mind Conference*, Princeton, NJ.

Connor, P., & Evers, E. (2021, February). The bias of individuals (in crowds): Why implicit bias is probably a noisily-measured individual level construct. Paper presented at *The Society for Personality and Social Psychology Annual Meeting* (virtual meeting).

Connor, P. (2020, July). Person perception is driven more by bodies than faces. Paper to be presented at *The European Association of Social Psychology*, Krakow, Poland. (Conference cancelled due to COVID-19).

Koch., A., **Connor, P.**, Mattavelli, S., & Brambilla, M. (2020, July). Dimensional priority depends on predicting evaluation of targets from judgments of them versus judgments of their similarity to the self/perceiver faces. Paper to be presented at *The European Association of Social Psychology*, Krakow, Poland. (Conference cancelled due to COVID-19).

Connor, P., Weeks, M., Chen, S., & Keltner, D. (2020, February). Exploring the complex intersection between race and class in implicit bias. Paper presented at *The Society for Personality and Social Psychology Annual Meeting*, New Orleans, LA.

Connor, P., Sarafidis, V., Zyphur, M. J., Keltner, D., & Chen, S. (2018, May). Income inequality and racial bias in the US: Evidence from Project Implicit and Google Trends. Paper presented at *The Association for Psychological Science Annual Convention*, San Francisco, CA.

Connor, P. (2017, March) Big data on small budgets (the Philometrics story): How a handful of plucky young social scientists are leveraging big data and machine learning to reinvent survey-based research for the new millennium. Paper presented at the *Berkeley-Stanford-Davis talks*, Berkeley, CA.

Connor, P. (2016, August). Does income inequality heighten class-based social cognition? Paper presented at *The Tobin conference on income inequality and decision making*, Boston, MA.

Connor, P. (2013, August). Climate change message framing: Risks and opportunities of conflicts with pre-existing worldviews. Presentation at *The Psychology for a Safe Climate Conference*, Melbourne, Australia.

Conference Poster Presentations

Connor, P. (2023, February). Using Natural Language Descriptions of Complex Stimuli to Enhance Models of Person Perception. Poster presentation for *The Society for Personality and Social Psychology Annual Meeting, Atlanta, GA.*

Connor, P. (2020, May). Hey, Eyes Down Here! Bodies Explain More Variance in Person Perception Than Faces. Poster presentation for *The Association for Psychological Science Annual Convention*, Chicago, IL (Conference cancelled due to Covid-19).

Connor, P., Chen, S., & Keltner, D. (2019, February). Exposure to Economic Inequality Increases Social Class Stereotyping: An Experimental Investigation. Poster presentation at *The Society for Personality and Social Psychology Annual Convention*, Portland, OR.

Connor, P., Sarafidis, V., Zyphur, M. J., Keltner, D., & Chen, S (2017, February). Income inequality increases racial bias in the United States: Evidence from panel models using Project Implicit. Poster presented at the Intergroup Relations pre-conference at *The Society for Personality and Social Psychology Annual Convention*, San Antonio, TX.

Invited Talks

Bjornsdottir, R.T., **Connor, P.**, & Rule, N.O. (2022, November). Social judgments from faces and bodies. Seminar talk presented at the *School of Psychology*, University of Aberdeen, Aberdeen, UK.

Connor, P., (2022, May). The Implicit Evaluation of Complex, Multiply Categorizable Targets. Invited talk for the *Implicit Social Cognition Lab* (Yale University), New Haven, Connecticut, USA.

Connor, P., (2022, February). Intersectional Implicit Bias: Evidence for a Category Dominance Hierarchy and The Predominance of Target Gender. Invited talk for the *Oxford Brookes Centre for Psychological Research*, talk delivered online.

Connor, P., (2022, January). The Implicit Evaluation of Complex, Multiply Categorizable Targets. Invited talk for the *Northwestern Social Cognition Lab* (Northwestern University), talk delivered online.

Connor, P., (2022, January). Climate change communication. Invited talk at *Engineers Australia*, Melbourne, Australia.

Zyphur, M., Diener, E., Solt, F., Tay, L., **Connor, P.**, & Sarafidis, V. (2015, October). Income inequality, redistribution, and the well-being of nations. Invited talk at University of New South Wales, Sydney, Australia.

Connor, P., (2014, May). Climate change communication. Invited talk at *Engineers Australia*, Melbourne, Australia.

Connor, P. (2011, August). Leadership through the lens of climate change. Invited talk at *Social Leadership Australia*, Melbourne, Australia.

Teaching Experience

2020	PSYCH 102: Methods for research in psychological sciences, <i>Teaching Assistant</i> (Professor: Amanda Perez)
2020	PSYCH 101: Research and data in psychology, <i>Teaching Assistant</i> (Professor: Arman Catterson)
2019	PSYCH 102: Methods for research in psychological sciences, <i>Teaching Assistant</i> (Professor: Frederic Theunissen)
2019	PSYCH 205: Data analysis, <i>Teaching Assistant</i> (Professor: Frederic Theunissen)
2018	PSYCH 101: Research and data in psychology, <i>Teaching Assistant</i> (Professor: Arman Catterson)
2018	PSYCH 205: Data analysis, <i>Teaching Assistant</i> (Professor: Frederic Theunissen)
2017	PSYCH 101: Research and data in psychology, <i>Teaching Assistant</i> (Professor: Christopher Gade)
2017	PSYCH 101: Research and data in psychology, <i>Teaching Assistant</i> (Professor: Rosanna Guadagno)
2017	PSYCH 166AC: Research and data in psychology, <i>Teaching Assistant</i> (Professor: Sara Gorchoff)
2016	PSYCH 101: Research and data in psychology, <i>Teaching Assistant</i> (Professor: Arman Catterson)

Teaching Evaluations

Teaching evaluations 2016-2020 All ratings are made on scales ranging from 1-7.*

Course	Responses	Effectiveness ^a	Clarity ^b	Enthusiasm ^c	Availability ^d	Encouragement ^e
Psych 10/101, Fall 2016	11	6.28	6.27	6.46	6.55	6.55
Psych 166AC, Spring 2017	21	5.24	5.19	5.19	5.52	6.24
Psych 10/101, Summer 2017	7	6.29	6.15	5.29	6.29	6.06
Psych 10/101, Fall 2017	15	5.80	5.87	6.07	6.27	6.40
Psych 205, Spring 2018	9	6.33	6.00	5.89	6.33	6.22
Psych 101, Fall 2018	13	6.16	6.16	6.31	6.15	6.54
Psych 102, Fall 2019	18	6.61	6.72	6.61	6.83	6.78

Psych 101, Spring 2020	15	5.87	5.94	5.93	6.46	6.40
Psych 102, Fall 2020	15	5.73	6	5.93	6.65	6.33
Weighted mean		5.97	5.99	5.97	6.31	6.41

^aEffectiveness: “How would you rate the overall effectiveness of this instructor”

^bClarity: “Explained concepts clearly”

^cEnthusiasm: “Was enthusiastic about the course”

^dAvailability: “Was readily available during the class and office hours”

^eEncouragement: “Encouraged student questions and participation”

*I was unable to obtain evaluations for one course I have taught, Psych 205 in Spring, 2019.

Selected Testimonials:

“BEST GSI EVER!! Could NOT have gotten through tutorials without his discussion sections or hints documents that he created. The study guides for midterms were also lifesaving. Paul is super approachable and funny which makes it so much more easier to learn how to code, since it was super new for me and I felt really lost at first. Also loved that he recorded the discussion sections so we could watch again.”

“Paul was a great GSI, and was very clear when he was explaining concept. I liked his pace and the way he explained everything step-by-step. He never assumed we knew something, which I appreciated because that means that he didn't skip over anything even if it was a tiny detail. The R tutorials that he sent out to our section were very helpful in mastering R and being able to understand the model outputs. I don't think I would've been doing as well as I am in the course if it weren't for Paul.”

“Paul is easily one of the best GSIs I've ever had. He is really clear on what we need to know and offers different perspectives on the techniques we learned. He also offered a lot of support from the tutorial hints documents to preparing for the midterms. I don't think I've had a GSI that has put in so much extra effort. I'm not sure if this was intentional, but I felt like he really knew what it is like to be an undergraduate. I feel like many professors want us to experience the same joy they have for their field (which is completely understandable), but often times we are taking the class because it is required, not necessarily for fun. Paul kept it very real on what was expected and was reassuring on what we needed to do to succeed.”

“The most helpful instructors I have ever had, my GSI was incredible as well as the instructor. This course made me re evaluate what I want to do in life. Absolutely loved the course and them.”

“He really listened to us. What we didn't get, what we needed to know more about, or material that wasn't covered but that we wanted to know about just out of curiosity. He always thought of ways to help us and what would work best for us. If we didn't understand a concept one way, he would explain it differently. He encouraged participation. He's a great GSI.”

“Paul was great at distilling complicated statistical concepts into understandable terms for us. He knew the material really well. The professor's lectures and assignments were literally impossible to understand and Paul really helped to translate and clarify concepts. His practice exams and R code really did help me learn the necessary code.”

“Paul was a great GSI. I think he has taught this section multiple times, including the graduate level equivalent, and this shows in his level of expertise and familiarity with the course structure and material. This was a really difficult course and having him as a GSI really helped me get the most out of it. He really cares about his students and tries to give us the tools and resources to help us succeed in the course. For example, he went out of his way to create and provide us with really helpful “Hints Documents” that reviewed important concepts from lecture and discussion and explained concepts for homework assignments more in–depth. He also screen–recorded all of his discussion sections and posted them as

videos for us to reference and be able to watch again when doing assignments or studying for exams.”

Early Research Experience

- 2014-2015 UNIVERSITY OF MELBOURNE, MELBOURNE, AUSTRALIA, *Research Assistant*
Advisor: Michael Zyphur
- 2013-2015 UNIVERSITY OF MELBOURNE, MELBOURNE, AUSTRALIA, *Research Assistant*
Advisor: Yoshihisa Kashima

Professional Affiliations

Association for Psychological Science (APS)
Society for the Improvement of Psychological Science (SIPS)
The Society for Personality and Social Psychology (SPSP)
Society for Open Inquiry in the Behavioral Sciences (SOIBS)

Service

Ad hoc reviewer, Psychological Science, European Journal of Social Psychology, Journal of Personality and Social Psychology, Personality and Social Psychology Bulletin, Perspectives on Psychological Science, Collabra: Psychology, Journal of Experimental Social Psychology, Judgment and Decision Making, Social Issues and Policy Review, Empirical Economics, Journal of Open Inquiry in the Behavioral Sciences, British Journal of Social Psychology

References

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