

Hunter Gehlbach

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EDUCATION

Stanford University Stanford, CA
Ph.D. in Psychological Studies in Education June 2004
Program: Child & Adolescent Development. Disciplinary Minor: Psychology.
Dissertation: *A new perspective on perspective taking: A study of social perspective taking and its association with conflict resolution and historical empathy*
Advisor: Dr. Robert W. Roeser.

M.A. in Social Psychology Jan. 2004
Advisor: Dr. Mark Lepper.

University of Massachusetts Amherst, MA
M.Ed. in School Counseling May 1999

Certificate of Advanced Graduate Study in School Psychology Sept. 1999
Advisor: Dr. John C. Carey.

Swarthmore College Swarthmore, PA
Bachelor of Arts in psychology and education May 1995
Pennsylvania secondary school social studies teaching certification program Dec. 1995
Advisor: Dr. Eva Travers.

ACADEMIC EXPERIENCE

HARVARD UNIVERSITY Cambridge, MA
Associate Professor of Education (2012 to present)
(On leave at [Panorama Education](#) 2014 – 2015 academic year)
Assistant Professor of Education (2006 to 2012)
Affiliate of the Program on Survey Research
Faculty advisor for the Strategic Data Project
Courses Taught:
EDUC S010B: Questionnaire Design Module (M.A. & Ed.D. students)
EDUC S015: Questionnaire Design (M.A. & Ed.D. students)
EDUC S460: Integrating Perspectives on Education (Ed.D. students)
EDUC T213: Social Studies Methods (pre-service teachers)
EDUC T405: Social Dimensions of Teaching & Learning (M.A. & Ed.D. students)

UNIVERSITY OF CONNECTICUT (2005-06)
Postdoctoral Fellow: Teachers for a New Era Project

Storrs, CT

WELLESLEY COLLEGE (Fall, 2005)
Visiting Assistant Professor
Courses Taught:

Wellesley, MA

EDUC 219: Social Dimensions of the Classroom (undergraduates)

STANFORD UNIVERSITY (2004-05)
Director, Social Sciences in Education M.A. program

Stanford, CA

Courses Taught:

EDUC 401A: Mini Courses in Methodology-SPSS (M.A. and Ph.D. students)

EDUC 211: Seminar in Social Sciences in Education (M.A. students)

EDUC 191X: Survey Design (M.A. and Ph.D. students)

PUBLICATIONS AND PRESENTATIONS

Published Articles:

Schueler, B. E.*, Capotosto, L.*, Bahena, S.*, McIntyre, J.*, & Gehlbach, H. (2014). Measuring parent perceptions of school climate. *Psychological Assessment*, 26(1), 314-320. doi: 10.1037/a0034830 and 10.1037/a0034830.supp (Supplemental) (Video feature: <https://facultimedia.com/downloads/education-measuring-parent-perceptions-of-school-climate/>)

Artino, A. R., Jr., La Rochelle, J. S., DeZee, K. J., & Gehlbach, H. (2014). AMEE Guide No 87: Developing questionnaires for educational research. *Medical Teacher*. doi: 10.3109/0142159X.2014.889814.

Gehlbach, H., & Brinkworth, M. E.* (2012). The social perspective taking process: Strategies and sources of evidence in taking another's perspective. *Teachers College Record*, 114(1), 226-254. (Video feature: <http://www.tcrecord.org/content.asp?contentid=16215>)

Gehlbach, H., Brinkworth, M. E.*, & Wang, M.-T.* (2012). The social perspective taking process: What motivates individuals to take another's perspective? *Teachers College Record*, 114(1), 197-225. (Video feature: <http://www.tcrecord.org/content.asp?contentid=16215>)

Gehlbach, H., Brinkworth, M. E.*, & Harris, A. D. (2012). Changes in teacher-student relationships. *British Journal of Educational Psychology*, 82, 690-704. doi: 10.1111/j.2044-8279.2011.02058.x

Gehlbach, H., Young, L. V.*, & Roan, L. (2012). Teaching social perspective taking: How educators might learn from the Army. *Educational Psychology*, 32(3), 295-309. doi: 10.1080/01443410.2011.652807

- Gehlbach, H., & Barge, S.* (2012). Anchoring and adjusting in questionnaire responses. *Basic and Applied Social Psychology*, 34(5), 417-433. doi: 10.1080/01973533.2012.711691
- Artino, A. R., Jr., & Gehlbach, H. (2012). AM last page: Avoiding four visual-design pitfalls in survey development. *Academic Medicine: Journal Of The Association Of American Medical Colleges*, 87(10), 1452.
- Barge, S.* & Gehlbach, H. (2012). Using the theory of satisficing to evaluate the quality of survey data. *Research in Higher Education*, 53(2), 182-200. doi: 10.1007/s11162-011-9251-2.
- Gehlbach, H., & Brinkworth, M. E.* (2011). Measure twice, cut down error: A process for enhancing the validity of survey scales. *Review of General Psychology*, 15(4), 380-387. doi: 10.1037/a0025704
- Artino, A. R., Jr., Gehlbach, H., & Durning, S. J. (2011). AM Last Page: Avoiding Five Common Pitfalls of Survey Design. *Academic Medicine: Journal Of The Association Of American Medical Colleges*, 86(10), 1327-1327.
- Gehlbach, H. (2011). Making social studies social: Engaging students through different forms of social perspective taking. *Theory Into Practice*, 50(4), 311-318. doi: 10.1080/00405841.2011.607394
- Gehlbach, H. (2010). The social side of school: Why teachers need social psychology. *Educational Psychology Review*, 22(3), 349-362. doi: 10.1007/s10648-010-9138-3
- Gehlbach, H., Artino, A. R., Jr., & Durning, S. (2010). AM last page: Survey development guidance for medical education researchers. *Academic Medicine: Journal Of The Association Of American Medical Colleges*, 85(5), 925-925.
- Gehlbach, H., Brown, S. W., Ioannou, A., Boyer, M. A., Hudson, N., Niv-Solomon, A., et al. (2008). Increasing interest in social studies: Social perspective taking and self-efficacy in stimulating simulations. *Contemporary Educational Psychology*, 33(4), 894-914. doi: 10.1016/j.cedpsych.2007.11.002
- Gehlbach, H. (2006). How changes in students' goal orientations relate to outcomes in social studies. *The Journal of Educational Research*, 99(6), 358-370. doi: 10.3200/joer.99.6.358-370
- Gehlbach, H. (2004). A new perspective on perspective taking: A multidimensional approach to conceptualizing an aptitude. *Educational Psychology Review*, 16(3), 207-234. doi: 10.1023/b:edpr.0000034021.12899.11
- Gehlbach, H. (2004). Social perspective taking: A facilitating aptitude for conflict resolution, historical empathy, and social studies achievement. *Theory and Research in Social Education*, 32(1), 39-55.

Gehlbach, H., & Roeser, R. W. (2002). The middle way to motivating middle school students: Avoiding false dichotomies. *Middle School Journal*, 33(3), 39-46.

Submitted Articles:

Gehlbach, H., Brinkworth, M. E.*, & Harris, A. D. * (revision submitted). The promise of social perspective taking to facilitate teacher-student relationships.

Gehlbach, H., Marietta, G. *, King, A. *, Karutz, C., Bailenson, J. N., & Dede, C. (revision submitted). Many ways to walk a mile in another's moccasins.

Gehlbach, H., Brinkworth, M. E.*, Hsu, L.*, King, A.*, McIntyre, J.*, & Rogers, T. (manuscript under review). Creating birds of similar feathers: Leveraging similarity to improve teacher-student relationships and academic achievement.

Schueler, B. E. *, McIntyre, J. *, & Gehlbach, H. (manuscript under review). Overcoming barriers to measuring parent perceptions of family-school engagement.

Bahena, S.*, Schueler, B.*, McIntyre, J.*, & Gehlbach, H. (Manuscript under review). Assessing parent perceptions of school fit: The development of a survey scale.

Brinkworth, M. E. *, Gehlbach, H., McIntyre, J.*, & Harris, A. D.* (manuscript under review). Understanding teacher-student relationships and student outcomes: The positives and negatives of assessing both perspectives.

Book Chapters:

Brinkworth, M. E., & Gehlbach, H. (in press). Perceptual barriers to teacher-student relationships: Overcoming them now and in the future. In C. Rubie-Davies & J. M. Stephens (Eds.), *The Social Psychology of the Classroom International Handbook*.

King, A.*, Marietta, G.*, & Gehlbach, H. (2014). The role of role-taking: Social perspective taking and interpersonal relationships in virtual simulations. In D. B. Zandvliet (Ed.), *Interpersonal Relationships in Education: From Theory to Practice* (pp. 95-110): Sense Publishers.

Gehlbach, H. (2014). Adolescent Development. In D. C. Phillips (Ed.), *Encyclopedia of Educational Theory and Philosophy*: Sage.

Gehlbach, H., & Brinkworth, M. E.* (2008). Motivated thinkers and the mistakes they make: The goals underlying social cognitions and their consequences for achievement. In M. L. Maehr, S. Karabenick & T. Urdan (Eds.), *Advances in motivation and achievement: Social psychological perspectives*. (Vol. 15, pp. 119-144). Bingley, UK: Emerald.

Stephens, J., & Gehlbach, H. (2007). Under pressure and under-engaged: Motivational profiles and academic cheating in high school. In E. Anderman & T. B. Murdock (Eds.), *Psychology of academic cheating*. Boston: Elsevier Academic Press.

Gehlbach, H. (2007). Intelligence. In K. Borman, S. Cahill and B. Cotner (Eds.), *American High School: An Encyclopedia*. Westport, CT: Greenwood.

Roeser, R. W., Marachi, R., & Gehlbach, H. (2002). A goal theory perspective on teachers' professional identities and the contexts of teaching. In C. Midgley (Ed.), *Goals, goal structures, and patterns of adaptive learning* (pp. 205-241). Mahwah, NJ: L. Erlbaum Associates.

Other Publications:

Gehlbach, H. (2014, June 12). Paternal Bias. *Huffington Post*. Retrieved from http://www.huffingtonpost.com/hunter-gehlbach/paternal-bias_b_5486617.html

Gehlbach, H. (2012, July 2). Teachers Should Be Evaluated Like Athletes: Here's Why, *Huffington Post*. Retrieved from http://www.huffingtonpost.com/hunter-gehlbach/teachers-should-be-evaluated_b_1643211.html

Young, L. V.*, Gehlbach, H., Metcalf, K. A., & Roan, L. (2010). *Identifying and training perspective taking within the army*. Paper presented at the Interservice/Industry Training, Simulation, and Education Conference, Orlando, FL.

Phillips, D. C., Floden, R., Gehlbach, H., Lee, C., Warren Little, J., Maynard, R. A., et al. (2009). *The preparation of aspiring educational researchers in the empirical qualitative and quantitative traditions of social science: Methodological rigor, social and theoretical relevance, and more*.

Roan, L., Strong, B., Foss, P., Yager, M., Gehlbach, H., & Metcalf, K. A. (2009). Social perspective taking (No. 1259). Arlington, VA: United States Army Research Institute for the Behavioral and Social Sciences.

Kirshner, B., & Gehlbach, H. (2006). First Graduate evaluation report: Analysis of wave four surveys and achievement data (Tech. Rep. No. 3). Boulder, CO: University of Colorado.

Selected Conference Presentations:

Bahena, S.*, Schueler, B.*, & Gehlbach, H. (2014). *Parent perceptions of school fit*. Paper presented at the American Educational Research Association, Philadelphia.

McIntyre, J.*, & Gehlbach, H. (2014, March). *The cost of agree-disagree: Satisficing and sacrificing reliability*. Paper presented at the Society of Research on Educational Effectiveness, Washington DC.

Gehlbach, H., Mapp, K., Capotosto, L.*, Bahena, S.*, Schueler, B.*, Garland, P., & Hoover-Dempsey, K. V. (2013). *Assessing home-school relationships*. Paper presented at the American Educational Research Association, San Francisco, CA.

- Gehlbach, H. (2013). *An overarching process for enhancing the validity of survey scales*. Paper presented at the American Association for Public Opinion Research, Boston, MA.
- Schueler, B.*, & Gehlbach, H. (2013). *Measuring parental engagement with children's schools*. Paper presented at the American Association for Public Opinion Research, Boston, MA.
- Gehlbach, H., Marietta, G. *, King, A. *, Pritt, J. *, & Dede, C. (2012, April). *Virtually social negotiations*. Paper presented at the International conference on Interpersonal Relationships in Education, Vancouver, BC. (**Received best poster award**)
- Gehlbach, H., & Ferguson, R. F. (2012, April). *Birds of a feather: Racial similarity and teacher-student relationships in secondary schools*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.
- Brinkworth, M. E. *, Harris, A. D. *, & Gehlbach, H. (2011). *Relationship discordance and valence: How teachers' and students' view their relationships with each other*. Paper presented at the American Educational Research Association, New Orleans.
- Phillips, D. C., Floden, R., Gehlbach, H., Lee, C., Warren Little, J., Maynard, R. A., et al. (2010, May) Invited Presidential Session: *Preparing Researchers to Face the Complex Educational Settings of the 21st Century: Insights From the Spencer RTG Task Force*. Paper presented at the American Educational Research Association, Denver, CO.

AWARDS & HONORS

- 2010-2012 National Academy of Education/Spencer Postdoctoral Fellowship
 2008 American Psychological Association: Division 15 Early Career Research Award
 2003 Richard S. Goldsmith Award for Writing in Dispute Resolution
 2003 Fellow: Stanford Center on Conflict and Negotiation
 2000 University of Massachusetts Phi Delta Kappa
 1995 Swarthmore College Sigma Xi Research Society.

GRANTS

- Gehlbach, H. (PI). *Developing Student Perception Surveys*. Funded by Panorama Education; \$274,311. (2013-2016).
- Gehlbach, H. (PI), Mapp, K. (Co-PI), & Weissbourd, R. (Co-PI). *Assessing Family-School Relationships*. Funded by SurveyMonkey; \$358,000. (2011-15).
- Gehlbach, H. (PI), Bailenson, J. B. (Co-PI), Dede, C. (Co-PI), & Koltun, V. (Co-PI). *SoCS: Enhancing Immersive Social Perspective Taking and Perceived Virtual Similarity to Enable Intelligent Social Relationships*. Funded by the National Science Foundation

#0966838; \$732,126 and REU supplement #1144030; \$16,000. Total \$748,126. (2010-14).

Gehlbach, H. (Convener). *Social Pathways to Improving Education*. Funded by the Radcliffe Institute for Advanced Study. \$18,000. (2013).

Gehlbach, H., Roan, L., Truesdale, R., Yager, M., Young, J., & Young, L., Self-Awareness Assessment: Measures for Perspective Taking Aptitude. Funded by the Army Research Institute for the Behavioral and Social Sciences #W5J9CQ-11-C-0039; \$200,000. (2011-2012).

Yager, M. (PI), Gehlbach, H (consultant), Strong, B. (consultant). Training Tools to Improve the Teaching and Coaching Skills of Military Advisors: Nonverbal Behavior during Advisor Key Leader Engagements. Funded by the Army Research Institute for the Behavioral and Social Sciences #W91WAW-11-C-0062; \$249,208. (2011-2012).

Gehlbach, H. (PI). *The social side of the classroom: Precursors to and outcomes of teacher-student relationships*. Funded by the Spencer Foundation; \$40,000. (2010-11).

Artino, A. R. (PI), Durning, S. J. (Associate Investigator) & Gehlbach, H. (Associate Investigator). *Understanding student performance in online learning*. Funded by the Uniformed Services University; \$31,100. (2009-2012).

Murnane, R. J. (PI), Willett, J. (Co-PI), Reich, J. (Project Manager), Gehlbach, H. (consultant), & Wolf, R. J. (consultant). *Distributed Collaborative Learning Communities Project*. Funded by the William and Flora Hewlett Foundation; \$385,000. (2009-11).

Gehlbach, H. (PI) *The social side of the classroom: Precursors to and outcomes of teacher-student relationships*. Funded by Division 15 of the American Psychological association; \$7,500. (2009).

Roan, L., Gehlbach, H., Young, L., Brinkworth, M.E., Metcalf, K., and Strong, B. *Social Perspective Taking In the Contemporary Operating Environment*. Funded by the Army Research Institute for the Behavioral and Social Sciences #W91WAW-08-C-0046; \$750,000. (2008-10).

Gehlbach, H. (PI) *Measuring teacher-student relationships and the classroom relational climate*. Funded by Harvard Graduate School of Education's Education Venture Fund; \$24,988. (2008-09).

Gehlbach, H. (PI). *A comparison of novice and expert social perspective taking*. Funded by the William F. Milton Fund of Harvard University; \$35,000. (2006-08).

Gehlbach, H. (PI). *Providing social psychology for social studies teachers*. Funded by the Association for Psychological Science; \$5,000. (2006-08).

RECENT INVITED LECTURES

Keynote Address: Turkish Consulate General (National Teacher Day) – Fall 2014
Achieving important schooling outcomes: New approaches worth noting

Yale Psychology Department – Fall 2014
Creating birds of similar feathers

Queens College – Fall 2014
Creating birds of similar feathers

New York City Department of Education, Analytics Club – Fall 2014
The Survey 2.0 Checklist

Strategic Data Fellows Convening – Spring 2014
Survey 2.0: Measuring what matters with more accurate measures

Intelligence Advanced Research Projects Agency (IARPA) – Summer 2012
Immersive Social Perspective Taking

Northeastern University – Fall 2011
A social-psychological approach to teacher-student relationships: The contributions of social perspective taking and similarity

University of California-Berkeley – Fall 2010
Everyday mindreading in the classroom: Social perspective taking and teacher-student relationships

University of New Hampshire – Spring 2010
Social perspective taking within teacher-student relationships

PROFESSIONAL SERVICE

Scientific Advisory Board Member to CORE School District Collaboration:
(2014 – present)

National Board for Professional Teaching Standards Student Perception Advisory Group: Committee Member (2013-2014)

Spencer Foundation: Small Grants Review Committee Member (2014 – present)
Dissertation Fellowship Review Committee Member (2013 – present)
Research Training Grant Task Force Member (2008 – 2009)

American Psychological Association (Div. 15): Early Career Educational Psychology Research Awards Committee Member (2011 - 2012); Membership Committee (2012 - present)

Advisory Board Member: Coach for College (2010 – 2012)

www.coachforcollege.org/

Journal Reviewing:

Editorial Board Member: *Educational Psychology* (2012 – present)

Editorial Board Member: *Educational Psychology Review* (2013 – present)

Principal Reviewer: *Journal of Educational Psychology* (2014 – present)

Reviewer:

Applied Psychological Measurement; American Journal of Education, British Journal of Educational Psychology; Educational Research; Educational Researcher; Education Research International; Educational Research Review; Elementary School Journal; European Journal of Psychology of Education; Information Sciences; International Journal of Educational Research; Journal of Advanced Academics; Journal of Experimental Education; Journal of Experimental Psychology: Applied; Journal of Teacher Education; Learning and Individual Differences; Motivation and Emotion; Psychological Science; The Internet and Higher Education; Theory and Research in Social Education

HIGH SCHOOL TEACHING

PALO ALTO UNIFIED SCHOOL DISTRICT

Palo Alto, CA

World Civilizations (Summer 2000): 10th–12th graders.

LOWER MERION HIGH SCHOOL

Ardmore, PA

Western Civilization (1996-1997): 10th graders.

U.S. Government (1996-1997): 12th graders.

WILMINGTON FRIENDS SCHOOL

Wilmington, DE

Modern World History (1995-1996): 9th graders.

AFFILIATIONS / CERTIFICATIONS

American Educational Research Association (since 2000, reviewer since 2003)

American Psychological Association (since 2000, reviewer since 2005)

American Association for Public Opinion Research (2013)

Association for Psychological Science (since 2006)

Certified Secondary School Teacher: CA & PA social studies certification (2000 & 1996).

Certified Secondary School Guidance Counselor: MA certification (1999).

REFERENCES

Dr. Kathleen McCartney (413) 585-2100

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Dr. Catherine Snow (617) 495-3563

snowcat249@gmail.com

Dr. Scott W. Brown (860) 486-0181

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Dr. Eamonn K. Callan (650) 723-8317

ecallan@stanford.edu

Dr. Denis Phillips

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* Current or former Harvard student