VITA

**NAME:** Robert J. Sternberg

**ORCID Number:** 000-0001-7191-5169

**ADDRESS:** Department of Psychology, College of Human Ecology, MVR Hall, Cornell University, 116 Reservoir Ave., Ithaca, NY 14853-4401

**E-MAIL:** [*robert.sternberg@cornell.edu*](mailto:robert.sternberg@cornell.edu)

**WEBSITE:** www.robertjsternberg.com

**EDUCATION**

Ph.D., Stanford University, 1975 (Psychology); Advisor, Gordon Bower

B.A., Yale University, 1972 (Psychology); Advisor, Endel Tulving

**Impact Indices (Google Scholar):**

Number of citations = 218,606\*

h index = 228 (number h of works cited at least h times)

i10 index = 1142 (number of works cited at least 10 times)

\*(Average self-citation rate is 13.78% compared with average of 15.5% for top 100,000 scientists--self-citation rate thus is less than average--<https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.3000384>)

**HONORS AND AWARDS**

**Honorary Doctorates:**

Doctor Honoris Causa, University of Huelva, Spain, 2012

Doctor of Humanities, Honoris Causa, De la Salle University, Manila, Philippines, 2011

Doctor of Science, Honoris Causa, University of Connecticut, Storrs, Connecticut, USA, 2009

Doctor of Science, Honoris Causa, Eureka College, Illinois, USA, 2008

Doctor Honoris Causa, Ricardo Palma University, Peru, 2008

Doctor Honoris Causa, Tilburg University, Holland, 2007

Doctor of Science, Honoris Causa, St. Petersburg State University, Russia, 2006

Doctor of Science, Honoris Causa, University of Durham, England, 2006

Doctor Honoris Causa, Constantine the Philosopher University, Nitra, Slovakia, 2004

Doctor Honoris Causa, University of Leuven, Belgium, 2001

Doctor Honoris Causa, University of Cyprus, Cyprus, 2000

Doctor Honoris Causa, University of Paris V, France, 2000

Doctor Honoris Causa, Complutense University, Madrid, Spain, 1994

**Scholarly Prizes and Awards:**

Florence L. Denmark Award for Significant Contributions to Psychology, 2019, Psychology Department, Pace University

Grawemeyer Award in Psychology, 2018

William James Fellow Award, Association for Psychological Science, 2017

Ernest R. Hilgard Award for Lifetime Contributions to General Psychology, American Psychological Association, Division of General Psychology (1), 2016

Distinguished Service Award, International Association for Cognitive Education and Psychology, 2011

Presidential Award for Distinguished Lifetime Contributions to the Public Understanding of Psychology, American Psychological Association Division of Media Psychology (46), 2008

Sir Francis Galton Award, International Association of Empirical Aesthetics, 2008

E. Paul Torrance Award, National Association for Gifted Children, 2006

Interamerican Psychologist Award, Interamerican Society of Psychology, 2005

Arnheim Award, Division of Psychology and the Arts (10) of the American Psychological Association, 2005

Anton Jurovsky Award, Slovak Psychological Society, 2004

Arthur W. Staats Award, American Psychological Foundation and the Society for General Psychology (American Psychological Association Division 1), 2003

Farnsworth Award, Division of Psychology and the Arts (10) of the American Psychological Association, 2003

E. L. Thorndike Career Achievement Award, Division of Educational Psychology (15) of the American Psychological Association, 2003

Positive Psychology Network Distinguished Scientist and Scholar Award, 2002

Outstanding Academic Title, *CHOICE* (American Library Association) for *International handbook of giftedness and talent*, co-editor, 2001

Distinguished Lifetime Contribution to Psychology Award, Connecticut Psychological Association, 1999

Palmer O. Johnson Award, American Educational Research Association, 1999

James McKeen Cattell Award, Association for Psychological Science, 1999

Distinción of Honor SEK, Institución Educativa SEK, Madrid, 1997

Sylvia Scribner Award, American Educational Research Association (Division C), 1996

International Award, Association of Portuguese Psychologists, 1991

Award for Excellence, Mensa Education and Research Foundation (MERF), 1989

Citation Classic Designation, Institute for Scientific Information for *Intelligence, information processing, and analogical reasoning: The componential analysis of human abilities*, 1987

Outstanding Book Award, American Educational Research Association for *Beyond IQ: A triarchic theory of human intelligence*, 1987

Research Review Award, American Educational Research Association (co-recipient), 1986

Distinguished Scholar Award, the National Association for Gifted Children, 1985

Cattell Award, Society of Multivariate Experimental Psychology, 1982

Boyd R. McCandless Young Scientist Award, Division of Developmental Psychology (7) of the American Psychological Association, 1982

Distinguished Scientific Award for an Early Career Contribution to Psychology, American Psychological Association, 1981

Sidney Siegel Memorial Award, Stanford University, 1975

Wohlenberg Prize, Berkeley College, Yale University, 1972

**Media Honors and Awards:**

Listed as #20 in the world and #10 in the United States for “Top Psychology Scientists” by research.com (based on Scopus h indices) May 2022

Listed in the top 2% of scholars in citations in the field of education by Stanford University, November 2020, #3 in citations in the field of education

Listed as one of the “30 most influential psychologists working today” https://www.bestmastersinpsychology.com/30-most-influential-psychologists-working-today/ 2019

Listed as one of the “100,000 most cited scientists” in *PLOS1 Biology,* #713, career as of 2018 (top 0.01%of scientists in terms of impact), published August 12, 2019, <https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.3000384>

Listed as one of the “The 50 Most Influential Living Psychologists” by The Best Schools, 2018, <https://thebestschools.org/features/most-influential-psychologists-world/>

Listed as one of the “Top 33 Psychologists for Psychology Textbook Citations”, Griggs & Christopher, *Teaching of Psychology,* 2016, *43*(2), p. 114 (ranked #5)

Listed as one of the “Top 100 Psychologists of the 20th Century,” *APA Monitor,* July/August 2002, p. 29 (ranked #60)

Listed as one of the 200 most eminent psychologists of the modern (Post World-War II) era by Diener, Oishi, Park (2014) survey in *Archives of Scientific Psychology* (ranked #61)

ISI Highly Cited List in Psychology/Psychiatry (2003–)

(based on scientific citations 1981–1999)

Listed in the *Esquire* Register recognizing the achievements of outstanding American men and women under 40, 1986

Listed as one of the 100 “Top Young Scientists in the U.S.,” *Science Digest*, 1984

#### EMPLOYMENT

Cornell University

Professor of Human Development, 2014-

University of Wyoming

President, 2013 (partial)

Professor of Psychology and Education, 2013 (partial)

Oklahoma State University

Provost and Senior Vice President, 2010-2013

Regents Professor of Psychology and Education, 2011-2013

George Kaiser Family Foundation Chair in Ethical Leadership, 2012-2013

Professor of Psychology, 2010-2011

Tufts University

School of Arts and Sciences,

Dean, 2005-2010

Center for the Psychology of Abilities, Competencies, and Expertise (PACE Center),

Founder and Director, 2005-2010

Center for the Enhancement of Learning and Teaching (CELT)

Founder and Director, 2005-2008

Professor of Psychology and Education, 2006–2010

Heidelberg University

Honorary Professor, Department of Psychology, Heidelberg, Germany, 2007-

Association for American Colleges and Universities

Senior Scholar, 2013-

Harvard University

Center for Public Leadership, Kennedy School of Government

Honorary Senior Scholar, 2006–2010

Yale University

Department of Psychology

Acting Chair, Fall Term, 1992

Director of Graduate Studies, 1983–1988

IBM Professor of Psychology and Education, 1986–2005

Professor, 1983–1986

Associate Professor (tenured), 1980–1983

Assistant Professor, 1975–1980

School of Management

Professor, 2005

Center for the Psychology of Abilities, Competencies, and Expertise (PACE Center)

Founder and Director, 2000–2005

Office of Undergraduate Admissions

Special Assistant to the Dean, 1972

**Elective Societies:**

National Academy of Education, 2011-

*Phi Beta Delta* (Honorary Member), 2011-

*Phi Kappa Phi* (Honorary Member), 2011-

*Psi Chi* (Distinguished Member), 2005-

*Kappa Delta Pi* (Laureate Chapter), 2003-

Society of Experimental Psychologists, 2002-

Royal Norwegian Society of Sciences and Letters, 2002-

American Academy of Arts and Sciences, 1995-

*Sigma Xi*, 1977-

*Phi Beta Kappa*, 1971-

**Academic Honors:**

B.A. awarded *summa cum laude*, honors with exceptional distinction in psychology

**Distinguished Lectureships:**

NIMH Director’s Innovation Seminar, National Institute of Mental Health, 2008

Wunch Lecture (Technion), 2008

Arthur W. Staats Lecture (American Psychological Association), 2003

Broadbent Lecture (British Psychological Society), 1999

Master Lecture (American Psychological Association), 1999

G. Stanley Hall Distinguished Lecturer (American Psychological Association), 1997

Psi Chi/Frederick Howell Lewis Distinguished Lecturer (American Psychological

Association), 1997

**Fellowships and Scholarships:**

Fulbright Senior Specialist Fellowship to Slovakia, 2005

IREX Visiting Scholar Fellowship to Russia, 2000

Honored Visitor Fellowship, Taiwan National Science Council, December 1998

Sir Edward Youde Memorial Visiting Professor, City University of Hong Kong December, 1997

John Simon Guggenheim Memorial Fellowship, 1985–1986

# Yale Senior Faculty Fellowship, 1982–1983

Yale Junior Faculty Fellowship, 1978–1979

National Science Foundation Graduate Fellowship, 1972–1975

National Merit Scholarship, 1968–1972

**Elective Administrative Offices:**

President, Federation of Associations in Behavioral and Brain Sciences, 2012-2013

Treasurer, Association of American Colleges and Universities, 2011-2013

President, International Association for Cognitive Education and Psychology, 2009-2011

President, Eastern Psychological Association, 2007–2008

President, American Psychological Association, 2003

President, Division 24 (Theoretical and Philosophical Psychology), American Psychological Association, August 2000–July 2001

President, Division 10 (Psychology and the Arts), American Psychological Association, August 1999–July 2000

President, Division 15 (Educational Psychology), American Psychological Association, August 1994–August 1995

President, Division 1 (General Psychology), American Psychological Association, 1994

**Boards of Directors/Trustees:**

Board of Directors (Vice-Chair), OSU Center for Innovation and Economic Development,

Inc., 2010-2013

Board of Directors, Federation of Associations in Behavioral and Brain Sciences, 2010-

2015

Board of Directors, Creative Oklahoma, 2011-2013

Board of Directors, International Association of Cognitive Education and Psychology, 2007-2013

Board of Directors, Association of American Colleges and Universities, 2007–2013;

Board of Trustees (Honorary), American Psychological Foundation, 2009-2012

Board of Trustees, American Psychological Foundation, 2005–2007

Board of Directors, Eastern Psychological Association, 2005–2008

Board of Trustees (American Psychological Association Liaison), American Psychological Association Insurance Trust, 2004

Board of Directors, American Psychological Association, 2002–2004

**Special Services:**

Massachusetts Institute of Technology Communications Requirement Evaluation Committee, 2005

Consultant to major state university regarding avoidance of discrimination in undergraduate admissions

Reviewer of Graduate Programs and Research, Department of Psychology, University of Alberta, Canada, 1998

**Temporary:**

Educational Testing Service, Test Development Division, Research Assistant, 1970 (summer)

The Psychological Corporation, Test Division, Research Assistant, 1968–1969 (summers)

**Part-Time:**

Yale University, Office of Institutional Research, Research Assistant, 1970–1971

**GRANTS AND CONTRACTS**

“Development of a Test for Graduate Admissions in Human Development and Psychology with Potential Applications Beyond Those Fields”

Cornell University, School of Human Ecology

$50,000 (8/1/14-12/31/16)

“Minor in Leadership Studies”

Arthur Vining Davis Foundation

$250,000 (2/1/2009-6/30-2010)

“A Teacher’s Collegium to Design, Implement, Evaluate, and Revise Teaching Innovations to Improve Student Learning”

Teagle Foundation

$149,844 (7/1/2008 – 6/30/2011)

“Evaluating MIT Communication Requirement”

Massachusetts Institute of Technology

$10,000 (1/1/07–10/1/08)

“Center for the Enhancement of Learning and Teaching (CELT)”

Davis Educational Foundation

$299,988 (7/1/06–6/30/08)

“Using the Theory of Successful Intelligence as a Framework for Developing Assessments in AP Physics and Biology”

National Science Foundation

$350,000 (4/1/05–3/31/07)

“The Rainbow Project: Item Development”

College Board

$40,000 (1/01/03–6/30/04)

“The Aurora Project”

Private Donation from Karen Jensen, Seattle, Washington

$1,000,000 (9/15/03–9/14/07)

“Understanding Students’ Mathematical Competencies: An Exploration of the Impact of Contextualizing Mathematical Problems”

Institute of Education Sciences

$749,976 (8/01/03–7/31/06)

“Construct Validating Aspects of the Theory of Successful Intelligence via a Test Battery for Measuring Mental Flexibility”

Army Research Institute

$660,854 (1/01/03–10/30/05)

“Command Performance: New Technology for Assessing Direct Leadership Abilities”

Knowledge Analysis Technologies, LLC

$149,995 (10/01/02–9/30/04)

“The Value of the Theory of Successful Intelligence for Predicting the Effectiveness of Schools as Intelligent Systems”

Temple University

$495,927 (1/01/01–12/31/05)

“Project Rainbow: The Development of New Instruction and a New Battery of Assessments for the Prediction of Success in College”

College Board

$106,490 (12/15/00–12/31/01)

“Applying Technology and Triarchic Enhancement to Instruction and Assessment in School Science Curriculum”

National Science Foundation /Educational Research Initiative

Subcontract through Stevens Institute of Technology

$256,894 (10/01/00–03/30/02)

“Recombinant Knowledge Generation for Planning, Training and Assessment Using Latent Semantic Analysis: Phase II

Army Research Institute

$150,640 (10/01/00–9/30/02)

“Transitions in the Development of Giftedness”

Office of Educational Research and Improvement

Collaborative with National Research Center on the Gifted and Talented/OERI

$2,520,000 (10/01/00–9/30/06)

“Developing Effective Military Leaders: Facilitating the Acquisition of Experience-Based, Tacit Knowledge”

Army Research Institute

$561,344 (9/30/00–11/30/03)

“Teaching for Wisdom”

William T. Grant Foundation

$309,265 (9/1/2000–8/31/2003)

**“**Enhancing Higher Order Thinking and Learning in AP Psychology and Statistics”

College Board/Educational Testing Service

$273,000 (8/1/2000–7/31/2002)

“Models of Intelligence for the Next Millennium”

# American Psychological Association Conference

$15,000 (June, 2000)

“An Evaluation of Teacher Training for Triarchic Instruction and Assessment”

National Science Foundation /OERI

$3,022,986 (9/1/1999–8/31/2003)

“Understanding the Acquisition and use of Tacit Knowledge for Military Leadership”

Army Research Institute

$149,486 (8/15/99–2/14/01)

“Conceptualization and Measurement of Triarchic Abilities for Success in School”

# The College Entrance Examination Board

# $198,490 (10/1998–12/2001)

“Assessment Instrument of Childhood Cognitive and Social and Emotional Development”

The World Bank

$39,500 (9/98–9/99)

“Identifying the Abilities Involved in the Acquisition of Tacit Knowledge”

Army Research Institute

$50,000 (9/98–9/99)

“Evaluation of Summberbridge Program”

The Summerbridge Program, Hopkins School

$14,000 (6/98–12/99)

**“**Measuring Skills of Everyday Adaptation”

National Center for Educational Statistics

$92,500 (9/97–8/99)

“Expert Learning for All Through Teacher Education”

# Office of Educational Research and Improvement

$249,150 (2/17/1997–2/16/2000)

“Construction of a Battery of Survey-Based Instruments to Assess Cognitive Abilities”

National Center for Health Statistics

$60,000 (12/96–8/99)

“Development of Foreign Language Aptitude Test”

Consortium for Language Teaching and Learning

$6,000 (12/96–12/97)

“Impact of Long-Term Societal Changes on the Adaptive and Maladaptive Development of Russian Youth”

National Council for Soviet and East European Research

$74,961 (10/96–8/97)

“Teacher’s Mental Models and Tacit Knowledge of Children’s Learning”

United States–Israel Binational Science Foundation

$145,697 (9/96–8/99)

“The Short and Longer Term Effects of Treating Helminth Infection on Cognitive Function and Educational Achievement in Tanzanian School Children”

Partnership for Child Development, Oxford University

$32,462 (1/96–12/98)

“A Theory-Based Approach to Giftedness”

# Office of Educational Research and Improvement

Collaborative with University of Connecticut, University of Virginia, and Stanford University

$1,476,000 (10/1995–9/2000)

“Coping with Unfamiliar Language Learning Task/Situations in Second Language Learning Ability”

Center for the Advancement of Language Learning

$106,832 (7/95–11/96)

“Identification, Assessment, and Teaching of Tacit Knowledge for Military Leadership”

Army Research Institute

$1,376,162 (10/92–6/99 *with extension*)

“Cognitive Abilities in Geohelminth-Infected Children”

McDonnell Foundation

$33,132 (7/92–6/93)

“Engendering Creativity in a School Context”

McDonnell Foundation

# Collaborative with Howard Gardner of Harvard University

$249,893 (2/91–2/94)

“A Theory-Based Approach to Identification, Teaching, and Evaluation of the Gifted”

# Office of Educational Research and Improvement

Collaborative with University of Connecticut, University of Virginia, and University of Georgia

$1,500,000 (6/90–5/95)

“Effects of Parental Theories of Intelligence on Children’s Cognitive Abilities”

Spencer Foundation

Collaborative with Lynn Okagaki of Yale University

$270,200 (3/88–9/91)

“Development of Practical Intelligence For School”

McDonnell Foundation

Collaborative with Howard Gardner of Harvard University

$297,093 (12/87–11/90)

Conference on “New Concepts of Aptitude–Performance Interaction: Exploring the Fit between Persons and Jobs”

Army Research Institute

Subcontracted through Battelle

$25,570 (10/86)

“Coping with Novelty and Human Intelligence: The Role of Counterfactual Reasoning”

Office of Naval Research

$298,416 (10/85–9/88)

“Promoting Individual and Organizational Productivity through Practical Intelligence: The Role of Tacit Knowledge in Personal and Organizational Effectiveness”

Army Research Institute

$780,221 (10/85–09/90)

“Teaching Fluid and Crystallized Intellectual Skills: Two Experiments to Investigate Alternative Methods of Training”

Venezuelan Ministry for the Development of Intelligence

$289,000 (01/83–12/85)

“Components of Verbal Intelligence”

Office of Naval Research and Army Research Institute

$330,000 (10/82–10/85)

“Insight in the Gifted”

Spencer Foundation

$56,000 (08/82–07/84)

“Conference of Contributors to the *Handbook of Human Intelligence*”

Office of Naval Research, National Institute of Education, and Army Research Institute

$13,000 (09/79–08/80)

“Components of Individual Differences in Human Intelligence”

Office of Naval Research

$430,000 (10/77–09/82)

“The Componential Analysis of Human Intelligence”

National Science Foundation

$60,000 (05/76–04/78)

**EDITORIAL RESPONSIBILITIES**

Guest Co-Editor, *How Intelligence Can Be a Solution to Controversial World Problems, Journal of Intelligence,* 2021-2022

Guest Co-Editor, *Terminological Controversies in Gifted Education, Gifted Education International,* 2021-2022

Guest Co-Editor, *Teaching for Positive Creativity, Educational Sciences,* 2021-2022

Editor, Cambridge University Press Textbook Series in Psychology

Editor, *Perspectives on Psychological Science*, 2015-2018.

Guest Editor, *Journal of Intelligence* Special Issue on “If Intelligence Is Truly

Important to Real-World Adaptation, and IQs Have Risen 30+ Points in the Past

Century (Flynn Effect), then Why Are There So Many Unresolved and Dramatic

Problems in the World, and What Can Be Done About It?” 2018

Guest Editor, *Journal of Intelligence* Special Issue on “Future of Intelligence Testing,” 2015

Associate Editor, *Perspectives on Psychological Science,* 2014.

Editorial Advisory Board, *Educational Researcher,* 2009-2011

Associate Editor, *Annual Review of Psychology,* 2008-2013

Editorial Board, *Journal of Anthropological Psychology,* 2007-2010

Distinguished Associate, Psychometrics Centre, *Cambridge Assessment,* 2007-2011

Consulting Editor, *Interamerican Journal of Psychology*, 2006-2010

International Editor, *Asian Psychologist*, 2005–2006

Editor, *APA Review of Books:* *Contemporary Psychology*, 1999–2004

Editor, *Psychological Bulletin*, 1991–1996

Editor-in-Chief, *Educational Psychology Series*, Lawrence Erlbaum Assoc., 1996–2007

Associate Editor, *Journal of Theoretical and Philosophical Psychology*, 1998–2001

Founder, *Review of General Psychology*

Associate Editor, *Child Development*, 1981–1984

Associate Editor, *Intelligence*, 1977–1982

Editorial Board, *The International Journal of Thinking Skills and Creativity*, 2005–2006

Editorial Board, *Leadership Quarterly*, 2004 –2006

Editorial Board, *Psychological Science in the Public Interest,* 2004– 2006

Editorial Board, *AMLE*, 2004–2007

Editorial Board, *Anales de Psicologia*, 2001–2003

Editorial Board, *Intelligence Special Issue: Inspection Time*, 2001

Editorial Board, *The Asia–Pacific Education Researcher,* 1999–2001

Editorial Board, *Korean Journal of Thinking and Problem Solving*, 1998–2006

Editorial Board, *Memory and Cognition*, 1979–1981;

Editorial Board, *School Psychology Quarterly*, 1998–2006

Editorial Board, *Journal of Creative Behavior*, 1997–2006

Editorial Board, *Cognitive Technology*, 1997–2000

Consulting Editor, *International Journal of Giftedness and Creativity*, 2004–2006

Consulting Editor, *Journal of Personality and Social Psychology: Personality and Individual Differences,* 1999

Consulting Editor, *Gifted Child Quarterly*, 1998

Consulting Editor, *Journal of* *Educational Psychology*, 1979–1981

Consulting Editor, *American Journal of Psychology*, 1979–1981, 1989– 2005

Consulting Editor, *Human Intelligence International Newsletter*, 1979–1990

Consulting Editor, *Intelligence*, 1982–2011

Consulting Editor, *Roeper Review*, 1984–1990

Consulting Editor, *Journal of Experimental Psychology: General*, 1985–1988

Consulting Editor, *Cognitive Development*, 1986–1990

Consulting Editor, *Developmental* *Review*, 1986–1990

Consulting Editor, *Human Performance*, 1987–1990

Consulting Editor, *International Journal of Cognitive Education and Mediated Learning*, 1989–1990

Consulting Editor, *Journal of Personality and Social Psychology*, 1989–1990

Consulting Editor, *Philosophical Psychology*, 1989–2001

Consulting Editor, *Poetics*, 1992–1996

Consulting Editor, *Psychological Review*, 1989–1990

Consulting Editor, *Learning and Individual Differences*, 1992– 2005

Consulting Editor, *Educational Psychology*, 1995–2000

Consulting Editor, Corresponding Associate Commentator, *Behavioral and Brain Sciences*, 1977–

**PROFESSIONAL COMMITTEES**

Chair, Publications Committee, American Educational Research Association (2007- 2009); Member (2006-2007)

Chair, James McKeen Cattell Award Selection Committee of Association for Psychological Science (2009-2010); Member (2007-2009)

Chair, Elections Committee, American Psychological Association, 2004-2006

Advisory Committee of the Division of Social Sciences, Yale University, 2003-2004

Chair, American Psychological Association Task Force on Governance, 2003

Chair, AERA Outstanding Book Award Committee, 2002

Co-Chair, CEO Search Committee, American Psychological Association, 2002

College Board Trustees Research Committee, 1999–2001

College Board Committee on Research, 1998–1999

National Research Council Board on Behavioral, Cognitive, and Sensory Sciences, 1997–2000

American Psychological Association Committee on Intelligence, 1994–1995

Educational Advisory Board of National Learning Foundation, 1991–

National Advisory Board of National Association for Gifted Children, 1991–

Member at Large, Executive Committee (APA Division 1), 1989

Chair, American Educational Research Association Nominations Committee, 1986–1987

Air Force Office of Scientific Research Panel for Reviewing Contract Proposals, 1986–1989

Chair, G. Stanley Hall Awards Committee (APA Division 7), 1986

Educational Testing Service Board of Visitors (Research Programs), 1984–1985

Chair, APA Early Career Award Committee in Learning and Cognition, 1984

Boyd R. McCandless Awards Committee (APA Division 7), 1983, 1993

Social Science Research Council Committee on Development and Giftedness, 1983–1985

Committee on Tenure Appointments in the Division of Biological Sciences, Yale University, 1996–1997

#### WHO’S WHO LISTINGS

Who’s Who in America

Who’s Who in American Education

Who’s Who in American Men and Women of Science

Who’s Who in the East

Who’s Who in Medicine and Healthcare

Who’s Who in Science and Engineering

Who’s Who in the World

**RESEARCH INTERESTS**

Leadership, Human Intelligence, Thinking Styles, Creativity, Wisdom, Intellectual Development, Social and Practical Competence, Love and Close Relationships, Hate, Applications of Psychology to Education, Reasoning and Problem Solving, Ethics

**TEACHING EXPERIENCE**

Intelligence and its Development; Theories of Intelligence; Creativity; Individual Differences in Cognition; Thinking, Reasoning, and Problem Solving; Intelligence Applied; Statistics; Introductory Psychology; Multivariate Data Analysis with Latent Variables; Multivariate Data Analysis with Observable Variables; Liking, Loving, and Interpersonal Attraction; Cognitive Psychology; Seminar on Being a Professional Psychologist; Educational Psychology

**Former Doctoral Students** (Main Advisee/First Job):

Michael Barnes (SAI Analytics); Anne Beall (Boston Consulting Group); Talia Ben-Zeev (Brown University); Cynthia Berg (University of Utah); Marek Chawarski (Yale University); Janet Davidson (Carnegie-Mellon University); Peter Frensch (University of Missouri); Michael Gardner (University of Utah); Elena Grigorenko (Yale University and Moscow State University); Martin Guyote (Boston University); Mahzad Hojjat (University of Massachusetts, Dartmouth); Jennifer Jordan (Dartmouth College); David Kalmar (Consultant); James C. Kaufman (Educational Testing Service); Scott Kaufman (University of Pennsylvania); John Kolligian (Columbia University); Todd Lubart (University of Paris V); Jason Marino (MS) (Special Assistant (for Health Care Policy) to U.S. Senator Robert Byrd); Diana Marr (Educational Testing Service); Timothy McNamara (Vanderbilt University); Kefentse Mzwinila (MS) (Head of Psychology, Botswana Army); Weihua Niu (Pace University); Linda O’Hara (California State University, Long Beach); Jean Pretz (Illinois Wesleyan University); David Preiss (Pontificia Catholic University of Chile); Christopher Rate (Joint Military Information Support Command HQ USSOCOM); Julie Sincoff (Tufts University); Louise Spear-Swerling (Southern Connecticut State University); Sheldon Tetewsky (McGill University); Roger Tourangeau (Connecticut College); Richard Wagner (Florida State University); Wendy Williams (Cornell University); Shih-ying Yang (National Chi-Nan University)

**Former Postdoctoral Fellows** (Main Advisee/First Job):

Eric Amsel (Vassar College); John Antonakis (Université de Lausanne); Damian Birney (University of Sydney); Christina Bonney (Consultant); David Caruso (Consultant); Anna Cianciolo (Global Information Systems Technology, Inc.); Pamela Clinkenbeard (University of Wisconsin–Whitewater); William Disch (Consultant); Michel Ferrari (University of Toronto); Pamela Hartman (unknown); Jennifer Hedlund (Central Connecticut State University); Patrick Henry (University of California, Santa Barbara); Joseph Horvath (IBM); Linda Jarvin (Yale University); Ida Jeltova (Columbia University); Daniel Kaye (University of California, Los Angeles); Smaragda Kazi (University of Cyprus); Jonna Kwiatkowski (Southern Connecticut State University); Jacqueline Leighton (University of Alberta); Cynthia Matthew (Wesleyan University); Tina Newman (Yale University); Lynn Okagaki (Purdue University); Renate Otterbach (University of San Francisco); Carolyn Parish (Consultant); Judith Randi (University of New Haven); Alina Reznitskaya (Montclair State University); Steven Stemler (Yale University); Bruce Torff (Hofstra University); Roger Tourangeau (National Opinion Research Center); Wendy Williams (Cornell University); Nadin Woide (University of Sydney)

**Former Associate Research Scientists** (Main Advisee/First Job):

Steven Stemler (Wesleyan University); Jens Beckmann (University of Sydney)

**My Favorite Publications**

Sternberg, R. J. (1972). A decision rule to facilitate the undergraduate admissions process. *College and University*, *48*, 48–53.

My very first publication.

Sternberg, R. J., & Bower, G. H. (1974). Transfer in part–whole and whole–part free recall: A comparative evaluation of theories. *Journal of Verbal Learning and Verbal Behavior*, *13*, 1–26.

The only publication I ever did that actually solved a problem definitively.

Sternberg, R. J. (1977). Component processes in analogical reasoning. *Psychological Review*, *84*, 353–378.

The article based on my dissertation. It applied componential analysis to analogical reasoning.

Sternberg, R. J. (1977). *Intelligence, information processing, and analogical reasoning: The componential analysis of human abilities*. Hillsdale, NJ: Lawrence Erlbaum Associates.

The book based on my dissertation. It introduced componential analysis.

Sternberg, R. J. (1979). The nature of mental abilities. *American Psychologist*, *34*, 214–230.

My first attempt to write for a general psychological audience.

Sternberg, R. J. (1979, September). Stalking the I.Q. quark. *Psychology Today*, *13*, 42–54.

My first attempt to write for a popular audience.

Sternberg, R. J., & Rifkin, B. (1979). The development of analogical reasoning processes. *Journal of Experimental Child Psychology*, *27*, 195–232.

My first article in developmental psychology.

Sternberg, R. J. (1980). Sketch of a componential subtheory of human intelligence. *Behavioral and Brain Sciences*, *3*, 573–584.

My first attempt to sketch out comprehensively the componential account of intelligence.

Sternberg, R. J. (1980). Representation and process in linear syllogistic reasoning. *Journal of Experimental Psychology: General*, *109*, 119–159.

My first systematic application of componential analysis to deductive reasoning.

Sternberg, R. J., & Weil, E. M. (1980). An aptitude–strategy interaction in linear syllogistic reasoning. *Journal of Educational Psychology*, *72*, 226–234.

My first systematic attempt to show that there are salient and consequential individual differences in how people solve reasoning problems.

Guyote, M. J., & Sternberg, R. J. (1981). A transitive-chain theory of syllogistic reasoning. *Cognitive Psychology*, *13*, 461–525.

An attempt to provide a theory of syllogistic reasoning.

Schustack, M. W., & Sternberg, R. J. (1981). Evaluation of evidence in causal inference. *Journal of Experimental Psychology: General*, *110*, 101–120.

My first paper on causal inference.

Sternberg, R. J., Conway, B. E., Ketron, J. L., & Bernstein, M. (1981). People’s conceptions of intelligence. *Journal of Personality and Social Psychology*, *41*, 37–55.

My first study of implicit theories of intelligence.

Tourangeau, R., & Sternberg, R. J. (1981). Aptness in metaphor. *Cognitive Psychology*, *13*, 27–55.

My first attempt to study metaphorical reasoning.

Detterman, D. K., & Sternberg, R. J. (Eds.). (1982). *How and how much can intelligence be increased?* Norwood, NJ: Ablex.

My first attempt to get scholars collectively to show that intelligence modifiable.

Sternberg, R. J. (Ed.). (1982). *Handbook of human intelligence*. New York: Cambridge University Press.

My first edited handbook. The start of a 40-year relationship with Cambridge University Press.

Sternberg, R. J. (1982). Natural, unnatural, and supernatural concepts. *Cognitive Psychology*, *14*, 451–488.

My first paper on the new riddle of induction and thinking beyond conventional inductive reasoning.

Sternberg, R. J., & Davidson, J. E. (1982, June). The mind of the puzzler. *Psychology Today*, *16*, 37–44.

My first attempt to apply componential analysis to insightful problem solving.

Sternberg, R. J., & Gardner, M. K. (1982). A componential interpretation of the general factor in human intelligence. In H. J. Eysenck (Ed.), *A model for intelligence* (pp. 231–254). Berlin: Springer–Verlag.

My first attempt to explain the general factor of intelligence in terms of information-processing components of intelligence.

Sternberg, R. J., & Wagner, R. K. (1982, July). Automatization failure in learning disabilities. *Topics in learning and learning disabilities*, *2*, 1–11.

My first attempt to study learning disabilities.

Sternberg, R. J. (1983). Components of human intelligence. *Cognition*, *15*, 1–48.

Sternberg, R. J., & Gardner, M. K. (1983). Unities in inductive reasoning. *Journal of Experimental Psychology: General*, *112*, 80–116.

My attempts to apply the componential theory to all inductive-reasoning problems—a componential account of fluid intelligence.

Sternberg, R. J. (1984). A contextualist view of the nature of intelligence. *International Journal of Psychology*, *19*, 307–334.

My first attempt to apply a contextualist approach to human intelligence.

Sternberg, R. J. (1984). How can we teach intelligence? *Educational Leadership*, *42*, 38–50.

My first attempt to write for an audience of educators about teaching intelligence.

Sternberg, R. J. (1984). A theory of knowledge acquisition in the development of verbal concepts. *Developmental Review*, *4*, 113–138.

My attempt to apply componential analysis to crystallized intelligence—vocabulary acquisition, in particular

Sternberg, R. J., & Grajek, S. (1984). The nature of love. *Journal of Personality and Social Psychology*, *47*, 312–329.

My first publication on love.

Sternberg, R. J. (1984). Toward a triarchic theory of human intelligence. *Behavioral and Brain Sciences, 7*, 269–287.

Berg, C. A., & Sternberg, R. J. (1985). A triarchic theory of intellectual development during adulthood. *Developmental Review*, *5*, 334–370.

My first article on adult intellectual development.

Sternberg, R. J. (1985). *Beyond IQ: A triarchic theory of human intelligence*. New York: Cambridge University Press.

My first publications on the triarchic theory of human intelligence.

Sternberg, R. J. (1985). Implicit theories of intelligence, creativity, and wisdom. *Journal of Personality and Social Psychology,* *49*(3), 607–627.

My first comprehensive paper on implicit theories in relation to higher processes.

Sternberg, R. J. (1985). Human intelligence: The model is the message. *Science*, *230*, 1111–1118.

Sternberg, R. J. (1990). *Metaphors of mind: Conceptions of the nature of intelligence*. New York: Cambridge University Press.

My first attempts to understand the metaphors underlying the study of human intelligence.

Sternberg, R. J. (1985). Teaching critical thinking, Part 1: Are we making critical mistakes? *Phi Delta Kappan*, *67*, 194–198.

Sternberg, R. J. (1985). Teaching critical thinking, Part 2: Possible solutions. *Phi Delta Kappan*, *67*, 277–280.

My first papers on teaching for critical thinking.

Sternberg, R. J., & Barnes, M. (1985). Real and ideal others in romantic relationships: Is four a crowd? *Journal of Personality and Social Psychology*, *49*, 1586–1608.

My first recognition of the importance of ideals in love relationships.

Sternberg, R. J., & Soriano, L. J. (1984). Styles of conflict resolution. *Journal of Personality and Social Psychology*, *47*, 115–126.

My first article on conflict resolution.

Sternberg, R. J., & Smith, C. (1985). Social intelligence and decoding skills in nonverbal communication. *Social Cognition*, *2*, 168–192.

My first paper on social intelligence.

Sternberg, R. J., & Spear, L. C. (1985). A triarchic theory of mental retardation. In N. Ellis & N. Bray (Eds.), *International review of research in mental retardation* (Vol. 13, pp. 301–326). New York: Academic Press.

My first article on general intellectual disability, then called “mental retardation.”

Wagner, R. K., & Sternberg, R. J. (1985). Practical intelligence in real-world pursuits: The role of tacit knowledge. *Journal of Personality and Social Psychology*, *49*, 436–458.

My first article on practical intelligence. Rick Wagner and I collaborated for many years.

Sternberg, R. J. (1986). Inside intelligence. *American Scientist*, *74*, 137–143.

An early attempt to explain my views on intelligence for all scientists, not just behavioral scientists.

Sternberg, R. J. (1986). *Intelligence applied: Understanding and increasing your intellectual skills*. San Diego, CA: Harcourt Brace Jovanovich.

The result of our Venezuela project. My first attempt to write on how to improve one’s intelligence.

Sternberg, R. J. (1986). Intelligence, wisdom, and creativity: Three is better than one. *Educational Psychologist*, *21*, 175–190.

My first paper linking intelligence, wisdom, and creativity.

Sternberg, R. J. (1986). Toward a unified theory of human reasoning. *Intelligence*, *10*, 281–315.

My first serious attempt to present a unified theory of human reasoning.

Sternberg, R. J. (1986). A triangular theory of love. *Psychological Review*, *93*, 119–135.

My first presentation of the triangular theory of love.

Sternberg, R. J. (1986). A triarchic theory of intellectual giftedness. In R. J. Sternberg & J. E. Davidson (Eds.), *Conceptions of giftedness* (pp. 223–243). New York: Cambridge University Press.

My first attempt to apply the triarchic theory to intellectual giftednesss.

Sternberg, R. J., & Detterman, D. K. (Eds.) (1986). *What is intelligence?* Norwood, N.J.: Ablex Publishing Corporation.

An attempt to update the famous 1921 *Journal of Educational Psychology* symposium on the nature of intelligence.

Sternberg, R. J., & Suben, J. (1986). The socialization of intelligence. In M. Perlmutter (Ed.), *Perspectives on intellectual development:* *Vol. 19*. *Minnesota symposia on child psychology* (pp. 201–235). Hillsdale, NJ: Lawrence Erlbaum Associates.

My first paper arguing that intelligence is, in large part, socialized.

Sternberg, R. J. (1987). Liking versus loving: A comparative evaluation of theories. *Psychological Bulletin*, *102*, 331–345.

My first synthetic paper on loving and liking.

Sternberg, R. J. (1987). The psychology of verbal comprehension. In R. Glaser (Ed.), *Advances in instructional psychology* (Vol. 3, pp. 97–151). Hillsdale, NJ: Lawrence Erlbaum Associates.

My first fully integrative attempt to apply my theory of intelligence to verbal comprehension (crystallized ability).

Sternberg, R. J. (1987). Second game: A school’s-eye view of intelligence. In J. A. Langer (Ed.), *Language, literacy, and culture: Issues of society and schooling* (pp. 23–48). Norwood, NJ: Ablex.

My first attempt fully to account for how schools affect not only intelligence, but also, what intelligence is.

Sternberg, R. J., & Dobson, D. M. (1987). Resolving interpersonal conflicts: An analysis of stylistic consistency. *Journal of Personality and Social Psychology*, *52*, 794–812.

My second and last attempt to study conflict resolution. This work has now become integral to current work on adaptive intelligence and wisdom.

Kalmar, D. A., & Sternberg, R. J. (1988). Theory knitting: An integrative approach to theory development. *Philosophical Psychology*, *1*, 153–170.

An attempt to discuss how theories can be knitted together so that the whole is more than the sum of its parts. Later became “synthesis” in the propulsion theory of creative contributions.

Sincoff, J. B., & Sternberg, R. J. (1988). The development of verbal fluency abilities and strategies in elementary–school–aged children. *Developmental Psychology*, *24*, 646–653.

My one and only empirical attempt to study verbal fluency.

Spear, L. C., & Sternberg, R. J. (1987). Teaching styles: Staff development for teaching thinking. *Journal of Staff Development*, *8*(3), 35–39.

An attempt to show that the way most teaching is done does not optimize learning.

Sternberg, R. J. (1988). Mental self-government: A theory of intellectual styles and their development. *Human Development*, *31*(4), 197–224.

My first paper introducing my theory of mental self-government.

Sternberg, R. J. (1988). *The psychologist’s companion* (2nd ed.). New York: Cambridge University Press.

My first serious attempt to write a book on writing in psychology.

Sternberg, R. J. (1988). A three-facet model of creativity. In R. J. Sternberg (Ed.), *The nature of creativity* (pp. 125–147). New York: Cambridge University Press.

My first explicit theory of creativity.

Sternberg, R. J. (1988). *The triangle of love*. New York: Basic.

My first trade book on love.

Sternberg, R. J. (1988). *The triarchic mind: A new theory of human intelligence*. New York: Viking.

My first trade book on intelligence.

Sternberg, R. J. (1988). A triarchic view of intelligence in cross–cultural perspective. In S. H. Irvine, & J. W. Berry (Eds.), *Human abilities in cultural context* (pp. 60–85). New York: Cambridge University Press.

My first attempt to apply the triarchic theory of intelligence across cultures.

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

My first attempt to understand group intelligence.

Frensch, P. A., & Sternberg, R. J. (1989). Expertise and intelligent thinking: When is it worse to know better? In R. J. Sternberg (Ed.), *Advances in the psychology of human intelligence* (Vol. 5, pp. 157–188). Hillsdale, NJ: Lawrence Erlbaum Associates.

A paper I have cited many times showing that when novel conditions are introduced, experts are often hurt more than novices—that is, experts are subject to entrenchment.

Sternberg, R. J. (1989). Domain-generality versus domain-specificity: The life and impending death of a false dichotomy. *Merrill–Palmer Quarterly*, *35*, 115–130.

My first discussion of domain-generality vs. domain-specificity as a false dichotomy.

Sternberg, R. J., & Gastel, J. (1989). Coping with novelty in human intelligence: An empirical investigation. *Intelligence*, *13*, 187–197.

Sternberg, R. J., & Gastel, J. (1989). If dancers ate their shoes: Inductive reasoning with factual and counterfactual premises. *Memory and Cognition*, *17*, 1–10.

My attempts to extend work I had done on counterfactual reasoning and intelligence.

Sternberg, R. J. (1990). *Metaphors of mind: Conceptions of the nature of intelligence*. New York: Cambridge University Press.

An expansion of my earlier *Science* article on the metaphors of mind that underlie our thinking about intelligence.

Sternberg, R. J. (1990). Wisdom and its relations to intelligence and creativity. In R. J. Sternberg (Ed.), *Wisdom: Its nature, origins, and development* (pp. 142–159). New York: Cambridge University Press.

An early attempt to relate wisdom to intelligence and creativity.

Sternberg, R. J., Okagaki, L., & Jackson, A. (1990). Practical intelligence for success in school. *Educational Leadership*, *48*, 35–39.

The first report of a program to teach practical intelligence for school.

Kolligian, J., Jr., & Sternberg, R. J. (1991). Perceived fraudulence in young adults: Is there an “imposter syndrome”? *Journal of Personality Assessment*, *56* (2), 308–326.

My single paper on the impostor syndrome.

Sternberg, R. J. (1991). *Love the way you want it*. New York: Bantam.

My first attempt at a mass-market paperback.

Sternberg, R. J. (1991). Triarchic abilities test. In D. Dickinson (Ed.), *Creating the future: Perspectives on educational change* (pp. 76–81). Aston Clinton, Bucks, UK: Accelerated Learning Systems.

A report on my first attempt to create a triarchic intelligence test.

Sternberg, R. J., & Lubart, T. I. (1991). An investment theory of creativity and its development. *Human Development*, *34*(1), 1–31.

My first paper on the investment theory of creativity.

Wagner, R. K., & Sternberg, R. J. (1991). *Tacit knowledge inventory for managers*. San Antonio, TX: Psychological Corporation.

Wagner’s and my attempt to create a test of practical intelligence for managers. My first published test.

Berg, C. A., & Sternberg, R. J. (1992). Adults’ conceptions of intelligence across the adult life span. *Psychology and Aging,* *7*(2), 221–231.

An attempt to understand how adults think about changes in intelligence over the life span.

Okagaki, L., & Sternberg, R. J. (1993). Parental beliefs and children’s school performance. *Child Development*, *64*(1), 36–56.

Our first study on how parental beliefs about intelligence affect the way intelligence is socialized in children of different ethnic groups.

Sternberg, R. J., & Wagner, R. K. (1993). The *g*–ocentric view of intelligence and job performance is wrong. *Current Directions in Psychological Science*, *2*(1), 1–4.

An article in which we tried to show there is much more to job performance than *g.* I am proud to say that the *g* theorists were immediately all over the article.

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.

An article in which we argued for cooperative education, whereby students learn both in the classroom and in practical work settings.

Sternberg, R. J. (1994). Answering questions and questioning answers. *Phi Delta Kappan*, *76* (2), 136–138.

The first piece I wrote pointing out that asking good questions is more important than answering trivial questions.

Sternberg, R. J. (Ed.). (1994). *Encyclopedia of human intelligence*. New York: Macmillan.

An attempt to systematize in encyclopedic form almost all we knew at the time about intelligence.

Beall A. E., & Sternberg, R. J. (1995). The social construction of love. *Journal of Social and Personal Relationships*, *12*(3), 417–438.

A first paper, at least for me, arguging that love is largely socially constructed.

Sternberg, R. J. (1995). *For whom does the bell curve toll? It tolls for you*. Washington, DC: EdPress.

Sternberg, R. J. (1995). For whom the bell curve tolls: A review of *The bell curve*. *Psychological Science*, *6*(5), 257–261.

Sternberg, R. J., Callahan, C., Burns, D., Gubbins, E. J., Purcell, J., Reis, S. M., Renzulli, J. S., & Westberg, K. (1995). Return gift to sender: A review of *The bell curve*, by Richard Herrnstein & Charles Murray. *Gifted Child Quarterly, 39*(3), 177–179.

Reviews of *The Bell Curve,* which I believe to be one of the more backward-looking books that have been published on intelligence.

Sternberg, R. J. (1995). *In search of the human mind.* Orlando, FL: Harcourt Brace College Publishers.

My first introductory-psychology text, based on the triarchic theory of intelligence.

Sternberg, R. J. (1995). Love as a story. *Journal of Social and Personal Relationships*, *12* (4), 541–546.

An early presentation of the theory of love as a story.

Sternberg, R. J., Grigorenko, E. L. (1995). Styles of thinking in school. *European Journal for High Ability*, *6*(2), 201–219.

Our most exhaustive empirical analysis of the theory of mental self-government.

Sternberg, R. J., & Lubart, T. I. (1995). *Defying the crowd: Cultivating creativity in a culture of conformity*. New York: Free Press.

Our first comprehensive presentation of the investment theory of creativity.

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

A presentation of our work on practical intelligence for a general audience.

Sternberg, R. J., & Zhang, L. F. (1995). What do we mean by “giftedness”? A pentagonal implicit theory. *Gifted Child Quarterly*, *39*(2), 88–94.

Our first presentation of the pentagonal implicit theory of giftedness.

Spear-Swerling, L., & Sternberg, R. J. (1996). *Off track: When poor readers become learning disabled*. Boulder, CO: Westview Press.

An attempt to present a systematic account of learning disabilities.

Sternberg, R. J. (1996). *Cognitive psychology*. Orlando, FL: Harcourt Brace College Publishers.

The first edition of my cognitive-psychology textbook.

Sternberg, R. J. (1996). Myths, countermyths, and truths about human intelligence. *Educational Researcher*, *25*(2), 11–16.

An attempt to dispel myths about intelligence—I’m still working at it. It’s definitely a work in progress.

Sternberg, R. J. (1996). *Successful intelligence*. New York: Simon & Schuster. [hardback]

Sternberg, R. J. (Ed.). (1997). *Career paths in psychology: Where your degree can take you*. Washington, DC: American Psychological Association.

My first attempt to edit a book on career paths for students who pursue psychology.

Sternberg, R. J. (1997). Construct validation of a triangular love scale. *European Journal of Social Psychology* , *27*(3), 313–335.

An empirical validation of the triangular theory of love.

Sternberg, R. J. (1997). Fads in psychology: What we can do. *APA Monitor*, *28*(7), 19.

My first essay about the domination of fads in psychology. It’s all still true today.

Sternberg, R. J. (1997). *Successful intelligence*. New York: Plume. [paperback]

My major work on successful intelligence.

Sternberg, R. J., & Williams, W. M. (1996). *How to develop student creativity*. Alexandria, VA: Association for Supervision and Curriculum Development.

My first book on teaching for creativity.

Sternberg, R. J. (1997). *Thinking styles*. New York: Cambridge University Press.

My major work on thinking styles.

Sternberg, R. J., & Kalmar D.A. (1997). When will the milk spoil? Everyday induction in human intelligence. *Intelligence, 25*(3), 185–203.

An attempt better to understand induction in everyday life.

Sternberg, R. J., Powell, C., McGrane, P. A., & McGregor, S. (1997). Effects of a parasitic infection on cognitive functioning. *Journal of Experimental Psychology: Applied, 3*, 67–76.

Our first empirical article on effects of parasitic illnesses on intelligence

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*, 630–641.

A controversial article arguing that the GRE is worth much less than many people think. The ETS aficionados were all over this one.

Yang, S., & Sternberg, R. J. (1997). Conceptions of intelligence in ancient Chinese philosophy. *Journal of Theoretical and Philosophical Psychology, 17*, 101–119.

Yang, S., & Sternberg, R. J. (1997). Taiwanese Chinese people’s conceptions of intelligence. *Intelligence, 25*, 21–36.

Two attempts to understand intelligence from an Eastern perspective.

Grigorenko, E. L., & Sternberg, R. J. (1998). Dynamic testing. *Psychological Bulletin, 124*, 75–111.

Our first major article on the value of dynamic testing.

Sternberg, R. J. (1998). Abilities are forms of developing expertise. *Educational Researcher, 27*(3), 11–20.

Sternberg, R. J. (1999). Intelligence as developing expertise. *Contemporary Educational Psychology, 24*, 359–375.

My first articles arguing that intelligence is a form of developing expertise.

Sternberg, R. J. (1998). All intelligence testing is “cross-cultural.” In R. J. Samuda et al. (Eds.), *Advances in cross-cultural assessment* (pp. 197–215; 274–285). Thousand Oaks, CA: Sage Publications.

My first article arguing that all intelligence is cultural, no matter how culture-fair or even culture-free it may seem to be.

Sternberg, R. J. (1998) A balance theory of wisdom*. Review of General Psychology, 2,* 347-365.

My first article on the balance theory of wisdom.

Sternberg, R. J. (1998). Costs and benefits of defying the crowd in science. *Intelligence, 26*, 209–215.

An article pointing out how, in 1998, intelligence investigators “followed the crowd.” They still do.

Sternberg, R. J. (1998). *Cupid’s arrow: The course of love through time*. New York: Cambridge University Press.

A systematic presentation of the triangular theory of love.

Sternberg, R. J. (1998). *Love is a story*. New York: Oxford University Press.

A systematic presentation of the theory of love as a story.

Sternberg, R. J. (1998). Principles of teaching for successful intelligence. *Educational Psychologist, 33*, 65–72.

An attempt to systematize teaching for successful intelligence.

Sternberg, R. J., Torff, B., & Grigorenko, E. L. (1998). Teaching triarchically improves school achievement. *Journal of Educational Psychology, 90*, 374–384.

An early study showing that teaching for successful intelligence can be successful in academic settings.

Sternberg, R. J. (Ed.). (1999) *Handbook of creativity*. New York: Cambridge University Press.

My first handbook of creativity with Cambridge.

Sternberg, R. J. (1999). A propulsion model of types of creative contributions. *Review of General Psychology, 3*, 83–100.

My first presentation of the propulsion model of creative contributions.

Sternberg, R. J. (1999). The theory of successful intelligence. *Review of General Psychology, 3*, 292–316.

A presentation of the theory of successful intelligence.

Sternberg, R. J., & Grigorenko, E. L. (1999). *Our labeled children: What every parent and teacher needs to know about learning disabilities*. Reading, MA: Perseus Publishing Group.

Our attempt to show the risks of labeling in identifying children with learning and other disabilities.

Grigorenko, E. L., Sternberg, R. J., & Ehrman, M. E. (2000). A theory-based approach to the measurement of foreign language learning ability: The CANAL-F theory and test. *The Modern Language Journal, 84*(3), 390–405.

My first attempt to develop a test of language-learning ability.

Sternberg, R. J. (2000). In search of the zipperump-a-zoo: Half a career spent trying to find the right questions to ask about the nature of human intelligence. *The Psychologist, 13*(5), 250–255.

My first career retrospective—after 25 years.

Sternberg, R. J. (2000). *Making school reform work: A “mineralogical” theory of school modifiability*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

A theory of organizational modifiability—it never too off.

Sternberg, R. J. (2000). *Pathways to psychology* (2nd ed.). Orlando, FL: Harcourt Brace College Publishers.

An attempt to write a lower level introductory-psychology textbook.

Sternberg, R. J., Forsythe, G. B., Hedlund, J., Horvath, J., Snook, S., Williams, W. M., Wagner, R. K., & Grigorenko, E. L. (2000). *Practical intelligence in everyday life.* New York: Cambridge University Press.

Sternberg, R. J., Hedlund, J. (2002). Practical intelligence, g, and work psychology. *Human Performance 15*(1/2), 143–160.

Our major works on practical intelligence.

Sternberg, R. J., & Grigorenko, E. L. (2000). *Teaching for successful intelligence*. Arlington Heights, IL: Skylight Training and Publishing Inc.

Our first attempt to present a comprehensive and systematic introduction to teaching for successful intelligence.

Grigorenko, E. L., Geissler, P. W., Prince, R., Okatcha, F., Nokes, C., Kenny, D. A., Bundy, D. A., & Sternberg, R. J. (2001). The organization of Luo conceptions of intelligence: A study of implicit theories in a Kenyan village. *International Journal of Behavioral Development, 25*(4), 367–378.

I have come to realize that Luo conceptions of intelligence tell us much more about intelligence than does sterile *g* theory.

Grigorenko, E. L., & Sternberg, R. J. (2001). Analytical, creative, and practical intelligence as predictors of self–reported adaptive functioning: A case study in Russia. *Intelligence, 29,* 57–73.

We showed that practical intelligence became more important in Russia following the fall of Communism.

Sternberg, R. J. (2001). Why schools should teach for wisdom: The balance theory of wisdom in educational settings. *Educational Psychologist, 36*(4), 227–245.

An early attempt to show why it is so important to teach for wisdom in the schools.

Sternberg, R. J., & Ben-Zeev, T. (2001). *Complex cognition: The psychology of human thought*. New York: Oxford University Press.

An attempt to write a comprehensive overview of the field of complex cognition as it existed at the time.

Sternberg, R. J., Castejón, J. L., Prieto, M. D., Hautamäki, J., & Grigorenko, E. L. (2001). Confirmatory factor analysis of the Sternberg triarchic abilities test in three international samples: An empirical test of the triarchic theory of intelligence. *European Journal of Psychological Assessment, 17*(1) 1–16.

An early demonstration that multiple-choice assessment of creative and practical intelligence is of very limited success.

Sternberg, R. J., & Grigorenko, E. L. (2001). All testing is dynamic testing. *Issues in Education, 7*(2), 137–170.

Sternberg, R. J., & Grigorenko, E. L. (2002). *Dynamic testing*. New York: Cambridge University Press.

Our most comprehensive analyses of the costs and benefits of dynamic testing.

Sternberg, R. J., & Grigorenko, E. L. (2001). Unified psychology. *American Psychologist, 56*(12)*,* 1069–1079.

An attempt to argue for the unification of psychology as a discipline—followed in the footsteps of one of my advisors, Lee Cronbach.

Sternberg, R. J., & Williams, W. M. (2001). *Educational psychology*. Boston, MA: Allyn & Bacon.

First edition of our educational-psychology text.

Williams, W. M., Markle, F., Brigockas, M., & Sternberg, R. J. (2001). *Creative intelligence for school (CIFS): 21 lessons to enhance creativity in middle and high school students.* Needham Heights, MA: Allyn & Bacon.

Another attempt to write about teaching for creativity, based on a program we formulated.

Grigorenko, E. L., Jarvin, L., & Sternberg, R. J. (2002). School–based tests of the triarchic theory of intelligence: Three settings, three samples, three syllabi. *Contemporary Educational Psychology*, *27,* 167–208.

Shows the application of the triarchic theory to reading instruction..

Sternberg, R. J. (2002). Smart people are not stupid, but they sure can be foolish: The imbalance theory of foolishness. In R. J. Sternberg (Ed.), *Why smart people can be so stupid* (pp. 232–242). New Haven: Yale University Press.

My first article on foolishness.

Sternberg, R. J. (Ed.). (2002). *Why smart people can be so stupid*. New Haven: Yale University Press.

A timely book on why people who seem smart often don’t act that way.

Hedlund, J., Forsythe, G. B., Horvath, J. A., Williams, W. M., Snook, S., & Sternberg, R. J. (2003). Identifying and assessing tacit knowledge: Understanding the practical intelligence of military leaders. *Leadership Quarterly, 14,* 117–140.

Show the application of our work on practical intelligence to military leadership.

Sternberg, R. J. (2003). A duplex theory of hate: Development and application to terrorism, massacres, and genocide. *Review of General Psychology*. *7*(3), 299–328.

My first presentation of the duplex theory of hate.

Sternberg, R. J. (Ed.). (2003). *Psychologists defying the crowd: Stories of those who battled the establishment and won.* Washington, DC: American Psychological Association.

An important edited book for me—shows that really great psychologists are willing to defy the crowd, despite the price they pay for doing so.

Sternberg, R. J. (2003). WICS: A model for leadership in organizations. *Academy of Management Learning & Education, 2*, 386–401.

My first presentation of WICS as a theory of leadership.

Sternberg, R. J. (2003). *Wisdom, intelligence, and creativity synthesized*. New York: Cambridge University Press.

My first major attempt to synthesize wisdom, intelligence, and creativity.

Sternberg, R. J., Kaufman, J. C., & Pretz, J. E. (2003). A propulsion model of creative leadership. *Leadership Quarterly, 14,* 455–473.

Our application of the propulsion model of creative contributions to leadership.

Cianciolo, A. T., & Sternberg, R. J. (2004). *A brief history of intelligence*. Malden, MA: Blackwell.

My first attempt, with a collaborator, to write a history of the field of intelligence.

Sternberg, R. J. (2004). Culture and intelligence. *American Psychologist, 59*(5), 325–338.

My APA presidential address on the relationship between culture and intelligence.

Sternberg, R. J. (Ed.). (2004). *International handbook of intelligence*. New York: Cambridge University Press.

An attempt to look at intelligence from an international perspective, something that had been lacking at the time.

Sternberg, R. J. (2004). *Psychology 101½ : The unspoken rules for success in academia*. Washington, DC: American Psychological Association.

My first attempt to write a book on lessons I had learned from a career in psychology.

Sternberg, R. J., The Rainbow Project Collaborators, & University of Michigan Business School Project Collaborators (2004). Theory based university admissions testing for a new millennium. *Educational Psychologist*, *39*(3), 185–198.

A presentation of our work at the time on admissions testing.

Sternberg, R. J., Grigorenko, E. L., & Kidd, K. K. (2005). Intelligence, race, and genetics. *American Psychologist, 60*(1), 46–59.

An analysis of the race concept in intelligence—and how it has led researchers astray.

Sternberg, R. J., & Jordan, J. (Eds.) (2005). *Handbook of wisdom: Psychological perspectives.* New York: Cambridge University Press.

A first handbook on wisdom.

Grigorenko, E. L., Sternberg, R. J., Jukes, M., Alcock, K., Lambo, J., Ngorosho, D., Nokes, C., & Bundy, D. A. (2006). Effects of antiparasitic treatment on dynamically and statically tested cognitive skills over time. *Journal of Applied Developmental Psychology, 27* (6), 499-526.

A practical demonstration of the value of dynamic testing.

Grigorenko, E. L., Sternberg, R. J., & Strauss, S. (2006). Practical intelligence and elementary-school teacher effectiveness in the United States and Israel: Measuring the predictive power of tacit knowledge. *Thinking Skills and Creativity*, *1*, 14–33.

Shows how practical intelligence makes a difference in teaching.

Hedlund, J., Wilt, J. M., Nebel, K. R., Ashford, S. J., & Sternberg, R. J. (2006). Assessing practical intelligence in business school admissions: A supplement to the Graduate Management Admissions Test. *Learning and Individual Differences, 16,* 101–127.

Shows the value of measuring practical intelligence for business for business-school admissions.

Stemler, S. E., Grigorenko, E. L., Jarvin, L., & Sternberg, R. J. (2006). Using the theory of successful intelligence as a basis for augmenting AP exams in psychology and statistics. *Contemporary Educational Psychology, 31*(2), 344–376.

Stemler, S., Sternberg, R. J., Grigorenko, E. L., Jarvin, L., & Sharpes, D. K. (2009). Using the theory of successful intelligence as a framework for developing assessments in AP Physics. *Contemporary Educational Psychology, 34,* 195-209*.*

Show how the triarchic theory could be used for assessment in the Advanced Placement program.

Sternberg, R.J. (2006). A duplex theory of love. In R. J. Sternberg & K. Weis (Eds.), *The new psychology of love* (pp. 184–199). New Haven, CT: Yale University Press.

My first presentation of the duplex theory of love.

Sternberg, R. J., & The Rainbow Project Collaborators (2006). The Rainbow Project: Enhancing the SAT through assessments of analytical, practical and creative skills. *Intelligence*, *34* (4), 321-350.

The original presentation of the Rainbow Project data from my last major empirical project during my time as a professor at Yale.

Rate, C.R., Clarke, J.A., Lindsay, D.R., & Sternberg, R.J. (2007). Implicit theories of courage. *Journal of Positive Psychology, 2* (2), 80-98*.*

A study of courage, which is so understudied in psychology.

Sternberg, R. J. (2007). A systems model of leadership: WICS. *American Psychologist, 62* (1), 34-42.

An analysis of WICS as a systems models of leadership.

Sternberg, R. J., Lipka, J., Newman, T., Wildfeuer, S., & Grigorenko, E. L. (2007). Triarchically-based instruction and assessment of sixth-grade mathematics in a Yup’ik cultural setting in Alaska. *International Journal of Giftedness and Creativity*, *21* (2), 6-19.

Shows the value of triarchic teaching in an indigneous group.

Sternberg, R. J., Reznitskaya, A. & Jarvin, L. (2007). Teaching for wisdom: What matters is not just what students know, but how they use it. *The London Review of Education, 5* (2), 143-158.

A fairly extensive analysis of the value of teaching for wisdom.

Sternberg, R. J. (2008). Assessing students for medical school admissions: Is it time for a new approach? *Academic Medicine, 83* (10), October Supplement, S105-S109.

Arguing for the importance of assessing medical applicants more broadly.

Sternberg, R. J. (2008). The WICS approach to leadership: Stories of leadership and the structures and processes that support them. *The Leadership Quarterly, 19* (3), 360-371.

Shows the importance of stories in leadership.

Sternberg, R. J., Grigorenko, E. L., & Zhang, L.-F. (2008). Styles of learning and thinking matter in instruction and assessment. *Perspectives on Psychological Science*, *3* (6), 486-506.

A widely ignored paper on the importance of thinking and learning styles for schooling.

Sternberg, R. J., & Sternberg, K. (2008). *The nature of hate*. New York: Cambridge University Press.

My first written book, with Karin Sternberg, on hate.

Grigorenko, E. L., Jarvin, L., Diffley, R., Goodyear, J., Shanahan, E. J., & Sternberg, R. J. (2009). Are SSATs and GPA enough? A theory-based approach to predicting academic success in high school. *Journal of Educational Psychology, 101,* 964-981.

Shows how it is possible to devise measures of tacit knowledge as supplementary measures for admission to private schools.

Sternberg, R. J. (2009). The Rainbow and Kaleidoscope Projects: A new psychological approach to undergraduate admissions. *European Psychologist, 14,* 279-287.

A report that integrates the results of the Rainbow and Kaleidoscope Projects on college admissions.

Sternberg, R. J. (2009). We need to teach for ethical conduct. *The Educational Forum, 73* (3)*,* 190-198.

A process-based model of ethical reasoning.

Sternberg, R. J. (2010). *College admissions for the 21st century*. Cambridge, MA: Harvard University Press.

The culmination of a fairly extensive program of work on college admissions, based on the theory of successful intelligence.

Sternberg, R. J. (2010). The dark side of creativity and how to combat it. In D. H. Cropley, A. J. Cropley, J. C. Kaufman, & M. A. Runco (Eds.), *The dark side of creativity* (pp. 316-328)*.* New York: Cambridge University Press.

My first take on the dark side of creativity.

Sternberg, R. J., Bonney, C. R., Gabora, L., Karelitz, T., & Coffin, L. (2010). Broadening the spectrum of undergraduate admissions. *College and University, 86*(1), 2-17*.*

A review of our college-admissions work.

Sternberg, R. J. (2011). Slip-sliding away, down the ethical slope. *Chronicle of Higher Education, 57*(19), A23.

An essay on how we are all susceptible to sliding down ethical slippery slopes.

Zhang, L.-F., Sternberg, R. J., & Rayner, S. (Eds.). (2012). *Handbook of intellectual styles.* New York: Springer.

A handbook of intellectual-styles research.

Sternberg, R. J. (2013). Searching for love. *The Psychologist, 26*(2), 98-101.

Sternberg, R. J. (2013). Measuring love. *The Psychologist, 26*(2), 101*.*

A review of my work on love up to the time.

Sternberg, R. J. (2014, February 26). Academic tribalism. *Chronicle of Higher Education. http://chronicle.com/blogs/conversation/2014/02/26/academic-tribalism/.*

A discussion of tribalism in academia, which is rampant still.

Sternberg, R. J. (2014). I study what I stink at: Lessons learned from a career in psychology. *Annual Review of Psychology, 65,* 1-16*.*

A review of the history of my research and why I did what I did.

Sternberg, R. J. (2014). Murky environments in academe. *Chronicle of Higher Education,* [*http://chronicle.com/article/Murky-Environments-in-Academe/147057/?cid=at&utm\_source=at&utm\_medium=en*](http://chronicle.com/article/Murky-Environments-in-Academe/147057/?cid=at&utm_source=at&utm_medium=en)*.*

An essay on murky environments and how they affect our lives.

Sternberg, R. J., Jarvin, L., Birney, D., Naples, A., Stemler, S., Newman, T., Otterbach, R., Randi, J., & Grigorenko, E. L. (2014). Testing the theory of successful intelligence in teaching grade 4 language arts, mathematics, and science. *Journal of Educational Psychology, 106,* 881-899*.*

Report on a large and failed upscaling, from which we learned that if you do not closely monitor fidelity to the planned treatment, you might as well not do the study.

Sternberg, R. J. (May 29, 2015).  Career advice from an oldish not quite geezer.  *Chronicle of Higher Education,* 61(37), A27*-28.*<http://chronicle.com/article/Career-Advice-From-an-Oldish/230335/>.

Some of the better career advice I have given. And I thought I was old then!

Sternberg, R. J. (2015).  Still searching for the Zipperumpazoo: A reflection after 40 years.  *Child Development Perspectives, 9*(2), 106-110.

A review of my research for the first 40 years of my career.

Sternberg, R. J. (2016). *What universities can be: A new model for preparing students for active concerned citizenship and ethical leadership.* Ithaca, NY: Cornell University Press.

My one and only book on universities.

Sternberg, R. J., Fiske, S. T., & Foss, D. J. (Eds.) (2016). *Scientists making a difference: One hundred eminent behavioral and brain scientists* *talk about their most important contributions* New York: Cambridge University Press.

Contributions from 100 truly eminent psychological scientists on what made their careers what they were. They had in common their willingness to defy the crowd.

Sternberg, R. J. (2017). ACCEL: A new model for identifying the gifted. *Roeper Review, 39*(3), 139-152*. http://www.tandfonline.com/eprint/kSvRMFf9R8tAJPDRfXrJ/full.*

Application of the ACCEL (active, concerned citizenship and ethical leadership) model to identification of the gifted.

Sternberg, R. J. (2017). The danger of contempt in universities and in modern society. *Journal of College and Character, 18*(3)*,* 208-214.

Contempt is rife in academia. Bad idea.

Sternberg, R. J. (2017). *Starting your career in academic psychology.* Washington, DC: APA Books.

I think one of my better books on career advice.

Sternberg, R. J. (2017). We can do better than fads. In S. O. Lilienfeld & I. D. Waldman (Eds.), *Psychological science under scrutiny: Recent challenges and proposed solutions* (pp. 340-348)*.* New York: Wiley.

A paper on the danger of fads, which are omnipresent in psychology.

Sternberg, R. J., & Sternberg, K. (2017). Measuring scientific reasoning for graduate admissions in psychology and related disciplines. *Journal of Intelligence,* <http://www.mdpi.com/2079-3200/5/3/29/pdf>*.*

Sternberg, R. J., Sternberg, K., & Todhunter, R. J. E. (2017). Measuring reasoning about teaching for graduate admissions in psychology and related disciplines.  *Journal of Intelligence,*[www.mdpi.com/2079-3200/5/4/34/pdf](http://www.mdpi.com/2079-3200/5/4/34/pdf).

Sternberg, R. J., Wong, C. H., & Sternberg, K. (2019). The relation of tests of scientific reasoning to each other and to tests of fluid intelligence. *Journal of Intelligence,* 7(3), 20, https://doi.org/10.3390/jintelligence7030020

Sternberg, R. J., Todhunter, R. J. E., Litvak, A., & Sternberg, R. J. (2020). The relation of scientific creativity and evaluation of scientific impact to scientific reasoning and general intelligence. *Journal of Intelligence,* <https://doi.org/10.3390/jintelligence8020017>

Four of our papers on scientific reasoning showing that SAT-type tests are poor measures of scientific-reasoning skills.

Sternberg, R. J. (2018). 21 ideas: A 42-year search to understand the nature of giftedness. *Roeper Review, 40,* 7-20.[*http://www.tandfonline.com/eprint/rBfKGCrAhAyzxKgwHQGU/full*](http://www.tandfonline.com/eprint/rBfKGCrAhAyzxKgwHQGU/full)*.*

A paper of reflections on a career partly spent studying giftedness.

Sternberg, R. J. (2018). FLOTSAM: A new model for the development and transmission of hate. *Journal of Theoretical Social Psychology,* <http://dx.doi.org/10.1002/jts5.25>

Sternberg, R. J. (2020). FLOTSAM: A theory of the development and transmission of hate. In R. J. Sternberg (Ed.), *Perspectives on hate: How it originates, develops, manifests, and spreads* (pp*.* 3-24).Washington, DC: American Psychological Association.

Sternberg, R. J. (2020). FLOTSAM in practice: Understanding the reawakening of hate in the modern world. In R. J. Sternberg (Ed.), *Perspectives on hate: How it originates, develops, manifests, and spreads* (pp. 161-175)*.* Washington, DC: American Psychological Association.

Sternberg, R. J. (2020). FLOTSAM themes in this book and *The Butter Battle Book.* In R. J. Sternberg (Ed.), *Perspectives on hate: How it originates, develops, manifests, and spreads* (pp. 301-314)*.* Washington, DC: American Psychological Association.

Papers on the FLOTSAM model of hate.

Sternberg, R. J. (2018).  Speculations on the role of successful intelligence in solving contemporary world problems.  *Journal of Intelligence, 6*(1), 4, <http://www.mdpi.com/2079-3200/6/1/4/html>. doi: 10.3390/jintelligence6010004.

Sternberg, R. J. (2018). Why real-world problems go unresolved and what we can do about it: Inferences from a limited-resource model of successful intelligence. *Journal of Intelligence,* (3), 44; https://doi.org/10.3390/jintelligence6030044

The precursors to my work on adaptive intelligence.

Sternberg, R. J. (2018). A triangular theory of creativity.  *Psychology of Aesthetics, Creativity, and the Arts, 12,* 50-67.

My first paper on the triangular theory of creativity.

Sternberg, R. J.  (2018). Wisdom, foolishness, and toxicity in human development. *Research in Human Development*, DOI: [10.1080/15427609.2018.1491216](https://doi.org/10.1080/15427609.2018.1491216)

A discussion of how wisdom relates to foolishness and toxicity.

Sternberg, R. J., & Kaufman, J. C. (2018).  Societal forces that ERODE creativity. *Teachers College Record, 120 (*5), pp. 1-18. [http*://www.tcrecord.org/Content.asp?ContentId=22093*](http://www.tcrecord.org/Content.asp?ContentId=22093)*.*

A discussion of how societal forces erode creativity.

Sternberg, R. J. (2019). Introduction to the *Cambridge Handbook of Wisdom:* Race to Samarra: The critical importance of wisdom in the world today. In R. J. Sternberg & J. Glueck (Eds.), *Cambridge handbook of wisdom* (pp. 3-9). New York: Cambridge University Press.

Why humanity is racing in the wrong direction.

Sternberg, R. J. (2019).  A theory of adaptive intelligence and its relation to general intelligence.  *Journal of Intelligence,* <https://doi.org/10.3390/jintelligence7040023>

My first theory paper on adaptive intelligence.

Sternberg, R. J. (2019). When love goes awry (Part 1): Applications of the duplex theory of love and its development to relationships gone bad. In R. J. Sternberg & K. Sternberg (Eds.), *The new psychology of love* (2nd ed., pp. 280-299). New York: Cambridge University Press.

Applying the duplex theory of love to relationships that have gone bad.

Sternberg, R. J. (2019). Where have all the flowers of wisdom gone? An analysis of teaching of wisdom over the years. In R. J. Sternberg, H. Nusbaum, & J. Glueck (Eds.) (2019). *Applying wisdom to contemporary world problems* (pp. 1-20)*.* Cham, Switzerland: Palgrave-Macmillan.

Shows that teaching of wisdom has declined over a period of a century.

Sternberg, R. J. (2019). Why people often prefer wise guys to guys who are wise: An augmented balance theory of the production and reception of wisdom. In R. J. Sternberg & J. Glueck (Eds.), *Cambridge handbook of wisdom* (pp. 162-181)*.* New York: Cambridge University Press.

Updated paper on balance theory of wisdom.

Sternberg, R. J. (Ed.) (2020). *Cambridge handbook of intelligence* (2nd ed.). New York: Cambridge University Press.

A two-volume, extremely comprehensive review of intelligence.

Sternberg, R. J. (Ed.) (2020). *My biggest research mistake.* Thousand Oaks, CA: Sage.

A text on the kinds of mistakes psychologists have made in their careers.

Sternberg, R. J., & Glueck, J. (Eds.) (2019). *Cambridge handbook of wisdom.* New York: Cambridge University Press.

A comprehensive handbook of wisdom.

Sternberg, R. J. (Ed.) (2020). *Human intelligence: An introduction.* New York: Cambridge University Press.

An edited textbook on intelligence.

Sternberg, R. J. (Ed.) (2020). *Perspectives on hate: How it originates, develops, manifests, and spreads.* Washington, DC: American Psychological Association.

A timely book on hate and how it spreads.

Sorokowski, P., Sorokowska, A., Karwowski, M., Groyecka, A., Aavik, T., …Sternberg, R. J. (2020). Universality of the triangular theory of love: Adaptation and psychometric properties of the Triangular Love Scale in 25 countries. *Journal of Sex Research.* <https://doi.org/10.1080/00224499.2020.1787318>

An international validation showing that the triangular theory of love works in 25 different countries.

Sternberg, R. J. (2020, August 31). COVID-19 has taught us what intelligence really is. *Inside higher ed, https://insidehighered.com/views/2020/08/31/pandemic-has-proven-standardized-tests-dont-measure-whats-important-opinion*

In this article, I argue that COVID-19 has taught us what intelligence really is, and it’s not IQ.

Sternberg, R. J. (2020). Rethinking what we mean by intelligence. *Phi Delta Kappan.* *https://kappanonline.org/rethinking-what-we-mean-by-intelligence-sternberg/*

In this article, I explain for educators the theory of adaptive intelligence.

Sternberg, R. J. (2020). Toward a theory of musical intelligence. *Psychology of Music,* [https://doi.org/10.1177/0305735620963765](https://doi.org/10.1177%2F0305735620963765)

A theory of musical intelligence combining my own theory of successful intelligence with Howard Gardner’s theory of multiple intelligences.

Sternberg, R. J. (2020). Transformational giftedness: Rethinking our paradigm for gifted education. *Roeper Review, 42*(4), 230-240. https://doi.org/10.1080/02783193.2020.1815266

Presents a new theory of transformational giftedness, in contrast to transactional giftedness.

Sternberg, R. J. (2020). Toward a triangular theory of love for one’s musical instruments. *Psychology of Music,* <https://doi.org/10.1177/0305735620961143>

Presents the application of the triangular theory of love to musical instruments.

Sternberg, R. J. (2020). *The nature of intelligence and its development in childhood.* New York: Cambridge University Press.

A book for non-specialists on intelligence and how it develops.

Sternberg, R. J. (2021). *Adaptive intelligence: Surviving and thriving in a world of uncertainty.* New York: Cambridge University Press.

A full presentation of my theory of adaptive intelligence.

Sternberg, R. J., & Glück, J. (in press). *Wisdom: The psychology of wise thoughts, words, and deeds*. Cambridge University Press.

A review and analysis of the literature on the psychology of wisdom.

Sternberg, R. J. (2021). Meta-intelligence: Understanding, control, and coordination of intelligence, creativity, and wisdom. In R. M. Holm-Hadulla, J. Funke, & M. Wink (Eds.),

# *Intelligenz – Theoretische Grundlagen und praktische Anwendungen. Heidelberger Jahrbücher Online* Band 6*,* pp. 473-488. Heidelberg, Germany: University of Heidelberg.

https://doi.org/10.17885/heiup.hdjbo.2021.1.24399

This article introduces the concept of meta-intelligence as coordinating intelligence, creativity, and wisdom.

Sternberg, R. J., Glaveanu, V., Karami, S., Kaufman, J. C., Phillipson, S. N., & Preiss, D. D. (2021). Meta-intelligence: Understanding, control, and interactivity between   
creative, analytical, practical, and wisdom-based approaches in problem   
solving. *Journal of Intelligence, 9*, 19, https://doi.org/10.3390/

jintelligence9020019

This paper presents a new theory of meta-intelligence as controlling the interactions among intelligence, creativity, and wisdom.

Sternberg, R. J. (2021). Transformational vs. transactional deployment of Intelligence. *Journal of Intelligence, 9(*15), https://doi.org/10.3390/jintelligence9010015

This paper presents an account of two different kinds of uses of intelligence and presents a scale for measuring transformational giftedness.

Sternberg, R. J., Chowkase, A., Desmet, O., Karami, S., Landy, J., & Lu, J. (2021.  Beyond transformational giftedness.  *Education Sciences,* 11, 192.  https://doi.org/10.3390/educsci11050192*.*

This paper presents an expanded version of my theory of transformational giftedness.

Sternberg, R. J. (2021). Identification for utilization, not merely possession, of gifts: What matters is not gifts but rather deployment of gifts. *Gifted Education International,* DOI: 10.1177/02614294211013345

This paper expands further upon the transformational-giftedness concept, introducing as well the notion of pseudo-transformational giftedness.

Sternberg, R. J., & Karami, S. (2021). Integrating diverse points of view on intelligence: A 6P analysis and its implications. *Journal of Intelligence, 9*(33), https://doi.org/10.3390/jintelligence9030033*.*

Sternberg, R. J., & Karami, S. (2021).  What is wisdom? A unified 6P framework.  *Review of General Psychology,* [*https://doi.org/10.1177/1089268020985509*](https://doi.org/10.1177%2F1089268020985509)*.* Online Version.

Sternberg, R. J., & Karami, S. (2021). An 8P theoretical framework for understanding creativity and theories of creativity. *Journal of Creative Behavior,* <https://doi.org/10.1002/jocb.516>

These three papers apply a 6P framework to understanding intelligence and wisdom respectively, and an 8P framework to understanding creativity. The 6Ps are purpose, press, problems, persons, processes, and products. The additional two Ps for creativity are propulsion and public.

Sternberg, R. J. (2021). AWOKE: A theory of representation and process in intelligence as adaptation to the environment. *Personality and Individual Differences, 182,* 111108, <https://doi.org/10.1016/j.paid.2021.111108>

This article presents a theory of representation and process in intelligence, focusing on the roles of internal coherence and external correspondence.

Sternberg, R.J. (2021). Transformational creativity: The link between creativity, wisdom, and the solution of global problems. *Philosophies* 6, 75.

<https://doi.org/10.3390/philosophies6030075>

This article presents a theory of transformational creativity as a link between creativity and wisdom.

Sternberg, Robert J., Wong, C. H., & Kreisel, A. P. (2021). Understanding and assessing cultural intelligence: Maximum-performance and typical-performance approaches. *Journal of Intelligence 9*: 45. <https://doi.org/10.3390/jintelligence9030045>.

This article presents a new maximum-performance measure of cultural intelligence.

Sternberg, R. J., Desmet, O. A., Ford, D., Gentry, M. L., Grantham, T., & Karami, S. (2021). The legacy: Coming to terms with the origins and development of the gifted-child movement. *Roeper Review, 43*(4), 227-241*. doi: 10.1080/02783193.2021.1967544*

A history of the gifted movement that revises some of the beliefs that are common today about the legacy of Lewis Terman.

Sternberg, R. J., & Glück, J. (2022). *Wisdom: The psychology of wise thoughts, words, and deeds.* Cambridge University Press.

This book presents an overview of the psychology of wisdom with special emphasis on our own work in the field.

Sternberg, R. J. (in press). Adaptive Intelligence: Intelligence is not a personal trait but rather a person x task x situation interaction. *Journal of Intelligence.*

This article argues that intelligence does not reside within an individual but rather always is an interaction between person, task, and situation.

Sternberg, R. J., & Kibelsbeck, J. (2021). Teaching musical learning as problem solving:  Applying a theory of musical intelligence to musical instruction. *Psychology of Music,* [https://doi.org/10.1177/03057356211055215](https://doi.org/10.1177%2F03057356211055215)

This paper applies my theory of musical intelligence to musical instruction—to how music teachers should teach students in lessons.

Sternberg, R. J. (2021). Adaptive intelligence: Intelligence is not a personal trait but rather a person x task x situation interaction. *Journal of Intelligence, 9:* 58, DOI: 10.3390/jintelligence9040058

This paper argues that intelligence does not exist within a person but rather is a manifestation of a person x task x situation interaction.

Sternberg, R. J. (2021). Adaptive intelligence: Its nature and implications for education. *Education Sciences, 11,* 823, https://doi.org.10.3390educsci1120823*.*

This paper shows the application of the concept of adaptive intelligence to education.

Sternberg, R. J. (2022, March 25). Personal talent curation in the lifetime realization of gifted potential: The role of adaptive intelligence. *Gifted Education International,* [https://doi.org/10.1177/02614294221086505](https://doi.org/10.1177%2F02614294221086505)

This paper makes the argument that curation of personal talents often leads people in directions that are different from and possibly even the opposite of what is expected of them on the basis of their gifts and talents.

Sternberg, R. J. (2022). The most important gift of all? The gift of courage. *Roeper Review, 44*(2), 73-81*.* DOI: 10.1080/02783193.2022.2043501

This paper makes the argument that, in today’s world, the most important gift is not IQ or creativity or any traditional gift, but rather, courage.

Sternberg, R. J., Ambrose, D., & Karami, S. (Eds.) (2022). *Palgrave handbook of transformational giftedness for education.* Cham, Switzerland: Palgrave-Macmillan.

This handbook represents an attempt by multiple authors to conceptualize and discuss the implications of transformation giftedness.

Sternberg, R. J. (2022). The search for the elusive basic processes underlying human   
intelligence: Historical and contemporary perspectives. *Journal of Intelligence, 10*: 28. https://doi.org/10.3390/jintelligence10020028

This is a review of the literature suggesting that the search for the elusive basic processes of intelligence, in our current state of knowledge, cannot succeed because it is predicated on assumptions that are false. Thus, this article, in a sense, repudiates my belief of the late 1970s that psychologists indeed could identify such processes and that I had identified some of them.

Sternberg, R. J., & Glück, J. (Eds.) (2022). *The psychology of wisdom: An introduction.* New York: Cambridge University Press.

This is a textbook on wisdom, perhaps the first psychological textbook on wisdom that has been produced.

Sternberg, R. J., Hurwitz, E. R., Hwang, A. H.-C., & Kuhl, M. K. (2022). Love of one’s musical instrument as a predictor of happiness and satisfaction with musical experience. *Psychology of Music,* [https://doi.org/10.1177/03057356221095262](https://doi.org/10.1177%2F03057356221095262)

This is an empirical test of the triangular theory of love as applied to love of one’s musical instruments. It shows that the theory does indeed predict such love.

Sternberg, R. J. (2022, June 22). The vexing problem of dark giftedness. *Gifted Education International,* [https://doi.org/10.1177/02614294221110459](https://doi.org/10.1177%2F02614294221110459)

This article makes the point that giftedness can be dark, leading to maladaptive and destructive behavior. Teachers of the gifted need to teach in a way to lead students to deploy their gifts for constructive rather than destructive purposes.

Sternberg, R. J. (2022). Giftedness as trait vs. state. *Roeper Review,* 44(3), 135-143. https*://www.tandfonline.com/doi/full/10.1080/02783193.2022.2071365.*

This article argues that giftedness, often viewed as a trait, can express itself equally as a state.

Sternberg, R. J., Chowkase, A., Parra-Martinez, F. A., & Landy, J. (2022). Criterion-referenced assessment of intelligence: Is it possible, plausible, or practical? *Journal of Intelligence, 10:* 57*.* https: // doi.org /10.3390/jintelligence10030057

This article presents a model for criterion-referenced assessment of adaptive intelligence, including a sample item. It argues that whereas general intelligence is difficult to criterion-reference, adaptive intelligence is not.

Sternberg, R. J., Glaveanu, V., & Kaufman, J. C. (2022). In quest of creativity Three paths toward an elusive grail. *Creativity Research Journal,* <https://doi.org/10.1080/10400419.2022.2107299>

A comparison of three views on creativity.

Sternberg, R. J., & Lubart, T. (2022). Beyond defiance: An augmented investment perspective on creativity. *Journal of Creative Behavior,* DOI: 10.1002/jocb.567*.*

An update of our theory of creativity as defiance of the crowd. This article introduces the concept of creative integrity.

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This article argues that traditional predictive validity studies of methods of gifted identification have been largely invalid and have painted a distorted picture of the usefulness of tests of IQ and related constructs.