

DANIEL STORAGE

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See www.danielstorage.com (my online teaching portfolio) for additional details

EMPLOYMENT

2018-present	Teaching Assistant Professor, University of Denver
2017-2018	Faculty Affiliate, Education Justice Project
2015-2018	Youth Minister, Webber Street Christian Church

EDUCATION

PhD	University of Illinois, Psychology, 2018 Developmental Psychology Minors in Social Psychology, Cognitive Psychology Advisor: Andrei Cimpian
MA	University of Illinois, Psychology, 2015 Developmental Psychology Advisor: Andrei Cimpian
BS	University of California at San Diego, Psychology, 2013 Honors Advisors: David Barner, Karen Dobkins Summa Cum Laude Department Honors Highest Distinction

HONORS AND AWARDS

University of Denver

Fall 2018	Teaching@DU Course Certificate of Completion
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*University of Illinois (*ranked by students as “outstanding”):*

Summer 2018	Letters of Arts and Sciences College Award for Excellence in Undergraduate Teaching by a Graduate Teaching Assistant (\$2000 award)
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Spring 2018	List of Teachers Ranked as Excellent*
Fall 2017	Psychology Department Award for Excellence in Undergraduate Teaching by a Graduate Teaching Assistant (\$200 award)
Fall 2017	List of Teachers Ranked as Excellent*
Spring 2017	Goss-Lucas Award for Excellence in Teaching Introductory Psychology
Spring 2017	List of Teachers Ranked as Excellent*
Spring 2017	Graduate Teacher Certificate
Spring 2017	University of Illinois Alumni Advisory Board Graduate Student Travel Award Total award: \$350.00
Spring 2017	University of Illinois Hobson Fellowship Total award: \$4,498.30
Fall 2016	List of Teachers Ranked as Excellent*
Fall 2016	Psychology Department Award for Excellence in Undergraduate Teaching by a Graduate Teaching Assistant Nomination
Summer 2016	University of Illinois Alumni Advisory Board Graduate Student Travel Award Total award: \$250.00
Summer 2016	University of Illinois Department Fellowship Total award: \$1,249.52
Spring 2016	University of Illinois Alumni Advisory Board Graduate Student Travel Award Total award: \$300.00
Spring 2015	List of Teachers Ranked as Excellent*
Spring 2014	Psychology Department Award for Excellence in Undergraduate Teaching by a Graduate Teaching Assistant Nomination
Fall 2014	List of Teachers Ranked as Excellent*

University of California at San Diego:

2013	Honors Poster Session's "Best Poster" Award
2011-2013	UC San Diego Psychology Honors Program
Spring 2013	Provost Honors
Winter 2012	Provost Honors
Fall 2012	Provost Honors
Spring 2012	Provost Honors
Winter 2011	Provost Honors
Fall 2011	Provost Honors
Spring 2011	Humanities Tutor of the Year Award
Spring 2011	Provost Honors
Winter 2010	Provost Honors
Fall 2010	Provost Honors
Spring 2010	Provost Honors

Winter 2009
Fall 2009

Provost Honors
Provost Honors

TEACHING

University of Denver (formal evaluation ratings are on a 1 to 6 scale):

Spring 2019	PSYC 2300, <i>Introduction to Statistics (a)</i>
Spring 2019	PSYC 2300, <i>Introduction to Statistics (b)</i>
Winter 2019	PSYC 2701, <i>Psychology of Diversity</i> I learned a great deal in this course: 5.30 Overall, this is an excellent course: 5.50 Overall, this is an effective instructor: 5.80 The course was intellectually stimulating and challenging: 5.18 Student responsibilities and requirements for the course were clear: 5.80 The instructor skillfully shared his or her knowledge about the subject matter: 5.82 Instructor feedback on course assignments was valuable and timely: 5.72 As much as possible, my instructor handled sensitive topics respectfully and appropriately: 5.87 This course has changed or refined the way I think about diversity for the better: 5.59
Winter 2019	PSYC 2300, <i>Introduction to Statistics (a)</i> I learned a great deal in this course: 5.52 Overall, this is an excellent course: 5.47 Overall, this is an effective instructor: 5.85 The course was intellectually stimulating and challenging: 5.25 Student responsibilities and requirements for the course were clear: 5.91 The instructor skillfully shared his or her knowledge about the subject matter: 5.91 Instructor feedback on course assignments was valuable and timely: 5.82
Winter 2019	PSYC 2300, <i>Introduction to Statistics (b)</i> I learned a great deal in this course: 5.65 Overall, this is an excellent course: 5.72 Overall, this is an effective instructor: 5.85 The course was intellectually stimulating and challenging: 5.62 Student responsibilities and requirements for the course were clear: 5.80 The instructor skillfully shared his or her knowledge

about the subject matter: 5.96
 Instructor feedback on course assignments was valuable and timely: 5.69

Fall 2018 PSYC 1001, *Foundations of Psychological Science*
 I learned a great deal in this course: 5.51
 Overall, this is an excellent course: 5.47
 Overall, this is an effective instructor: 5.72
 The course was intellectually stimulating and challenging: 5.16
 Student responsibilities and requirements for the course were clear: 5.62
 The instructor skillfully shared his or her knowledge about the subject matter: 5.66
 Instructor feedback on course assignments was valuable and timely: 5.38

Fall 2018 PSYC 2300, *Introduction to Statistics (a)*
 I learned a great deal in this course: 5.49
 Overall, this is an excellent course: 5.34
 Overall, this is an effective instructor: 5.74
 The course was intellectually stimulating and challenging: 5.34
 Student responsibilities and requirements for the course were clear: 5.83
 The instructor skillfully shared his or her knowledge about the subject matter: 5.83
 Instructor feedback on course assignments was valuable and timely: 5.71

Fall 2018 PSYC 2300, *Introduction to Statistics (b)*
 I learned a great deal in this course: 5.38
 Overall, this is an excellent course: 5.20
 Overall, this is an effective instructor: 5.70
 The course was intellectually stimulating and challenging: 5.45
 Student responsibilities and requirements for the course were clear: 5.67
 The instructor skillfully shared his or her knowledge about the subject matter: 5.83
 Instructor feedback on course assignments was valuable and timely: 5.33

University of Illinois (formal evaluation ratings are on a 1 to 5 scale):

Spring 2018 PSYC 216, *Introduction to Developmental Psychology*
 A [Unit 1 Program](#) Course (small college experience)
 Overall Teaching Effectiveness: 4.9
 Overall Quality of the Course: 4.8

Spring 2018 PSYC 100, *Introduction to Psychology*

	A Division of General Studies Program Course
	Overall Teaching Effectiveness: 4.9
	Overall Quality of the Course: 4.6
Fall 2017	PSYC 100, <i>Introduction to Psychology (a)</i>
	A Unit 1 Program Course (small college experience)
	Overall Teaching Effectiveness: 4.9
	Overall Quality of the Course: 4.8
Fall 2017	PSYC 100, <i>Introduction to Psychology (b)</i>
	A FAR/PAR Course (for health-oriented majors)
	Overall Teaching Effectiveness: 4.8
	Overall Quality of the Course: 4.8
Summer 2017	PSYC 363, <i>Developmental Child Psych Lab</i>
	A Research Methods Course
	Overall Teaching Effectiveness: 4.6
	Overall Quality of the Course: 4.5
Spring 2017	PSYC 216, <i>Introduction to Developmental Psychology</i>
	A Unit 1 Program Course (small college experience)
	Overall Teaching Effectiveness: 4.9
	Overall Quality of the Course: 4.9
Fall 2016	PSYC 100, <i>Introduction to Psychology (a)</i>
	A James Scholar Course (advanced program)
	Overall Teaching Effectiveness: 4.9
	Overall Quality of the Course: 4.8
Fall 2016	PSYC 100, <i>Introduction to Psychology (b)</i>
	Overall Teaching Effectiveness: 4.7
	Overall Quality of the Course: 4.3
Summer 2016	PSYC 216, <i>Introduction to Developmental Psychology</i>
	Overall Teaching Effectiveness: 5.0
	Overall Quality of the Course: 4.8
Spring 2016	PSYC 324, <i>Developmental Psychopathology</i>
Spring 2015	PSYC 363, <i>Developmental Child Psych Lab</i>
	A Research Methods Course
	Overall Teaching Effectiveness: 4.8
	Overall Quality of the Course: 4.6
Fall 2014	PSYC 363, <i>Developmental Child Psych Lab</i>
	A Research Methods Course
	Overall Teaching Effectiveness: 4.8
	Overall Quality of the Course: 4.5
Summer 2014	PSYC 363, <i>Developmental Child Psych Lab</i>
	A Research Methods Course
Spring 2014	PSYC 462, <i>How Children Think</i>

University of California at San Diego:

Spring 2011	PSYC 60, <i>Statistics in Psychological Research</i>
2011-2013	Coordinator for the Humanities Tutoring Program
2010-2011	Tutor for the Humanities Tutoring Program

2009-2010 Tutor for the Scholastic Aptitude Test

MENTORSHIP

Partnership in Scholarship (PINS) Students:

2019-present Hannah Branit

Independent Study Students:

2019 Natasha Hamilton

Student-Faculty Partnership Program Students:

2019 Gillian Breuer

Psychology Honor's Program Students:

2015-2017 Madeline (Gracie) Reinecke
2014-2015 Akram Almasri

PSYC 494 (Senior Thesis) Students:

2016-2017 Casey Baer
2016-2017 Muxuan Lyu
2014 Courtney Oker

Undergraduate Research Experience Mentorship:

2015 Jason Solinsky
2015-2016 Jacqueline Beck
2015-2016 Kaitlyn Sitniewski
2015-2016 Katherine Rousseau
2015-2016 Felix So

Independent Study (Senior Thesis) at the College of Wooster:

2015-2017 Jason Solinsky

PUBLICATIONS

Storage, D., Charlesworth, T., Banaji, M., Leslie, S. J., & Cimpian, A. (2019). Who's Brilliant – Men or Women? Measuring Implicit Gender Stereotypes About Intelligence Across Development. Manuscript in preparation.

- Storage, D.** & Cimpian, A. (2019). On the Mechanisms Underlying the Bias Toward Dispositional Inference: Correspondence Bias and the Inherence Heuristic. Manuscript in preparation.
- Storage, D.** & Cimpian, A. (2019). Spontaneous Explanations Exhibit an Inherence Bias: Evidence From a False-Recognition Paradigm. Manuscript in preparation.
- Ebersole, C., Nosek, B., ..., **Storage, D.**, ... & Hartshorne, J. (2019). Many Labs 5: Can conducting formal peer review in advance improve reproducibility? Manuscript submitted for publication.
- Cartier, C., ..., & **Storage, D.** (2019). Does priming action versus inaction influence cognitive output? A “Many Labs” replication of Albarracín et al. (2008). Manuscript submitted for publication.
- Klein, R., ... **Storage, D.**, ... & Harton, H. (2019). Many Labs 4: Investigating Effects of Researcher Expertise on Replication Outcomes. Manuscript submitted for publication.
- Hall, B., Wagge, J., Cartier, C., ..., **Storage, D.**, ... & Grahe, J. (2019). Accelerated CREP – RRR: Turri, Buckwalter, & Blouw (2015). Manuscript submitted for publication.
- Landy, J. F., Jia, M., Ding I. L., Viganola, D., Tierney, W., ..., **Storage, D.**, ... Uhlmann, E. L. (2019). Crowdsourcing hypothesis tests: Making transparent how design choices shape research results. Manuscript submitted for publication.
- Moshontz, H., Campbell, L., Ebersole, C. R., IJzerman, H., Urry, H. L., Forscher, P. S., ..., **Storage, D.**, ... & Chartier, C. R. (2018). The Psychological Science Accelerator: Advancing Psychology through a Distributed Collaborative Network. *Advances in Methods and Practices in Psychological Science*. Retrieved from <https://doi.org/10.31234/osf.io/785qu> [pdf]
Science Magazine Article: <https://goo.gl/DBkd28>
Buzzfeed Article: <http://goo.gl/eg8AkL>
FiveThirtyEight Article: <https://goo.gl/UqS6Ea>
- Tierney, W., Schweinsberg, M., ..., **Storage, D.**, ..., & Uhlmann, E. (2016). Data from a pre-publication independent replication initiative examining ten moral judgement effects. *Nature: Scientific Data*, 3, 160082. Available at <http://www.nature.com/articles/sdata201682> [pdf]
- Storage, D.**, Horne, Z., Cimpian, A., & Leslie, S. J. (2016). The Frequency of “Brilliant” and “Genius” in Teaching Evaluations Predicts the Representation of Women and African Americans across Fields. *PLOS ONE* 11(3): e0150194. doi:10.1371/journal.pone.0150194. [pdf]
UIUC News Bureau Press Release: <https://goo.gl/bVy2ML>
U.S. News Article: <http://goo.gl/T51mY6>
Inside Higher Ed Article: <https://goo.gl/KFVmyE>
...17+ other news outlets: <https://goo.gl/Nkp1tH>
- Schweinsberg, M., ..., **Storage, D.**, ..., Uhlmann, E. (2016). The pipeline project: Pre-publication independent replications of a single laboratory's research pipeline. *Journal of Experimental Social Psychology*, 66, 55–67. [pdf]

538 Article: <http://goo.gl/n7awnH>
Reaction Watch Article: <http://goo.gl/5KUrFO>
The Atlantic Article: <http://goo.gl/u9tRuO>

SOFTWARE PUBLICATIONS

- Storage, D.** (2018). IATanalytics: Compute Effect Sizes and Reliability for Implicit Association Test (IAT) data. Author, creator, and maintainer of the IATanalytics R Package. *Comprehensive R Archive Network*. Reference manual available at <https://cran.r-project.org/web/packages/IATanalytics/IATanalytics.pdf>
- Storage, D.** (2017). IATScore: Scoring Algorithm for the Implicit Association Test (IAT). Author, creator, and maintainer of the IATScore R Package. *Comprehensive R Archive Network*. Reference manual available at <https://cran.r-project.org/web/packages/IATScore/IATScore.pdf>
- Storage, D.** (2016). IAT Scoring Made Easy: An Automated R Script to Analyze Implicit Association Test Output. *RPubs*. Available at <https://rpubs.com/dstorage/IAT>

CONFERENCE PRESENTATIONS

- Setoh, P., Zhao, S., **Storage, D.**, Cimpian, A. (2019, March). Singaporean Children's Implicit Ethnic Stereotypes about Intelligence. Paper presented at the ninth biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Boston, J., Lei, R., Chestnut, E., Vraneski-Shachnai, R., Zhao, S., **Storage, D.**, Setoh, P., Cimpian, A. (2019, March). The Acquisition of Gender Stereotypes about Brilliance: A Cross-Cultural and Intersectional Perspective. Paper presented at the ninth biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Setoh, P., Zhao, S., **Storage, D.**, Cimpian, A. (2019, March). Do Singaporean Children and Parents Think that Males are Smarter? Poster presented at the ninth biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Storage, D.** (2018, November). Messages in the classroom about the importance of "brilliance" and "genius" for success may hinder diversity and inclusion in higher education. Poster presented at the third annual International Twitter Poster Conference (ITPC) hosted on Twitter by the Society for the Teaching of Psychology.
- Storage, D.** (2018, October). Messages in the classroom about the importance of "brilliance" and "genius" for success may hinder diversity and inclusion in higher education. Poster presented at the seventeenth annual meeting of the Annual Conference on Teaching in Phoenix, AZ.

- Setoh, P., Zhao, S., **Storage, D.**, Cimpian, A. (2018, April). Children's ideas about intelligence across development. Poster presented at the International Symposium on Education and Psychology, Osaka, Japan.
- Storage, D.**, Horne, Z., Cimpian, A., & Leslie, S. J. (2018, March). The frequency of "brilliant" and "genius" in teaching evaluations predicts the representation of women and African Americans across academia. Poster presented at the Illinois Summit on Diversity in Psychological Science, Urbana, IL.
- Storage, D.**, Cimpian, A., Leslie, S. J. (2017, October). Children and Adults Associate Intellectual Giftedness With Men Over Women. Poster accepted at the tenth biennial meeting of the Cognitive Development Society, Portland, OR.
- Storage, D.** (2017, August). Starting Strong: Setting the Right Tone for the Semester. Invited talk presented at the annual meeting for the Graduate Academy for College Teaching, Urbana, IL.
- Reinecke, M., **Storage, D.**, Cimpian, A., Leslie, S. J. (2017, May). Mechanisms by which 'brilliance-required' messages hinder female performance. Poster presented at the University of Illinois Psychology Department Honors Program Poster Fair, Urbana, IL.
- Solinsky, J., Thompson, C., **Storage, D.**, Cimpian, A. (2017, April). Stereotype Threat as a Mechanism by Which Intelligence-Based Tasks Impair Black Children's Performance. Poster presented at the College of Wooster's 2017 Senior Research Symposium, Wooster, OH.
- Storage, D.**, Cimpian, A., Leslie, S. J. (2017, April). Who's Brilliant – Men or Women? Measuring Implicit Gender Stereotypes About Intelligence. Paper presented at the eighth biennial meeting of the Society for Research in Child Development, Austin, TX.
- Reinecke, M., **Storage, D.**, Cimpian, A., Leslie, S. J. (2017, April). Mechanisms by which 'brilliance-required' messages hinder female performance. Poster presented at the University of Illinois Undergraduate Research Symposium, Urbana, IL.
- Cimpian, A., **Storage, D.** (2016, August). Spontaneous explanations exhibit an inherence bias: Evidence from a false-recognition paradigm. Paper presented at the sixteenth annual meeting of the International Conference on Thinking, Providence, RI.
- Horne, Z., **Storage, D.**, Cimpian, A., & Leslie, S. J. (2016, January). The frequency of "brilliant" and "genius" in teaching evaluations predicts the representation of women and African Americans across academia. Poster presented at the seventeenth annual meeting of the Society for Personality and Social Psychology, San Diego, CA.
- Storage, D.**, Cimpian, A., & Leslie, S. J. (2016, January). The stereotype against women's intelligence impairs their performance on a working memory task. Poster presented at the seventeenth annual meeting of the Society for Personality and Social Psychology, San Diego, CA.
- Storage, D.**, & Cimpian, A. (2015, November). Spontaneous explanations exhibit an inherence bias: Evidence from a false-recognition paradigm. Poster

presented at the fifty-sixth annual meeting of the Psychonomic Society, Chicago, IL.

Storage, D., & Cimpian, A. (2015, February). On the mechanism underlying the bias toward dispositional inference: The correspondence bias as a domain-specific output of a broader explanatory heuristic. Poster presented at the sixteenth annual meeting of the Society for Personality and Social Psychology, Long Beach, CA.

Wagner, K., **Storage, D.**, Dobkins, K., & Barner, D. (2013, November). Children's acquisition of subsective and intersective adjectives. Poster presented at the thirty-eighth annual meeting of the Boston University Conference on Language Development, Boston, MA.

Storage, D., Wagner, K., Dobkins, K., & Barner, D. (2013, June). How do children make judgments on color? Poster presented at the University of California at San Diego's 2013 Psychology Honors Student Poster Session, San Diego, CA.

PROFESSIONAL SERVICE

2019-2021	Committee Member Society for the Teaching of Psychology (STP) Early Career Psychologist (ECP) Committee
2019	Psychology Department Newsletter Piece: "Diversity Matters"
2018-present 2015-2018	Library Liaison for the Psychology Department Graduate Student Organization (GSO) Representative for the Developmental Psychology Department
2017-2018	Member of the Senate Subcommittee on Graduate Student Misconduct (SGSM)
2017	Workshop Facilitator for the University of Illinois' Graduate Academy for College Teaching (GACT)
2017	University of Illinois Undergraduate Research Symposium Judge
2017	Invited Speaker for the University of Illinois Psychology Graduate School Information Panel
2014	Coordinator for the Prospective Graduate Student Interview Cycle
2013	Invited Speaker for the University of Illinois Psychology Graduate School Information Panel

PROFESSIONAL AFFILIATIONS

Member of the Society for the Teaching of Psychology

Member of the Phi Kappa Phi Honors Society
Member of the Phi Beta Kappa Honors Society
Member of the National Society of Collegiate Scholars
Member of the Golden Key International Honors Society
Contributor to the Open Science Framework

LABORATORY AFFILIATIONS

Cognitive Development Lab under Andrei Cimpian, 2013—2018
Language and Development Lab under David Barner, 2011—2013
Infant Vision Lab under Karen Dobkins, 2011—2013
Learning and Memory Lab under Hal Pashler, 2010—2011