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Current Position

THE UNIVERSITY OF WISCONSIN-MADISON, WISCONSIN SCHOOL OF BUSINESS

2021 - Present

Management and Human Resources

Assistant Professor

Psychology (courtesy appointment)

Assistant Professor

Institute for Diversity Science

Faculty Affiliate

Previous Employment

THE UNIVERSITY OF CHICAGO BOOTH SCHOOL OF BUSINESS, CHICAGO, IL

Center for Decision Research

Postdoctoral Fellow

Education

CORNELL UNIVERSITY, ITHACA, NY

Ph.D. in Social Psychology

YALE UNIVERSITY, NEW HAVEN, CT

B.Sc. Magna Cum Laude in Psychology, with Distinction in the Major

Publications

1. **Atir S. & Dunning D. A.** (in press). Learning more than you can know: Introductory education produces overly expansive self-assessments of knowledge. *Management Science*.
<https://doi.org/10.1287/mnsc.2023.02244>

Education is a primary engine for gaining knowledge, yet it is unclear if introductory education helps learners gain meta-knowledge, i.e., an accurate awareness of the scope and limits of their knowledge. We found that after taking an introductory finance class, relative to a control class, students endorsed more familiarity with bogus finance terms and expressed more confidence under incentives in their ability to answer questions about these terms. This finding was replicated in a psychology and law class, compared to a control class, with overclaiming still elevated two years later. In two follow-up experiments, participants in a hypothetical consulting context were randomly assigned to introductory training on GPS or a control topic. Participants in the GPS condition overclaimed more knowledge of bogus GPS terms and were more confident in knowledge of real material never covered in the training, controlling for test performance. These effects were explained by introductory education both increasing self-perceived expertise in the education domain, and creating basic schematic understanding that accommodates plausible but incorrect interpretations of unknown content. Introductory education, then, does not necessarily

improve learners' skill at identifying lack of knowledge. Rather, it can lead to an illusion of knowledge for unknown material, causing learners to overestimate their 'circle of competence.'

2. **Atir, S.,** Rosenzweig, E., & Dunning D. A. (2025). When do people claim to know the unknowable? The impact of informational context on overclaiming. *Organizational Behavior and Human Decision Processes*, 186, 104390. <https://doi.org/10.1016/j.obhdp.2025.104390>

Managers and employees should not only identify what they know but also what they do not know. Yet, people often "overclaim" knowledge they cannot have, with myriad organizational consequences. Research has explored individual differences in such overclaiming. Herein, we propose that overclaiming is also contextually dependent on the informational environment. We find a robust assimilation effect of informational familiarity; people claim more knowledge of concepts that do not exist when they appear among familiar (versus unfamiliar) concepts (Studies 1-4). This effect is mediated by a self-inference process, whereby familiarity with real concepts leads people to infer they are knowledgeable on the topic, which in turn leads them to infer they also know nonexistent concepts ostensibly related to the topic (Studies 5-7). Our results suggest that informational context systematically affects the tendency to claim knowledge that one cannot have.

3. **Atir, S. & Risen, J., L.** (2025). The paradox of explaining: When feeling unknowledgeable prevents learners from engaging in effective learning strategies. *Journal of Experimental Psychology: General*, 154(1), 228-248. <https://doi.org/10.1037/xge0001679>

People often need to learn complex information as part of their daily lives. One of the most effective strategies for understanding information is to explain it, for instance to a hypothetical other (Pilots 1-2). Yet, we find that learners prefer equally effortful but less effective learning strategies, even when incentivized to perform well (Study 1). Critically, we propose and find that learners' reluctance to explain is tied to their subjective knowledge of the material; learners who feel less knowledgeable about what they learned are most reluctant to explain it, despite the strategy being as effective for them (Study 2). An intervention that increased subjective knowledge (by having learners answer a few easy questions), increased learners' choice to explain, which was mediated by learners believing that explaining would be more pleasant and effective (Study 3). Directly manipulating beliefs about how fun and effective explaining is also boosted learners' willingness to explain (Study 4). Finally, because Studies 1-4 incentivized performance financially, we replicated key results in the classroom with students, finding improved scores on a class quiz (Study 5). The paradoxical implication of these findings is that those who need effective learning strategies the most are the ones least likely to use them. Put together, we find that subjective knowledge plays a key role in learning decisions, and that boosting subjective knowledge is a simple intervention that can improve learning-related choices.

4. **Atir, S.,** Rosenzweig, E., & Dunning D. A. (2024) Does expertise protect against overclaiming false knowledge? *Organizational Behavior and Human Decision Processes*, 184, 104354. <https://doi.org/10.1016/j.obhdp.2024.104354>

Recognizing one's ignorance is a fundamental skill. We ask whether superior background knowledge or expertise improves the ability to distinguish what one knows from what one does not know, i.e., whether expertise leads to superior meta-knowledge. Supporting this hypothesis, we find that the more a person knows about a topic, the less likely they are to "overclaim" knowledge

of nonexistent terms in that topic. Moreover, such expertise protects against overclaiming especially when people are most prone to overclaim – when they view themselves subjectively as experts. We find support for these conclusions in an internal meta-analysis (17 studies), in comparisons of experts and novices in medicine and developmental psychology, and in an experiment manipulating expertise. Finally, we find that more knowledgeable people make knowledge judgments more automatically, which is related to less false familiarity and more accurate recognition. In contrast, their less knowledgeable peers are more likely to deliberate about their knowledge judgments, potentially thinking their way into false familiarity. Whereas feeling like an expert predisposes one to overclaim impossible knowledge, true expertise provides a modest protection against doing so.

5. **Atir, S., & Zhao, X., & Echelbarger, M. (2023).** Talking to strangers: Intention, competence, and opportunity. *Current Opinion in Psychology*, 51, 101588. <https://doi.org/10.1016/j.copsyc.2023.101588>

Despite having more opportunities than ever to connect with strangers, and much to gain from doing so, people often refrain from talking with, and listening to, strangers. We propose a framework that classifies obstacles to connecting with strangers into three categories, concerning intention (underestimating the benefits of conversations), competence (misunderstanding how to appear likable and competent in conversation), and opportunity (systematic and situational factors constrain access to a diverse set of strangers). To promote conversations among strangers, interventions have attempted to calibrate people’s expectations, improve their communication, and create more opportunities for strangers to connect. We identify the need to better understand how miscalibrated beliefs emerge and are sustained, what contextual factors impact conversation likelihood, and how conversations evolve as relationships develop.

6. Prabhakaran, V., Davani, A., Ferguson, M., & **Atir, S. (2023).** Distinguishing address vs. reference mentions of personal names in text. *Findings of the Association for Computational Linguistics: ACL 2023*, 6801-6809. <http://dx.doi.org/10.18653/v1/2023.findings-acl.425>

Detecting named entities in text has long been a core NLP task. However, not much work has gone into distinguishing whether an entity mention is addressing the entity vs. referring to the entity; e.g., John, would you turn the light off? vs. John turned the light off. While this distinction is marked by a vocative case marker in some languages, many modern Indo-European languages such as English do not use such explicit vocative markers, and the distinction is left to be interpreted based on context. In this paper, we present a new annotated dataset that captures the address vs. reference distinction in English, an automatic tagger that performs at 85% accuracy in making this distinction, and demonstrates how this distinction is important in NLP and computational social science applications in English language.

7. **Atir, S., Wald, K., & Epley, N. (2022).** Talking with strangers is surprisingly informative. *Proceedings of the National Academy of Sciences*, 119, e2206992119. <https://doi.org/10.1073/pnas.2206992119>

A meaningful amount of people’s knowledge comes from their conversations with others. Two pretests indicate that the amount people expect to learn predicts their interest in having a conversation, suggesting that the presumed information value of conversations guides decisions of whom to talk with. The results of seven experiments, however, suggest that people may systematically underestimate the informational benefit of conversation, creating a barrier to talking with—and hence learning from—others more often in daily life. Participants who were asked to

talk with another person expected to learn significantly less from the conversation than they actually reported learning afterwards, regardless of whether they had the goal to learn or not and whether they had conversation prompts or not (Exp 1-2). Undervaluing conversation does not stem from having systematically poor opinions of how much others know (Exp 3), but is instead related to the inherent uncertainty involved in conversation itself. Consequently, people underestimate learning to a lesser extent when uncertainty is reduced, as in a nonsocial context (surfing the web, Exp 4), when talking to an acquainted conversation partner (Exp 5), and after knowing the content of the conversation (Exp 6). Underestimating learning in conversation is distinct from underestimating other positive qualities in conversation, such as enjoyment (Exp 7). Misunderstanding how much can be learned in conversation could keep people from learning more from others in daily life.

8. **Atir, S.** (2022). Girlboss? Highlighting versus downplaying gender through language. *Trends in Cognitive Sciences*, 26, 623-625. <https://doi.org/10.1016/j.tics.2022.05.001>

Emerging research points to the power of language to shape how we think of gender in the professional domain. However, there is tension between two opposing strategies for communicating gender: gender-marking and gender-neutrality. Each strategy has the potential to combat gender bias, but also to reinforce it.

9. Epley, N., Kardas, M., Zhao, X., **Atir S.**, Schroeder, J. (2022). Undersociality: Miscalibrated social cognition can inhibit social connection. *Trends in Cognitive Sciences*, 26, 406-418. <http://dx.doi.org/10.1016/j.tics.2022.02.007>

A person's well-being depends heavily on forming and maintaining positive relationships, but people can be reluctant to connect in ways that would create or strengthen relationships. Emerging research suggests that miscalibrated social cognition may create psychological barriers to connecting with others more often. Specifically, people may underestimate how positively others will respond to their own sociality across a variety of social actions, including engaging in conversation, expressing appreciation, and performing acts of kindness. We suggest that these miscalibrated expectations are created and maintained by at least three mechanisms: differential construal, uncertain responsiveness, and asymmetric learning. Underestimating the positive consequences of social engagement could make people less social than would be optimal for both their own and others' well-being.

10. **Atir S.** & Ferguson, M. J. (2018). How gender determines the way we speak about professionals. *Proceedings of the National Academy of Sciences*, 115, 7278-7283. <https://doi.org/10.1073/pnas.1805284115>

Gender inequality persists in many professions, particularly in high-status fields such as science, technology, engineering, and math (STEM). We report evidence of a new form of gender bias that may contribute to this state: gender influences the way people speak about professionals. When discussing professionals or their work, it is common to refer to them by surname alone (e.g., "Darwin developed the theory of evolution"). We present evidence that people are more likely to refer to male than female professionals in this way. This gender bias emerges in archival data across domains; students reviewing professors online and pundits discussing politicians on the radio are more likely to use surname when speaking about a man (vs. a woman). Participants' self-reported references also indicate a preference for using surname when speaking about male (vs. female) scientists, authors, and others. Finally, experimental evidence provides convergent

evidence: participants writing about a fictional male scientist are more likely to refer to him by surname than participants writing about an otherwise-identical female scientist. We find that, on average, people are over twice as likely to refer to male than female professionals by surname. Critically, we identified consequences of this gender bias in speaking about professionals. Those referred to by surname are judged as more famous and eminent. They are consequently seen as higher-status and more deserving of eminence-related benefits and awards. For instance, scientists referred to by surname were seen as 14% more deserving of a National Science Foundation career award.

11. Swallow, K. M., & **Atir, S.** (2018). The role of value in the attentional boost effect. *Quarterly Journal of Experimental Psychology*, 72, 523-542. <https://doi.org/10.1177/1747021818760791>

Focusing attention on one item typically interferes with the ability to process other information. Yet, target detection can both facilitate memory for items paired with the target (the attentional boost effect) and increase the perceived value of those items (cued approach). Because long-term memory is better for valuable items than for neutral items, we asked whether the attentional boost effect is due to changes in the perceived value of items that are paired with targets. In three experiments participants memorised a series of briefly presented images that depicted valuable (e.g., food) or neutral (e.g., toys) items. Whenever an item appeared, a square flashed in its center. Participants pressed a button if the square was a target color but not if it was a distractor color. Consistent with previous research, target-paired items were remembered better than distractor-paired items and were rated as more valuable. Importantly, if memory for target-paired items is enhanced because they increased in perceived value, then valuable items should have been better remembered than neutral items. However, we found no evidence that value enhanced memory for the items in this task. Thus, it is unlikely that the attentional boost effect is due to changes in perceived value.

12. **Atir S.**, Rosenzweig, E., & Dunning D. A. (2015). When knowledge knows no bounds: Self-perceived expertise predicts claiming of impossible knowledge. *Psychological Science*, 26, 1295-1303. <https://doi.org/10.1177/0956797615588195>

People overestimate their own knowledge, erring at times by claiming knowledge of concepts, events, and people that do not exist and cannot be known, a phenomenon called overclaiming. Why and when do people claim such impossible knowledge? We proposed that people overclaim to the extent they perceive their expertise as high rather than low. Supporting this hypothesis, in Study 1, self-perceived knowledge in personal finance positively predicted claiming knowledge of nonexistent financial concepts. Study 2 demonstrated that self-perceived knowledge within specific domains (e.g., biology) was associated specifically with overclaiming within those domains. In Study 3, warning participants that some concepts did not exist did not reduce the relationship between self-perceived knowledge and overclaiming, suggesting that the relationship is not driven by self-presentational concerns. Finally, in Study 4, boosting self-perceived expertise in geography prompted assertions of familiarity with nonexistent places, supporting a causal role for self-perceived expertise in claiming impossible knowledge.

Manuscripts Under Review

13. **Atir, S.** & Epley, N. (Under review). Title hidden for blind review. *Journal of Personality and Social Psychology*.

Chaired Symposia

1. **Atir, S.** & Birnbaum, H. (2025, July). Strategic Responses to Gender Inequality and Their (Unexpected) Consequences. Symposium presented at the *Annual Meeting of the Academy of Management (AoM)*, Copenhagen, Denmark. (Speakers: Chia-Jung Tsay, Anyi Ma, Hannah Birnbaum, and Clarissa Cortland; Discussant: Stav Atir).
Best Symposium runner-up, OB Division
2. **Atir, S.** & Birnbaum, H. (2025, July). Harder Than It Looks: Why Gender Inequity Persists in Professional Settings. Symposium to be presented at the *International Association For Conflict Management (IACM)*, Burlington, VT. (Speakers: Stav Atir, Chia-Jung Tsay, Hannah Birnbaum, Minah Park, and Clarissa Cortland).
3. **Atir, S.** & Ma, A. (2024, August). New Perspectives on Stereotyping in Organizations. Symposium presented at the *Annual Meeting of the Academy of Management (AoM)*, Chicago, IL. (Speakers: Felix Danbold, Margaret Ormiston, Anyi Ma, Stav Atir, and Krishna Savani).
4. **Atir, S.** & Ma, A. (2024, June). New Perspectives on Gender Bias and Inequity in Organizations. Symposium presented at the *International Association For Conflict Management (IACM)*, Singapore. (Speakers: Jungwoo Ha, Anyi Ma, Stav Atir, Felix Dunbold, and Clarissa Cortland).
5. **Atir, S.**, (2023, October). Breaking Boundaries: Unmasking Gender Dynamics in Leadership and Organizational Contexts. Symposium presented at *The Society of Experimental Social Psychology (SESP)*, Madison, WI.
6. **Atir, S.** (2023, August). Developing and Demonstrating Expertise: Education, Advice-Seeking, and Specialization. Symposium presented at the *Annual Meeting of the Academy of Management (AoM)*, Boston, MA. (Speakers: Stav Atir, Martha Jeong, Grace Cormier, and Derrick P. Bransby).
7. **Atir, S.**, & Risen, J., L. (2023, February). Four Mismatches in the Domain of Learning and Knowledge. Symposium presented at *The Society for Personality and Social Psychology (SPSP)*, Atlanta, GA. (Speakers: Stav Atir, Yuyan Han, Rachel Schlund, Ayelet Fishbach).
8. **Atir, S.**, (2019, February). Explaining the Gender Gap in the Workplace: New Evidence from Developmental and Social Psychology. Symposium presented at *The Society for Personality and Social Psychology (SPSP)*, Portland, OR. (Speakers: Stav Atir, Andrei Cimpian, Katie Kinzler/Isobel Heck, Tiffany Ito).
9. **Atir, S.**, (2018, May). Understanding the Persistent Gender Gap: New Evidence of Gender Biases from Developmental and Social Psychology. Symposium presented at *The Association for Psychological Science (APS)*, San Francisco, CA. (Speakers: Stav Atir, Andrei Cimpian, Laura Kray, Tiffany Ito).
10. **Atir, S.**, (2015, May). The When, How, and Why of Overconfidence: The Causes and Consequences of Accurate vs. Inaccurate Self-Knowledge. Symposium presented at *The Association for Psychological Science (APS)*, New York, NY. (Speakers: Stav Atir, Matthew Fisher, Joyce Ehrlinger, Elizabeth Tenney)

Conference Presentations

1. **Atir, S.** & Dunning, D. (2025, November). Learning More Than You Can Know: Introductory Education Produces Overly Expansive Self-Assessments of Knowledge. Paper to be presented at *The Society for Judgment and Decision Making (SJDM)*, Denver, CO.
2. **Atir, S.,** & Epley, N. (2025, October). Fleeting Generalization Keeps People Overly Pessimistic About Talking to Strangers. Paper accepted (not presented) to *The Society of Experimental Social Psychology (SESP)*, Lison, Portugal.
3. **Atir, S.,** Ferguson, M., & Prabhakaran, V. (2025, July). Naming Biases: Understanding Gender and Race Biases in Communication About Professionals. Paper presented at *International Association For Conflict Management (IACM)*, Burlington, VT.
4. **Atir, S.,** Collins, A., & Tsay, C. (2024, September). “As a father of daughters...”: The Effect of Having Daughters on Male Policy Makers’ Real and Perceived Gender Egalitarianism. Blitz Talk presented at the *Institute for Diversity Science Mini-Conference*, Madison, WI.
5. **Atir, S.,** Collins, A., & Tsay, C. (2024, August). Male Leaders, Daughters, and Gender Egalitarianism: A Perception-Reality Mismatch. Paper presented at the *Annual Meeting of the Academy of Management (AoM)*, Chicago, IL.
6. **Atir, S.,** & Epley, N. (2024, August). The Long-Term Stickiness of Miscalibrated Beliefs About Conversations With Strangers. Paper presented at the *Annual Meeting of the Academy of Management (AoM)*, Chicago, IL.
7. **Atir, S.,** Collins, A., & Tsay, C. (2024, June). Male Leaders, Daughters, and Gender Egalitarianism: A Perception-Reality Mismatch. Paper presented at the *International Association For Conflict Management (IACM)*, Singapore.
8. **Atir, S.,** Ferguson, M., & Prabhakaran, V. (2024, June) .Naming Biases: Understanding Gender and Race Biases in Communication About Professionals. Paper presented at *Diversity in Management and Organizations (DMO)*, Singapore.
9. **Atir, S.,** Collins, A., & Tsay, C. (2024, June). The Daughter Card: The Effect of Having Daughters on Male Policy Makers’ Real and Perceived Gender Egalitarianism. Paper accepted to *Behavioural Insights into Business for Social Good*, Vancouver, Canada
10. **Atir, S.,** Rosenzweig, E., & Dunning, D. (2024, June). The Education Paradox: Taking a Class Can Lead Learners to Overestimate What They Know. Paper presented at *Behavioral Decision Research in Management (BDRM)*, Chicago, IL.
11. **Atir, S.,** Collins, A., & Tsay, C. (2024, February). “As a father of daughters...”: The Effect of Having Daughters on Male Policy Makers’ Real and Perceived Gender Egalitarianism. Invited talk presented at *The Gender Pre-conference at The Society for Personality and Social Psychology Annual Meeting (SPSP)*, San Diego, CA.
12. **Atir, S.,** Collins, A., & Tsay, C. (2023, October). The Daughter Card: The Effect of Having Daughters on Policy Makers’ Real and Perceived Gender Egalitarianism. Paper presented at *The Society of Experimental Social Psychology (SESP)*, Madison, WI.

13. **Atir, S.,** Collins, A., & Tsay, C. (2023, September). Playing the Daughter Card: The Effect of Having Daughters on Male Policy Makers' Real and Perceived Gender Egalitarianism. Paper presented at *Diversity in Management and Organizations (DMO)*, Virtual.
14. **Atir, S.,** & Risen, J., L. (2023, August). The Paradox of Explaining: Feeling Unknowledgeable Hinders Engaging in Effective Learning Strategies. Paper presented at the *Annual Meeting of the Academy of Management (AoM)*, Boston, MA.
15. **Atir, S.,** Rosenzweig, E., & Dunning, D. (2023, August). The Effect of Education on Overconfidence: Taking a Class Increases 'Familiarity' With Bogus Concepts. Paper presented at the *Annual Meeting of the Academy of Management (AoM)*, Boston, MA.
16. **Atir, S.,** & Risen, J., L. (2023, May). The Paradox of Explaining: When Feeling Unknowledgeable Prevents Learners from Engaging in Effective Learning Strategies. Paper presented at *The Society for the Science of Motivation Conference (SSM)*, Washington, DC.
17. **Atir, S.,** Rosenzweig, E., & Dunning, D. (2023, May). Education Increases Illusory Knowledge. Lightning Talk presented at *the Behavioral Science & Policy Association Annual Conference (BSPA)*, virtual conference.
18. **Atir, S.,** & Risen, J., L. (2023, March). The Paradox of Self Reflection: When Feeling Unknowledgeable Prevents Learners from Engaging in Effective Learning Strategies. Paper presented at *The Southwest Academy of Management (SWAM)*, Houston, TX.
19. **Atir, S.,** & Risen, J., L. (2023, February). Feeling Unknowledgeable Prevents Learners from Engaging in Effective Learning Strategies. Paper presented at *The Society for Personality and Social Psychology Annual Meeting (SPSP)*, Atlanta, GA.
20. **Atir, S.,** Wald, K., Epley, N. (2023, January). Untapped Knowledge: People Underestimate Learning From Others in Conversation. Paper presented at *Israel Organizational Behavior Conference (IOBC)*, Tel Aviv, Israel.
21. **Atir, S.,** & Risen, J., L. (2022, December). The Paradox of Self Reflection: When Feeling Unknowledgeable Prevents Learners from Engaging in Effective Learning Strategies. Paper presented at the *2022 Singapore Conference on Applied Psychology*, Singapore, Singapore.
22. **Atir, S.,** & Risen, J., L. (2022, November). How to Encourage Learners to Choose Effective Learning Strategies. Micro-presentation presented at *BIG Difference BC*, virtual conference.
23. **Atir, S.,** & Risen, J., L. (2022, February). The Paradox of Self Reflection: When Feeling Unknowledgeable Prevents Learners from Engaging in Effective Learning Strategies. Data Blitz Paper presented at *The Self Preconference at The Society for Personality and Social Psychology Annual Meeting (SPSP)*, San Francisco, CA.
24. **Atir, S.,** Prabhakaran, V., & Ferguson, M. J. (2022, February). Conversing With Congresspeople: New Evidence of Bias in How Facebook Users Talk to Female Versus Male Politicians. Paper presented at *The Society for Personality and Social Psychology (SPSP)*, San Francisco, CA.

25. **Atir, S.**, Prabhakaran, V., & Ferguson, M. J. (2021, October). How Americans Talk to Politicians: Facebook Users Show Gender and Race Bias in Their Use of Reference. Paper presented at *The Society of Experimental Social Psychology (SESP)*, Santa Barbara, CA.
26. **Atir, S.**, Wald, K., Epley, N. (2021, February). Conversations Are Surprisingly Informative. Paper presented at *The Society for Personality and Social Psychology (SPSP)* (Conference switched to virtual format).
27. **Atir, S.**, & Ferguson, M. J. (2020, July). The Effect of Gender on Speaking About Professionals. Paper was to be presented at *The European Association of Social Psychology (EASP)*, Krakow, Poland. (Conference canceled due to COVID-19)
28. **Atir, S.**, Wald, K., Epley, N. (2020, February). Other People Are a Surprising Fount of Knowledge. Data Blitz paper presented at *The Social Cognition Pre-conference at The Society for Personality and Social Psychology (SPSP)*, New Orleans, LA.
29. **Atir, S.**, Wald, K., Epley, N. (2020, February). Other People Are a Surprising Fount of Knowledge. Data Blitz paper presented at *The Self & Identity Preconference at The Society for Personality and Social Psychology (SPSP)*, New Orleans, LA.
30. **Atir, S.**, Wald, K., & Epley, N. (2019, November). Everyone You Meet Has Something to Teach You: People Underestimate How Much They Learn From Conversations. Paper presented at *The Society for Judgment and Decision Making (SJDM)*, Montreal, Canada.
31. **Atir, S.**, & Ferguson, M. J. (2019, July). Subtle Gender Bias in Science: How Do We Speak About Professionals? Invited talk presented as part of diversity session at *The Society for Industrial Microbiology and Biotechnology Annual Meeting*, Washington, DC.
32. **Atir, S.**, & Ferguson, M. J. (2019, February). Smith Is an Eminent Man: Gender Bias in Use of Surname and Its Effect on Evaluations of Professionals. Paper presented at *The Society for Personality and Social Psychology (SPSP)*, Portland, OR.
33. **Atir, S.**, & Ferguson, M. J. (2019, February). Why Is Smith Always a Man? Explaining the Gender-Surname Bias. Paper presented at *The Social Cognition Preconference at The Society for Personality and Social Psychology (SPSP)*, Portland, OR.
34. **Atir, S.**, & Ferguson, M. J. (2018, May). How We Talk about Men and Women: Gender Bias in Use of Surname and Its Consequences. Paper presented at *The Association for Psychological Science Annual Convention (APS)*, San Francisco, CA.
35. Dunning, D., **Atir, S.**, & Rosenzweig, E. (2017, October). The Role of Perceived Versus Genuine Expertise in Claiming Knowledge One Cannot Possibly Have. Paper presented at *Society of Experimental Social Psychology Conference (SESP)*, Boston, MA.
36. **Atir, S.**, Rosenzweig, E., & Dunning, D. (2017, May). Knowing What You Know: Opposing Effects of Self-Perceived and Genuine Knowledge on Overclaiming. Paper presented at *The Association for Psychological Science Annual Convention (APS)*, Boston, MA.

37. **Atir S.** & Ferguson, M. J. (2017, January). Smith Is a Distinguished Man: Men More Likely Than Women to Be Referred to by Their Last Name Only. Data Blitz paper presented at *The Society for Personality and Social Psychology (SPSP)*, San Antonio, Texas.
38. **Atir, S.,** & Khenia, M. S. (2016, May). Exploring the Role of Value in the Attentional Boost Effect. Paper presented at *The Midwestern Psychological Association Annual Meeting (MPA)*, Chicago, Illinois.
39. **Atir, S.,** Rosenzweig, E., Dunning, D. (2015, May). A Lot of Knowledge Is a Dangerous Thing: Expertise Predicts Overclaiming. Paper presented at *The Association for Psychological Science Annual Convention (APS)*, New York, NY.
40. **Atir, S.,** Dunning, D., & Rosenzweig, E. (2014, May). I Think I Know, Therefore I Overclaim; Perceived Self-Knowledge Predicts Overclaiming. Paper presented at *The Midwestern Psychological Association Annual Meeting (MPA)*, Chicago, Illinois.

Invited Talks

2026	Organizational Behavior Dept, <i>Washington University in St. Louis</i>
2026	Organizational Behavior Lab, <i>University of Utah</i>
2026	Marketing Seminar Series, <i>Reichman University</i>
2024	Management Seminar Series, <i>Columbia University</i>
2024	Berkeley Haas Management of Organizations seminar series, <i>UC Berkeley</i>
2024	Social Psychology Area Meeting, <i>Florida State University</i>
2024	The Gender Preconference, SPSP, San Diego, CA
2024	Psychology Department, <i>University of Waterloo</i>
2023	School of Management OB Department, <i>Yale University</i>
2023	Current Works in Social Psychology talk series, Yale Department of Psychology, <i>Yale University</i>
2023	Communication Science Group Colloquium, <i>University of Wisconsin-Madison</i>
2022	Niedenthal Emotions Lab, <i>University of Wisconsin-Madison</i>
2021	Astronomy Department Colloquium, <i>University of Wisconsin-Madison</i>
2021	Psychology Department Colloquium, <i>University of Wisconsin-Madison</i>
2021	Implicit Social Cognition Lab, <i>Yale University</i>
2020	The Faculty of Industrial Engineering and Management, <i>Israel Institute of Technology</i>
2020	Psychology Department, <i>Tel Aviv University</i>
2019	Coller School of Management, <i>Tel Aviv University</i>
2019	Society for Industrial Microbiology and Biotechnology Annual Meeting, Diversity Session and Panel

Grants, Honors and Awards

2025	Best Symposium Runner Up, OB Division, <i>Academy of Management</i>
2025	Fall Competition, OVCRGE (\$14,281), <i>UW-Madison</i>
2024	Mini Research Grant, International Society for Self & Identity, <i>ISSI</i>
2024	Seed Grant, Institute for Diversity Science (\$59,821), <i>UW-Madison</i>
2023	Seed Grant, Institute for Diversity Science (\$34,269), <i>UW-Madison</i>
2023	Domestic Conference Travel Grant, OVCRGE, <i>UW-Madison</i>
2022	International Conference Travel Grant, OVCRGE, <i>UW-Madison</i>

2021	Startup Grant, OVCRGE, <i>UW-Madison</i>
2020	Beyond the Ivory Tower Writing Workshop (Selected Participant, awarded honorarium)
2019	Thaler-Tversky Independent Research Grant in Behavioral Science, <i>University of Chicago</i>
2018	Rosenthal Research Fund, <i>Cornell University</i>
2018	Cognitive Science Program Travel Grant, <i>Cornell University</i>
2017	Nominated for Cornell University's Teaching Assistant Award, <i>Cornell University</i>
2017B	Psychology Dept. Travel Award, <i>Cornell University</i>
2017A	Psychology Dept. Travel Award, <i>Cornell University</i>
2016	Cognitive Science Program Travel Grant, <i>Cornell University</i>
2015	Honorable Mention for The Hyde Graduate Student Research Grant
2015	Travel Grant, <i>Cornell University</i>
2015	Graduate Research Grant, <i>Cornell University</i>
2015	Student Poster Award, <i>Society for Personality and Social Psychology</i>
2014	Travel Award, <i>Society for Personality and Social Psychology</i>
2014	Travel Grant, <i>Cornell University</i>
2012-2018	Sage Fellowship, <i>Cornell University</i>
2010	Angier Prize for best senior thesis in psychology, <i>Yale University</i>
2010	Phi Beta Kappa, <i>Yale University</i>
2010	Psi Chi, <i>Yale University</i>

Professional Affiliations

Fellow, Society of Experimental Social Psychology (SESP)
Member, Academy of Management (AOM)
Member, International Association for Conflict Management (IACM)
Member, The International Society for Self and Identity (ISSI)
Member, Association for Psychological Science (APS)
Member, The Society for Judgment and Decision Making (SJDM)
Member, Society for Personality and Social Psychology (SPSP)
Member, Phi Beta Kappa
Member, Psi Chi

Teaching Experience

Negotiations, <i>Instructor</i>	Spring 2022 - 2025
The Management of Teams, <i>Instructor</i>	Spring 2022 - 2023
Managing Organizations, <i>Guest Lecture</i>	Fall 2021 - 2023

Service

Conferences

- Pre-conference co-organizer, Self & Identity, SPSP 2024
- Pre-conference co-organizer, Self & Identity, SPSP 2023

Mentoring

- Panelist, Professional Development Workshop, *Making the Most of It: Being Successful in a Post-Doc and Beyond*, AoM 2025
- Panelist, *The PhD Job Market*, PhD Committee on Inclusion, Wisconsin School of Business, 2024
- Mentor, Mentoring Session on First Year In A Tenure-Track Position (*Do's And Don'ts*), SPSP 2024

- Speaker, Professional Development Workshop, *We Got by with a Little Help: Perspectives on the Academic Job Market*, AoM 2023
- Mentor, Mentoring Session on *Navigating the Academic Job Market in Both Psychology and Business*, SPSP 2023
- Mentor, Graduate Student Mentorship Initiative (GSMI) (helps underrepresented graduate school applicants by pairing them with STEM professionals)
- Mentor, SPSP Peer Advising Program
- Workshop Leader, Expand Your Horizons at Cornell (a science conference for 7th–9th grade girls), 2 years.

Reviewing

- Ad hoc Reviewer, *Management Science*
- Ad hoc Reviewer, *Organization Science*
- Ad hoc Reviewer, *OBHDP*
- Ad hoc Reviewer, *Psychological Review*
- Ad hoc Reviewer, *JPSP*
- Ad hoc Reviewer, *Nature Communications*
- Ad hoc Reviewer, *Social Cognition*
- Ad hoc Reviewer, *PNAS Nexus*
- Ad hoc Reviewer, *JEP: General*
- Ad hoc Reviewer, *Perspectives on Psychological Science*
- Ad hoc Reviewer, *Sex Roles*
- Reviewer, *Academy of Management* submissions
- Reviewer, *International Association for Conflict Management* submissions
- Reviewer, SPSP student poster award
- Reviewer, SJDM student poster award

Selected Media Coverage

Overconfidence and overclaiming

[Competent Leaders Know The Limits of Their Expertise](#). Harvard Business Review (2024).
[Skeptics say, 'do your own research.' It's not that simple](#). The New York Times Opinion (2022)
[Self-proclaimed 'experts' more likely to fall for made-up facts, study finds](#). The Washington Post (2015).
[Self-Proclaimed Experts Often Claim To Know More Than They Really Do](#). Gizmodo (2015).
[Here's more evidence you should always be wary of 'experts'](#). Business Insider (2015)
[You Don't Know as Much as You Think: False Expertise](#). Scientific American (2015).
[We are all confident idiots](#). Pacific Standard (2014).

Talking with strangers

[The Lost Art of Chatting](#). Le Monde (2023).
[Small talk has big benefits](#). The New York Times (2023).
[The Unexpected Upside of Talking to Strangers](#). Psychology Today (2023)
[Why your social life is not what it should be](#). The New York Times (2022).
[How \(and why\) you should get better at talking to strangers](#). Fast Company (2022).
[Talking to strangers helps with learning](#). Advanced Science News (2022).

Communication and gender

[The psychology behind why people are more likely to call male candidates by their last names and females by their first](#). Today.com (2024)

[What's in a name? For Kamala Harris, a lot.](#) Glamour Magazine (2024)
['Girlboss:' A conversation with WSB's Stav Atir on language and gender](#) WSB Faculty Insights (2023).
[Girlboss or businessperson? Should we highlight or downplay gender in our language?](#) Cosmos Magazine (2022).
[Atir, S., & Ferguson, M. J. \(August 13, 2018\). Do you use someone's first name or last? The answer speaks volumes.](#) Wall Street Journal.
[Eliminating a key difference in how people refer to men and women could help even the playing field at work.](#) Business Insider (2019)
[Male scientists are far more likely to be referred to by their last names, impacting status and awards.](#) Science Magazine (2018).
[Study Shows Professional Women Are Less Likely To Achieve 'Last Name Fame'.](#) Forbes (2018).
[The Way We Identify Professionals Disadvantages Women.](#) Pacific Standard (2018).
[Calling men by their surname gives them an unfair career boost.](#) New Scientist (2018).