

Kevin R. Binning, Ph. D.
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Current Positions

Associate Professor of Psychology, University of Pittsburgh, 2021– present
Research Scientist, Learning Research and Development Center, University of Pittsburgh, 2014 – present

Education

Ph. D., Psychology (Social emphasis with minor in Quantitative Methods), University of California, Los Angeles, 2008
M. A., Psychology (Social), UCLA, 2003
B. A., Psychology with minor in Sociology (with honors and distinction), San Diego State University, 2002

Previous Academic Positions

Assistant Professor of Psychology, University of Pittsburgh, 2014 – 2021
Senior Researcher and Statistician, Center for Research on Evaluation, Standards, and Student Testing (CRESST), Graduate School of Education and Information Studies, UCLA, 2011- 2014
Postdoctoral and Visiting Scholar, Department of Psychological and Brain Sciences, University of California, Santa Barbara, 2010 – 2014
Postdoctoral Scholar, Stanford Graduate School of Business, 2008 – 2010

Societies

Fellow, Society for Experimental Social Psychology
Member, Society for Personality and Social Psychology

Selected Honors and Awards

Provost's Award for Diversity in the Curriculum, *University of Pittsburgh*, 2019
Awarded annually by the Office of the Provost and the Center for Teaching and Learning to recognize faculty efforts to enhance diversity in the curriculum and inclusion in the classroom

Robert B. Cialdini Prize for Field Study Research, *Society for Personality and Social Psychology*, 2015
Awarded annually to an outstanding publication that uses field methods and demonstrates relevance to outside groups

Frank Joseph McGuigan Dissertation Year Fellowship, *UCLA Department of Psychology*, 2007-08

Bertram H. Raven Award for Best Social Issues Research Paper, *UCLA Social Psychology Area*, 2006
Awarded annually to the best graduate student-led research paper addressing social issues or problems

Shepherd Ivory Franz Distinguished Teaching Award, *UCLA Department of Psychology*, 2006
Awarded annually to recognize excellence in graduate student teaching

Eugene Cota Robles Graduate Fellowship, *UCLA Graduate Division*, 2002-2006
Awarded to entering doctoral students from underrepresented backgrounds who are interested in a career in university teaching and research

Outstanding Graduate of the Department of Psychology, *SDSU*, 2002

Administrative Activities to Promote Synergy between Research and Practice

Director, Pitt Transition Study, 2019-present

Overseeing implementation of an online pre-matriculation belonging intervention delivered to all incoming Pitt students.

Workgroup leader, Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC) project, 2019-2021

Led one of the three working groups for a 10-campus research collaborative focused on issues related to belonging and equity in large college STEM courses at public research universities

Co-Director, Provost's Pitt Success Research-Practitioner Advisory Board, 2019-2020

Collaborated with the Office of the Provost to form a research-practitioner partnership involving 12 separate project-teams focused on issues related to access, diversity, and inclusion at Pitt

Project Liaison, College Transition Collaborative, 2016-2019

Oversaw Pitt's implementation of a pre-matriculation social belonging intervention involving 23 college campuses around the country

Steering Committee, Motivation Center, University of Pittsburgh, School of Education, 2015-2018

Collaborated with an interdisciplinary team of seven Pitt faculty on the development of a new campus center devoted to the study of social and motivational factors in education

Service to the Research Community

Editorial Board (consulting editor), *Personality and Social Psychology Bulletin*, 2021-present

Ad hoc reviewer (see <https://publons.com/researcher/1684360>)

Co-Organizer, Pittsburgh Self-Affirmation Conference: Mechanisms and Theory, 2019

Co-organized a two-day summer meeting of approximately 60 attendees co-sponsored by the Society for Personality and Social Psychology and the Learning Research and Development Center at the University of Pittsburgh <https://affirmationpalooza.weebly.com/>

Co-Organizer, Self and Identity Preconference for the Society for Personality and Social Psychology, 2019

Co-organized a day of programming for over 100 attendees focused on *Negotiating Self and Identity in a Diverse World*

Lead-Organizer, Self and Identity Preconference for the Society for Personality and Social Psychology, 2018

Organized a day of programming for over 100 attendees focused on *The Role of Self and Identity in Contemporary Social Problems*

Publications

Working paper

Hammarlund, S. P., Davis, C., Binning, K. R., & Cotner, S. (2021, June 3). In an "ecological-belonging" intervention to reduce inequities in STEM, context matters.

<https://www.biorxiv.org/content/10.1101/2021.06.02.446772v1>

Refereed Journal Articles

Badea, C., Binning, K. R., Sherman, D. K., Boza, M., & Kende, A. (2021). Conformity to group norms: How group-affirmation shapes collective action. *Journal of Experimental Social Psychology*.

Binning, K. R., Blatt, L. R., Chen, S., & Votruba-Drzal, E. (in press). Going to college with a posse: How having high school peers on campus supports college achievement. *AERA Open*.

<https://doi.org/10.31234/osf.io/xhpuc>

- Binning, K. R., Cook, J. E., Greenaway, V. P., Garcia, J., Apfel, N., Sherman, D. K., & Cohen, G. L. (2021). Securing self-integrity over time: Self-affirmation disrupts a negative cycle between psychological threat and academic performance. *Journal of Social Issues*.
- Chen, S., Binning, K. R., Manke, K. J., Brady, S. T., McGreevy, E. M., Betancur, L., Limeri, L. B., & Kaufmann, N. (2021). Am I a science person? A strong science identity bolsters minority students' sense of belonging and performance in college. *Personality and Social Psychology Bulletin*, *47*, 593-606.
- Wang, M.-T., Binning, K. R., Del Toro, J., Qin, X., & Zepeda, C. D. (2021). Skill, thrill, and will: The role of metacognition and motivation in predicting student engagement over time. *Child Development*, *92*, 1369-1387.
- Wang, M.-T., Zepeda, C. D., Qin, X., Del Toro, J., & Binning, K. R. (2021). More than growth mindset: Individual and interactive links among socioeconomically disadvantaged adolescents' ability mindsets, metacognitive skill, and math engagement. *Child Development*.
- Binning, K. R., & Browman, A. S. (2020). Theoretical, ethical, and policy implications for conducting social-psychological interventions to close educational achievement gaps. *Social Issues and Policy Review*, *14*, 182-216.
- Binning, K. R., Kaufmann, N., McGreevy, E. M., Fotuhi, O., Chen, S., Kalender, Z. Y., Marshman, E., Limeri, L. B., Betancur, L., & Singh, C. (2020). Changing social contexts to foster equity in college science courses: An ecological-belonging intervention. *Psychological Science*, *31*, 1059-1070.
- Binning, K. R., Cook, J. E., Greenaway, V. P., Garcia, J., Chen, S., Apfel, N., Sherman, D. K., & Cohen, G. L. (2019). Bolstering trust and reducing discipline incidents at a diverse middle school: How self-affirmation affects behavioral conduct during the transition to adolescence. *Journal of School Psychology*, *75*, 74-88.
- Binning, K. R., Wang, M.-T., & Amemiya, J. (2019). Persistence mindset among adolescents: Who benefits from the message that academic struggles are normal and temporary? *Journal of Youth and Adolescence*, *48*, 269-286.
- Badea, C., Binning, K. R., Verhaci, J. F., & Sherman, D. K. (2018). In the aftermath of terrorism: Effects of self- versus group-affirmation on support for discriminatory policies. *Journal of Experimental Social Psychology*, *76*, 421-428.
- Vincent-Ruz, P., Binning, K. R., Grabowski, J., & Schunn, C. D. (2018). The effect of math SAT on women's chemistry competency beliefs. *Chemistry Education Research and Practice*, *19*, 342-351.
- Goyer, J. P., Garcia, J., Purdie-Vaughns, V., Binning, K. R., Cook, J. E., Reeves, S. J., Apfel, N., Taborsky-Barba, S., Sherman, D. K., & Cohen, G. L. (2017). Self-affirmation facilitates minority middle schoolers' progress along college trajectories. *Proceedings of the National Academy of Sciences*, *114*, 7594-7599.
- Binning, K. R., Brick, C., Cohen, G. L., & Sherman, D. K. (2015). Going along versus getting it right: The role of self-integrity in political conformity. *Journal of Experimental Social Psychology*, *56*, 73-88.
- Binning, K. R., & Unzueta, M. M. (2013). Perceiving ethnic diversity on campus: Group differences in attention to hierarchical representation. *Social Psychological and Personality Science*, *4*, 500-507.

Sherman, D. K., Hartson, K. A., Binning, K. R., Purdie-Vaughns, V., Garcia, J., Taborsky-Barba, S., Tomassetti, S., Nussbaum, A. D., & Cohen, G. L. (2013). Deflecting the trajectory and changing the narrative: How self-affirmation affects academic performance and motivation under identity threat. *Journal of Personality and Social Psychology*, *104*, 591-618.

- Recipient of the 2015 Robert B. Cialdini Prize from the Society for Personality and Social Psychology

Unzueta, M. M., & Binning, K. R. (2012). Diversity is in the eye of the beholder: How concern for the ingroup affects perceptions of organizational diversity. *Personality and Social Psychology Bulletin*, *38*, 26-38.

Binning, K. R., & Sherman, D. K. (2011). Categorization and communication in the face of prejudice: When describing perceptions changes what is perceived. *Journal of Personality and Social Psychology*, *101*, 321-336.

Binning, K. R., Sherman, D. K., Cohen, G. L., & Heitland, K. (2010). Seeing the other side: Reducing political partisanship via self-affirmation in the 2008 Presidential Election. *Analyses of Social Issues and Public Policy (ASAP)*, *10*, 276-292.

Huo, Y. J., Binning, K. R., & Molina, L. E. (2010). Testing an integrative model of respect: Implications for social engagement and well-being. *Personality and Social Psychology Bulletin*, *36*, 200-212.

Huo, Y. J., Molina, L. E., Binning, K. R., & Funge, S. (2010). Subgroup respect, social engagement, and well-being: A field study of an ethnically diverse high school. *Cultural Diversity and Ethnic Minority Psychology*, *16*, 427-436.

Unzueta, M. M., & Binning, K. R. (2010). Which racial groups are associated with diversity? *Cultural Diversity and Ethnic Minority Psychology*, *16*, 443-446.

Binning, K. R., Unzueta, M. M., Huo, Y. J., & Molina, L. E. (2009). The interpretation of multiracial status and its relation to social engagement and psychological well-being. *Journal of Social Issues*, *65*, 35-49.

Huo, Y. J., & Binning, K. R. (2008). Why the psychological experience of respect matters in group life: An integrative account. *Social and Personality Psychology Compass*, *2*, 1570-1585.

Binning, K. R. (2007). "It's us against the world": How distrust in Americans versus people-in-general shapes competitive foreign policy preferences. *Political Psychology*, *28*, 777-799.

- Recipient of the 2006 Bertram H. Raven Award, Social Psychology Area, UCLA

Book Chapters

Huo, Y. J., Binning, K. R., & Begeny, C. T. (2015). Respect and the viability of ethnically diverse institutions. In S. Otten, K. I. Van der Zee, and M. B. Brewer (Eds.), *Towards inclusive organizations: Determinants of successful diversity management at work* (pp. 49-66). Hove, UK: Psychology Press.

Binning, K. R., & Huo, Y. J. (2012). Understanding status as a social resource. In K. Y. Törnblom and A. Kazemi (Eds.), *Handbook of social resource theory*, (pp. 133-147). New York: Springer.

Huo, Y. J., Binning, K. R., & Molina, L. E. (2010). The interplay between fairness and the experience of respect: Implications for group life. In B. Mannix, M. Neale, & L. Mullen (Eds.), *Research on Managing Groups and Teams (Vol. 13): Fairness in Groups* (pp. 95-120). Bingley, UK: Emerald.

Commentaries

Browman, A. S., & Binning, K. R. (2020). Fostering equity in education with psychological interventions. *Forward: The Society for the Psychological Study of Social Issues* (Spring issue; Commentary). Retrieved from:

<https://www.spspi.org/index.cfm?fuseaction=page.viewPage&pageID=2586&nodeID=1>

Margolis, J., Goode, J., & Binning, K. R. (2015). Expanding the pipeline: Active learning for broadening participation in computing. *Computing Research News: Computing Research Association*, 27.

<https://cra.org/crn/2015/10/expanding-the-pipeline-exploring-computerscience-active-learning-for-broadening-participation-in-computing/>

Binning, K. R., & Sears, D. O. (2015). On the history of political diversity in social psychology. *Behavioral and Brain Sciences*, 38, 18-19. http://www.pitt.edu/~kbinning/Binning_Sears_2015.pdf

Manke, K., & Binning, K. R. (2015). Mighty oaks from little (psychological) acorns grow (Commentary). *SPSP: Character & Context*. Retrieved from: <http://www.spsblog.org/mighty-oaks-from-little-psychological-acorns-grow/>

Technical Reports

Ong, C., Griffin, N., Binning, K., Delacruz, G., Byrne, C., Show, K., & Redman, E. (2012). Mobilize Project Evaluation. Fall 2012 Report. *National Center for Research on Evaluation, Standards, and Student Testing (CRESST)*.

Vendlinski, T. P., Chung, G. K., Binning, K. R., & Buschang, R. E. (2011). Teaching rational number addition using video games: The effects of instructional variation. CRESST Report 808. *National Center for Research on Evaluation, Standards, and Student Testing (CRESST)*.

Sponsored Projects

External Grants

Co-Investigator. *Collaborative Research: Course-based Adaptations of an Ecological Belonging Intervention to Transform Engineering Representation at Scale* (2021-2025). National Science Foundation Grant #2111114 (with L. DeAngelo, C. Schunn, A. Godwin, N. Buswell). Total award: \$2.4M

Principal investigator. *Developing a Context-Integrated Mindset / Belonging Intervention to Eliminate Demographic-based Underperformance in Challenging Large Lecture Undergraduate Courses* (2021-2025). Institute for Education Sciences Grant #R305A210167 (with C. Schunn, L. DeAngelo, E. McGreevy, & R. Toutkoushian). Total award: \$2M

Co-Investigator. *Build, Understand, and Tune Interventions that Culminate in Real Impact* (2015-2020). National Science Foundation Grant #1524575 (with T. Nokes-Malach et al.). Total award: \$1.8M

Co-Investigator. *Self-Affirmation: Mechanisms and Theory* (2018-2019). Society for Personality and Social Psychology Small Conference Grant (with K. Manke and J. Dutcher). Total award: \$5K

Large Internal Competitive Grants

Principal investigator. *Building Pathways to Equity in College STEM: Testing an Ecological Belonging Intervention in High School Precollege STEM Programs* (2021-2023). Learning Research and Development Center Internal Grant (with J. Iriti). Total award: \$149K

Co-Investigator. *Developing Communities of Research and Practice to Support Teacher Use of Proactive Behavior Management* (2021-2022). University of Pittsburgh Office of Research: Momentum Teaming Grant (with R. Robertson and T. Farmer). Total award: \$60K

Principal investigator. *Using Administrative Data to Measure Teaching Effectiveness* (2020-2021). Pitt Seed Project (with C. Golden, C. Schunn, P. Beeson, J. Spears, A. Brodish, & L. Onufer). Total award: \$50K.

Principal investigator. *Developing University Infrastructure to Foster Equity and Inclusion in College Classrooms* (2020-2021). University of Pittsburgh Office of Research: Momentum Teaming Grant (with L. DeAngelo, L. Kearns, E. McGreevy, & C. Schunn). Total award: \$60K

Co-Investigator. *Using Psychosocial Approaches to Promote African American Adolescents' STEM Identities and Achievement* (2015-2017). Learning Research and Development Center Internal Grant (with M. T. Wang and J. P. Huguely). Total award: \$149K

Small Internal Pilot Grants

Principal investigator. *Understanding How Classroom Contexts Shape Equity in STEM: Evaluating and Refining an Ecological Belonging Intervention Delivered at Scale* (2020-2021). Discipline-Based Science Education Research Center Course Transformation Grant. Total award: \$10K

Co-Investigator. *Using a Brief Intervention to Improve Outcomes for First-Year Women Engineering Students* (2018-2019). Office of Diversity and Inclusion Mini-Grant (with L. DeAngelo and S. Kurz). Total award: \$2K

Principal investigator. *Develop and Test a Classroom-Based Social Belonging Intervention to Address the Effects of Stereotype Threat on Women Physics Students* (2017-2018). Discipline-Based Science Education Research Center Course Transformation Grant. Total award: \$10K

Principal investigator. *Undermining Stereotype Threat via Self-Affirmation: The Moderating Role of Subgroup Respect* (2008 – 2010). University of California, All-Campus Consortium on Research for Diversity (with D. K. Sherman). Total award: \$10K

Principal investigator. *Psychology Summer Research Mentorship Award* (2006). UCLA Department of Psychology (with Y. J. Huo). Total award: \$5K

Mentee-led Grants and Recognition

Anne-Ketura Elie (1st Year Graduate Student)

National Science Foundation Graduate Research Fellowship, 2021.

K. Leroy Irvis Fellowship, University of Pittsburgh, 2021.

Beverly Conrique (4th Year Graduate Student)

Ford Foundation Pre-Doctoral Fellowship – Honorable Mention, 2020, 2021

“Improv’ing Democracy: Fostering Intergroup Dialogue in Political Contexts using Improvisational Theater,” Year of Creativity Grant, University of Pittsburgh, 2020.

National Science Foundation Graduate Fellowship – Honorable Mention, 2020

Dietrich School of Arts and Sciences Diversity Fellowship for Graduate Summer Research, University of Pittsburgh, 2019, 2020.

K. Leroy Irvis Fellowship, University of Pittsburgh, 2018.

Susie Chen, PhD (2020)

“YouPitt: Using Behaviorally-Informed Advising to Personalize Career Pathways for Pre-Health Students,” Provost’s Personalized Education Grant Program, University of Pittsburgh, 2018.

Society for Personality and Social Psychology (SPSP) Diversity Fund Travel Grant, 2017.

Dr. Ruth Myers Memorial Graduate Award in Psychology, 2016.

Joseph Mernyk (Undergraduate Honors Student; 2020)

Devito-Lipner Family Student Fund, 2019

Pitt Curiosity Grant, 2018

THINK Research Fellowship, 2018

Student Milestone Committees

Zachary Caddick, Doctoral Candidacy (ongoing; committee member)

Nabila Jamal-Orozco, Doctoral Candidacy (ongoing; committee member)

Jonah Koetke, Master’s Thesis (2021; committee member)

Lauren Ross, Doctoral Candidacy (ongoing, committee member)

Lorraine Blatt, Doctoral Candidacy (ongoing, committee member)

Ilse Smilo-Morgan, Undergraduate Honors Thesis (2021, committee member)

Chadé Darby, Undergraduate Honors Thesis (2021, thesis chair)

Beverly Conrique, Master’s Thesis (2020, thesis chair)

Susie Chen, Doctoral Dissertation (2020, thesis chair)

Lalit Molleti, Undergraduate Honors Thesis (2020, thesis chair)

Natasha Wood, Master’s Thesis (2020, committee member)

Zachary Caddick, Master’s Thesis (2020, committee member)

Joseph Mernyk, Undergraduate Honors Thesis (2019, thesis chair)

Paulette Vincent-Ruz, Doctoral Dissertation (2019, committee member)

Eben Witherspoon, Doctoral Dissertation (2019, committee member)

Susie Chen, Master’s Thesis (2017, thesis chair)

Injung Ko, Master’s Thesis (2016, committee member)

Rebecca Walsh, Master’s Thesis (2016, committee member)

Eli Talbert, Undergraduate Honors Thesis (2016, committee member)

Grace Casey Weaverling, Master’s Thesis (2015, committee member)

Courses Taught

Foundations of Social Psychology (required graduate course), University of Pittsburgh (2018; 2020); California Lutheran University (2013)

Self and Identity (undergraduate elective), University of Pittsburgh (2015; 2017; 2019; 2020)

Research Methods in Social Psychology (required undergraduate course) University of Pittsburgh (2015-2021)

Graduate Research Methods in Psychology (required graduate course), California Lutheran University (2014)

Invited Presentations and Workshops

Creating Contexts of Belonging, Diversity Forum Workshop, Office of Diversity and Inclusion, University of Pittsburgh (virtual workshop; 2021)

How Group Conformity Fuels Political Extremity, and How to Stop It. Collaboratory Against Hate Lightning Round Presentation, Carnegie Mellon University/University of Pittsburgh (virtual presentation; 2021)

Using an Ecological-Belonging Intervention to Foster Equity in College STEM Courses, Texas Mindset Initiative, University of Texas at Austin (virtual presentation; 2021)

Using an Ecological-Belonging Intervention to Foster Equity in College STEM Courses, Thematic Speaker Series: Pursuing Racial Justice at the University of Iowa, College of Liberal Arts and Sciences, University of Iowa (virtual presentation; 2021)

Intervening for Equity: An Ecological Belonging Intervention to Foster Equity in College Science Courses, Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC; virtual workshop; 2020)

Fostering an Inclusive Mentoring Mindset, Discipline-Based Science Education Research Center, University of Pittsburgh (virtual workshop; 2020)

Changing Social Contexts to Foster Equity in College Science Courses: An Ecological-Belonging Intervention, SEISMIC Speaker Series, University of Minnesota (virtual presentation; 2020)

Using Social Psychological Insights to Foster Equity in College Classrooms, Diversity Forum Workshop, Office of Diversity and Inclusion, University of Pittsburgh (virtual workshop; 2020)

Evaluating an Ecological Belonging Intervention Delivered at Scale in College Physics Classrooms: Part I of 3. Discipline-Based Science Education Research Center, University of Pittsburgh (virtual presentation; 2020)

Social Psychology of College Belonging During (and After) a Pandemic. Discipline-Based Science Education Research Center Faculty Retreat, University of Pittsburgh (virtual presentation; 2020)

Prove to Improve: How to Foster Growth Mindset, Build Trust, and Help Students Thrive, Assessment and Teaching Conference, University of Pittsburgh (virtual presentation; 2020)

Fostering a Belonging Growth Mindset: Social Psychological Interventions that Improve Learning of All Students. Center for Teaching and Learning Growth Mindset Symposium, University of Pittsburgh (2019)

Fostering a Sense of Belonging in the College Classroom: Peer Interactions that Improve Student Success, Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC) Speaker Series, Indiana University (2019)

Implementing a Social Belonging Intervention that Fosters Equity and Inclusion in the College Classroom, SEISMIC Workshop, Indiana University (2019)

Fostering equity and inclusion in the classroom: A brief, scalable, social-psychological intervention. Plenary address at the Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC) annual meeting. Ann Arbor, Michigan (2019)

Book Discussion Facilitator: Claude Steele's *Whistling Vivaldi*, Learning Research and Development Center, Diversity Summer Internship Program, University of Pittsburgh (2019, 2018, 2017)

Transforming the Social Ecology of Large Lecture Classrooms with a Social-Psychological Intervention (workshop), Large Enrollment Faculty Learning Community, University of Pittsburgh (2019)

Transforming the Social Ecology of College Classrooms with a Social Psychological Intervention, Directors of Undergraduate Studies Fall Meeting, University of Pittsburgh (2019)

What is it like to come to Pitt? Honors College Orientation, University of Pittsburgh (2019)

Inclusive Mentoring: Using Social Psychological Interventions to Improve Mentoring and Advising for All Students. Mentoring and Advising Summit, University of Pittsburgh, PA (2019)

Finding Personal Relevance in School (presentation to students). Avonworth Middle School, Pittsburgh, PA (2018)

Helping Students Thrive through the Psychological Threats of Middle School (presentation to faculty). Avonworth Middle School, Pittsburgh, PA (2018)

Interventions that Enhance Student Motivation and Learning: A Social Psychological Perspective. Discipline Based Science Education Research Center Brownbag, University of Pittsburgh (2018)

Interventions that Enhance Student Motivation and Learning: A Social Psychological Perspective, Opening Week, Chatham University (2018).

A Social Psychological Perspective on Building Science Identity. Science Identity Workshop, Exploratorium (2017)

Practical Strategies for Advising and Mentoring: Insights from Social Psychological Interventions. Extended Diversity Experience, University Center for Teaching and Learning, University of Pittsburgh (2017)

Destination Diversity Book Discussion: Claude Steele's *Whistling Vivaldi*, University Center for Teaching and Learning, University of Pittsburgh (2016).

Refereed Conference Presentations

Conrique, B. G., & Binning, K. R. (2021). *Different values but similar backgrounds: How relativism influences naïve realism in everyday disagreements*. Paper presented at Society for Personality and Social Psychology Justice and Morality Preconference (virtual presentation).

DeAngelo, L., Binning, K. R., & Kurz, S. (2021). *Two years later: Understanding the continued benefits of a social belonging intervention for first-year women in engineering*. AERA Annual Conference (virtual presentation).

Fotuhi, O. & Binning, K. R., (2021). *Why race is so hard to talk about - Insights from social psychology on a social justice issue*. Association of American Colleges and Universities Conference on General Education, Pedagogy, and Assessment (virtual presentation).

Conrique, B. G., & Binning, K. R. (2020). *Seeing the person behind the viewpoint: A theoretical framework of Relativistic-Absolutist Mindsets on reactions to disagreement*. Paper presentation accepted at Society for Philosophy and Psychology, Princeton University, Princeton, New Jersey (conference canceled).

Conrique, B. G., & Binning, K. R. (2020). *Perceiving the person from the outside: A theoretical framework of relativistic-absolutist mindsets on reactions to disagreement*. Paper presented at the Society for Personality and Social Psychology Justice and Morality Preconference, New Orleans, LA.

DeAngelo, L., Binning, K. R., & Kurz, S. (Accepted for 2020). *Self-efficacy, sense of belonging, and academic outcomes for first-year women in engineering*. Paper accepted to the annual meeting of the American Education Research Association, San Francisco, CA (conference canceled).

Binning, K. R., Marshman, E., Kalender, Z. Y., & Singh, C. (2019). *Transforming institutions: Using social psychological interventions to improve learning for all students*. ASCN Transforming Institutions Conference, Pittsburgh, PA.

Chen, S., Binning, K. R., Manke, K. J., Brady, S. T., McGreevy, E. M., Betancur, L., Limeri, L. B., & Kaufmann, N. (2019). *“Am I a science person?” Understanding how science identity and belonging interact to address inequality in science course performance*. In C. Saad, “Intervention science: Breaking the bias habit in the real world.” Symposium conducted at the annual meeting of the Society for Personality and Social Psychology, Portland, OR.

Conrique, B. G., Rider, N., Kalender, Z. Y., Singh, C., & Binning, K. R. (2019). *First-person pronoun usage predicts better physics course performance, but only for males*. Poster presented at the Self and Identity Preconference for the Society of Personality and Social Psychology annual meeting, Portland, OR.

Binning, K. R. (2018). *How social belonging concerns in college affect STEM achievement gaps*. In T. Nokes-Malach, Motivation and Engagement for Learning. Symposium presented at the 6th International Workshop on Advanced Learning Sciences, Pittsburgh, PA.

Binning, K. R., (2018). *A classroom-based social belonging lesson can promote college success*. In K. Turetsky, Applications of Brief Social Psychological Interventions to Improve Academic and Personal Well-Being. Symposium presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.

Fotuhi, O., Wilkerson, S., Binning, K. R., Cohen, G. L. (2018). *Goal-Setting and Self-Affirmation: Interventions to Reduce Defensiveness and Increase Goal Setting*. In P. Chen, *The Self-Regulation of Motivation and Interventions that Enable It*. Symposium presented at the annual meeting of the Society for the Study of Motivation, San Francisco, CA.

Chen, S., McGreevy, E., Betancur, L., Kaufmann, N., & Binning, K. R. (2018). *Am I a science person?: The interplay between science identity and a belonging intervention on college science success*. Poster to be presented at Society for Personality and Social Psychology Self and Identity Preconference, Atlanta, GA.

Chen, S., & Binning, K. R. (2018). *Utilizing Social Identity as Protection Against Stereotype Threat*. Poster to be presented at Society for Personality and Social Psychology, Atlanta, GA.

Binning, K. R. (2017). *On the Interface Between Self-Affirmation Theory and Social Identity Theory: Empirical Insights from Research on Political Attitudes*. Presentation given at the Self and Identity Pre-Conference for the annual meeting of the Society for Personality and Social Psychology, San Antonio, TX.

Binning, K. R., Badea, C., Verhac, J., Aebischer, V., Er-Rafiy, A., & Sherman, D. K. (2017). *The role of identity in shaping prejudice against immigrants*. In M. Pasek and J. E. Cook, *Expanding theory on identity threat: New populations and diverse outcomes*. Symposium presentation at the annual conference of the Society for Personality and Social Psychology, San Antonio, TX.

Binning, K. R., & McGreevy, E. (2017). *Assessment of a social belonging intervention in introductory biology courses*. Workshop presentation at the Discipline Based Science Education Research Center, University of Pittsburgh, Pittsburgh, PA.

Chen, S., & Binning, K. R. (2017). *A Multiple Identity Tipping Point: When the Effect of Identity on Self-Esteem Backfires*. Poster presented at Association for Psychological Science Annual Convention, Boston, MA.

Chen, S., & Binning, K. R. (2017). *The Role of Belonging in Perception of Social Identity*. Poster presented at Society for Personality and Social Psychology, San Antonio, TX.

Vincent-Ruz, P., Binning, K. R., Grabowski, J., & Schunn, C. D. (2017). *The effect of SAT math scores on women's self-efficacy and its implications for chemistry learning*. Presentation given to the National Association for Research in Science Teaching Association, San Antonio, TX.

Vincent-Ruz, P., Dorph, R., Cannady, M., Schunn, C. D., & Binning, K. R. (2017). *Identity profiles relationship to students' future science choices*. Presentation given at the annual meeting of American Educational Research Association, San Antonio, TX. 2017

Binning, K. R., Cook, J. E., Purdie-Vaughns, V., Garcia, J., Apfel, N., Sherman, D. K., & Cohen, G. L. (2016). *Valued in the background: How the academic benefits of repeated values affirmation can accumulate over time*. Presentation given at the annual conference for the Society for the Study of Motivation, Chicago, IL.

- Binning, K. R. (2016). *Long term effects of values affirmation interventions on academic achievement*. Presentation given at the Learning in Social Contexts Conference, Pittsburgh, PA.
- Binning, K. R., Cook, J. E., Purdie-Vaughns, V., Garcia, J., Apfel, N., Sherman, D. K., & Cohen, G. L., (2016). *Values affirmations as a tool for boosting academic performance during critical transitions*. Presentation at the annual conference of the Society for Personality and Social Psychology, San Diego, CA.
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