

**Kevin R. Binning, Ph. D.**  
University of Pittsburgh  
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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 of Experimental Social Psychology  
Member, Society for Personality and Social Psychology

### **Selected Honors**

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*, 2014  
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 underrepresented doctoral students pursuing university teaching and research  
Outstanding Graduate of the Department of Psychology, *SDSU*, 2002

## **Administrative Activities to Promote Synergy between Research and Practice**

Director of Equity and Inclusion, Department of Psychology, University of Pittsburgh, 2022-present

Director of Research for the Kessler Scholars Program, University of Pittsburgh, 2022-present

Director, Pitt Transition Study, 2019-present

Overseeing an Office of the Provost-sponsored 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*

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

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

## **Publications**

DeAngelo, L., Godwin, A., Buswell, N., Cribbs, J., McGreevy, E., Schunn, C., Elie, K., Kaufman-Ortiz, K., Conrique, B., Cooper, C., Ji, C., Rohde, J., Binning, K. (2022). Course-based adaptations of an ecological belonging intervention to transform engineering representation at scale. *ASEE annual conference proceedings*. Washington, DC: American Society for Engineering Education. <https://peer.asee.org/41987>

Hammarlund, S. P., Davis, C., Binning, K. R., & Cotner, S. (2022). Context matters: How an ecological-belonging intervention can reduce inequities in STEM. *BioScience*, 72, 387-396.

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*, 95, 104153.

Binning, K. R., Blatt, L. R., Chen, S., & Votruba-Drzal, E. (2021). Going to college with a posse: How having high school peers on campus supports college achievement. *AERA Open*, 7, 1-18.

- 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, 77*, 801-823.
- 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, 92*, e957-e976.
- 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.
- 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.spssi.org/index.cfm?fuseaction=page.viewPage&pageID=2586&nodeID=1>
- 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., Verliac, 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., & 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](http://www.pitt.edu/~kbinning/Binning_Sears_2015.pdf)

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.

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

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., & 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

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.

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)*.

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.

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)*.

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., 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.

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

## 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 of 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. Hugueley). 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 (1<sup>st</sup> Year Graduate Student)**

National Science Foundation Graduate Research Fellowship, 2021.

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

##### **Beverly Conrique (4<sup>th</sup> 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**

Tyler Augi, Undergraduate Honors Thesis Proposal, (2022, chair)  
Beverly Conrique, Comprehensive Examination (2022, chair)  
Justin Ludwig, Master’s Thesis (2022, committee member)  
Jonah Koetke, Comprehensive Examination (2022, committee member)  
Zachary Caddick, Doctoral Candidacy (ongoing; committee member)  
Nabila Jamal-Orozco, Comprehensive Examination (committee member)  
Lorraine Blatt, Doctoral Candidacy (ongoing, committee member)  
Jonah Koetke, Master’s Thesis (2021; committee member)  
Lauren Ross, Doctoral Dissertation (2021; 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; 2022)  
California Lutheran University (2013)

Advanced Research Methods in Social Psychology (required undergraduate course), University of Pittsburgh (2015-2021)  
Self and Identity (undergraduate elective), University of Pittsburgh (2015; 2017; 2019; 2020)  
Graduate Research Methods in Psychology (required graduate course), California Lutheran University (2014)

### **Invited Presentations, Workshops, and Panel Discussions**

Fostering Equity in the College Classroom: An Ecological-Belonging Approach, Pitt Week of SEISMIC, Keynote address (2023).

Practical Tools for Creating Community in College Courses: A Customized Belonging Intervention, Large Enrollment Faculty Community, University of Pittsburgh (2022).

Creating contexts that foster equity and belonging in college STEM courses: An ecological-belonging approach. Psychonomic Society Annual Meeting, Boston, MA, Keynote symposium (2022).

Building a Sense of Belonging in Online Courses, Online Faculty Workshop, Marshall University Instructional Design Center (virtual workshop, 2022).

Creating Community in the College Classroom: An Ecological Belonging Approach. Lunchtime presentation to the social psychology area, Carnegie Mellon University (2022).

How Social Psychological Insights can Help Advisers Foster Equity in Higher Education, Wayne State University Academic Advising Summit, Keynote address (2022).

Creating Contexts of Belonging in Higher Education, American Talent Initiative Annual Conference (virtual presentation, 2022).

Ecological Belonging Intervention: Implementing a Classroom Intervention that Fosters Equity and Inclusion in STEM, Annual STEM-Push Network Convening, University of Pittsburgh (2022).

Book Discussion Facilitator: Claude Steele's *Whistling Vivaldi*, Learning Research and Development Center, Diversity Summer Internship Program, University of Pittsburgh (2022, 2019, 2018, 2017)

Meaningful Practices for Inclusion and Equity in Course Curriculum: Lunch and Learn 2022, School of Computing and Information, University of Pittsburgh (virtual panelist, 2022)

Respectful Persuasion: Interdisciplinary Perspectives, University of Washington, Department of Philosophy (virtual panelist, 2022)

Mentoring Practices to Promote Trust, Persistence, and Belonging in Academia, SPARK Society Panel on Inclusive Mentoring, Psychonomic Society Annual Meeting (virtual presentation; 2021)

In-Class Belonging Initiatives to Support Student Sense of Belonging, Student Success Faculty Workshop, Office of the Provost, University of Pittsburgh (virtual presentation; 2021)

How Social Psychological Insights can Help Advisers Foster Equity in Higher Education, NACADA: The Global Community for Academic Advising (virtual presentation; 2021)



Pursuit of Team Research (panel speaker), Internal Funding Showcase, University of Pittsburgh (2021)

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 1 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)

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).

### **Undergraduate-led Presentations**

\*Gonzalez, B., Conrique, B. G., DeAngelo, L., & Binning, K. R. (2022). What are the psychological barriers to success in Organic Chemistry, and what can be done about them? Poster session presented at the annual LRDC Internship Poster Session, Pittsburgh, PA.

\*Johnson, C., Kurz, S., Castro, A., DeAngelo, L., & Binning, K. R. (2022). Examining Belonging Intervention Effects on Female Engineering Students. Poster session presented at the annual meeting for the Society for Personality and Social Psychology, San Francisco, CA.

\*Vazquez, K., Chen, S., & Binning, K. R. (2020). White on white confrontation: A reanalysis. Poster session presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

\*Corretjer, M., Binning, K. R., & Chen, S. (2019). Who belongs where?: Understanding the relationship between individual SES and campus SES on student belonging. Poster session presented at the annual LRDC Internship Poster Session, Pittsburgh, PA.

## Refereed Conference Presentations

DeAngelo, L., Godwin, A., Binning, K., Buswell, N., Cribbs, J., McGreevy, E., Schunn, C., Elie, K., Kaufman-Ortiz, K., Conrique, B., Cooper, C., Ji, C., & Rohde, J. (2022). Course-based Adaptations of an Ecological Belonging Intervention to Transform Engineering Representation at Scale. *ASEE annual conference proceedings*. Washington, DC: American Society for Engineering Education.

Binning, K. R., Doucette, D., Conrique, B. G., & Singh, C. (2021). *Using an ecological-belonging intervention to realize the benefits of gender diversity in college physics classrooms*. In M. C. Murphy, “The Role of Contextual Affordances in Supporting or Undermining the Beneficial Effects of Wise Interventions.” Symposium conducted at the annual meeting for the Society of Experimental Social Psychology, Santa Barbara, CA.

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. (Accepted for 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 6<sup>th</sup> 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., Verliac, 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.

McGreevy, E., Kaufmann, N., Limeri, L., Chen, S., & Binning, K. (2016). *A psycho-social intervention to address group-work in a large introductory biology course*. Poster presented at "Catalyzing Change in STEM Faculty Pedagogical Practice" Conference, Miami, FL.

Nokes-Malach, T., Betancur, L., Binning, K., Chen, S., Grabowski, J., Kaufmann, N., Marshman, E., Schunn, C., Singh, C., Schuchardt, A., Rottman, B., Votruba-Drzal, E. (2016). *Build, Understand, & Tune Interventions that Cumulate to Real Impact*. Poster presented at ENFUSE Conference, Las Vegas, NV.

Binning, K. R., Sherman, D. K., & Cohen, G. L. (2014). *Reinforcing the soft spots of social identity*. In K. J. Manke & G. L. Cohen (Chairs), *Cumulative consequences: The link between life-course processes and intervention processes*. Symposium conducted at the annual conference of the Society for Personality and Social Psychology, Austin, TX.

Brick, C., McCully, S., Sherman, D., Updegraff, J., Binning, K. R., & Mintzer, R. (2013). *Improving oral health behaviors and message memory: Matching cultural exposure and message frame*. Poster presented at the annual meeting of the Association for Psychological Science, Washington, D. C.

Lee, J. L., Binning, K. R., & Rivera, N. (2013). *Assessing performance in a shiphandling simulator*. Paper accepted at the Intelligent Ships Symposium X, Philadelphia, PA.

Brick, C., Binning, K. R., Sherman, D. K., Updegraff, J., Mintzer, R. (2013). *Oral health message effectiveness depends on acculturation and message frame*. Poster session presented at the annual conference of the Society for Personality and Social Psychology, New Orleans, LA.

- Sherman, D. K., & Binning, K. R. (2012). *Motivations to protect self-integrity: Implications for attitudes and defensive processing*. Presentation given to the European Association for Social Psychology: Medium-Sized Meeting on Motivational Approaches to Attitudes, Ghent, Belgium.
- Binning, K. R., Sherman, D. K., & Cohen, G. L. (2012). Peeking into the partisan mind: Identity defense, normative influence, and the self. In B. Liu and P. H. Ditto (Chairs), *Subjective science: Ideological influences on the interpretation of data and potential solutions*. Symposium conducted at the annual conference of the Society for Personality and Social Psychology, San Diego, CA.
- Hartson, K., Binning, K. R., Cohen, G. L., & Sherman, D. K. (2012). *Understanding the effects of a values affirmation manipulation on academic performance under stereotype threat*. Poster session presented at the annual conference of the Society for Personality and Social Psychology, San Diego, CA.
- Binning, K. R., Sherman, D. K., & Cohen, G. L. (2011). *Going along to get along: The role of the self in conformity with social norms*. In J. D. Creswell (Chair), *Self-affirmation and adaptive behavior: Understanding mechanisms and advancing theory*. Symposium conducted at the annual conference of the Society for Personality and Social Psychology, San Antonio, TX.
- Huo, Y. J., Molina, L. E., Binning, K. R., & Yee, C. (2011). *Do you value me and mine? Status and the asymmetrical effect of group-level respect*. In C. Van Laar (Chair), *Stigma and intergroup contact*. Symposium conducted at the biennial conference of European Association of Social Psychology, Stockholm, Sweden.
- Binning, K. R., Sherman, D. K., & Cohen, G. L. (2010). *"Going along" versus "getting it right": The role of the self in conformity and openness in political judgment*. In D. K. Sherman (Chair), *Understanding political polarization: Social psychological insights*. Symposium conducted at the annual conference of the Society of Experimental Social Psychology, Minneapolis, MN.
- Binning, K. R., Huo, Y. J., & Molina, L. E. (2009). *Understanding the psychological experience of respect in groups*. Presentation at the annual Berkeley-Stanford Conference for Organizational Behavior, Berkeley, CA.
- Binning, K. R., Huo, Y. J., Myers, H. F., Unzueta, M. M. (2009). *When prejudice is suspected, but denied: Anger escalation in response to modern prejudice*. Poster presented at the annual meeting for the Society for Personality and Social Psychology, Tampa, FL.
- Huo, Y. J., Binning, K. R., & Molina, L. E. (2009). *The interplay between fairness and the experience of respect: Implications for group life*. Presentation at the annual conference for Research on Managing Groups and Teams (Fairness and Groups), Ithaca, NY.
- Unzueta, M. M., & Binning, K. R. (2009). *Group interested definitions of diversity*. Presentation at the annual conference of the Academy of Management, Chicago, IL.
- Binning, K. R., & Sherman, D. K. (2008). *Undermining stereotype threat through self-affirmation: The moderating role of subgroup respect*. Presentation at the annual conference for the All-Campus Consortium on Research for Diversity, Lake Arrowhead, CA.

Unzueta, M. M. & Binning, K. R. (2008). *Diversity is in the eye of the beholder: How majority and minority group members perceive organizational diversity*. Paper presented at the biennial meeting of the International Society of Justice Research, Adelaide, South Australia, Australia.

Unzueta, M. M., Binning, K. R., & Alcala, M. (2008). *How the status of minorities within organizations shapes preferences for organizational diversity*. Poster presented at the annual meeting of Society for Personality and Social Psychology, Albuquerque, NM.

Huo, Y. J., Molina, L. E., Binning, K. R., & Funge, S. (2007). *Assessing the consequences of subgroup respect within multicultural communities*. In H. Smith and R. Mendoza-Denton (Chairs), Intergroup contact, relational justice, and historically underrepresented students' educational engagement. Symposium conducted at the annual meeting of the American Psychological Association, San Francisco, CA.

Binning, K. R., & Huo, Y. J. (2006). *Comparing the consequences of violating procedural justice and outcome expectations*. Poster presented at the annual meeting of the Society for the Psychological Study of Social Issues, Long Beach, CA.

Huo, Y. J., Binning, K. R., Funge, S. P., & Molina, L. E. (2006). *Liking vs. competence as sources of respect: A field study*. Paper presented at the annual meeting of the Society for the Psychological Study of Social Issues, Long Beach, CA.

Huo, Y. J., Molina, L. E., Binning, K. R., & Funge, S. P. (2006). *Common group identity, ethnic identity, and subgroup respect: Psychological and social consequences of pluralism*. Paper presented at the annual Kent Psychology Forum: Identity, Discrimination, and Well-Being, Kent, OH.

Binning, K. R. & Sidanius, J. (2005). *Social dominance orientation relates to seeing maleness as less typically American*. Poster session at the annual meeting of the American Psychological Society, Century City, CA.

Binning, K. R., D'Amico, A., Doctor-Safaie, A., Brauer, S., Wertzberg, K., Prislín, R., & Christensen, P. N. (2001). *Effects of mode of status change on perceptions of group-self similarity*. Poster session presented at the annual meeting of the Western Psychological Association, Irvine, CA.

## Media Coverage

Pittwire. (January 2021). Student belonging exercise erases achievement gaps in biology, physics courses. <https://www.pittwire.pitt.edu/news/student-belonging-exercise-erases-achievement-gaps-biology-physics-courses>

Reynolds, E. (August 2020). How STEM fields can foster a sense of belonging for minority and first-gen students. *The British Psychological Society: Research Digest*. <https://digest.bps.org.uk/2020/08/06/how-stem-fields-can-foster-a-sense-of-belonging-for-minority-and-first-gen-students>

Pittwire. (July 2020). Eleven faculty and staff proposals receive Pitt seed funding. <https://www.pittwire.pitt.edu/news/eleven-faculty-and-staff-proposals-receive-pitt-seed-funding>

Bassett, J. (June 2020). Classroom intervention fosters belonging, supports academic success. *Snapshot Newsletter: Wide Angle (Kenneth P. Dietrich School of Arts and Sciences)*. <https://www.as.pitt.edu/snapshot/0620/wide-angle>

University Center for Teaching and Learning (March 2020). Headlines: 2019 Provost's Award for Diversity in the Curriculum. [https://www.youtube.com/watch?time\\_continue=188&v=IB4o3egtTMQ&feature=emb\\_title](https://www.youtube.com/watch?time_continue=188&v=IB4o3egtTMQ&feature=emb_title)

- Singh, C. (December 2019). A growth mindset levels the playing field. *American Physical Society News*, 28. <https://www.aps.org/publications/apsnews/201911/backpage.cfm>
- Jones, S. (November 2019). Intentional steps: Faculty members recognized for diversity and inclusion. @Pitt: *News of Note for the Faculty and Staff Community*. <https://www.at.pitt.edu/news/intentional-steps-faculty>
- Siering, G. (November 2019). Classroom climate and building a sense of belonging. *Center for Innovative Teaching and Learning* (Indiana University). <https://blogs.iu.edu/citl/#.XdVP8uhKg2w>
- Brick, C., & van der Linden, S. (June 2018). How identity, not issues, explains the partisan divide. *Scientific American*. <https://www.scientificamerican.com/article/how-identity-not-issues-explains-the-partisan-divide/>
- Kissell, B. (March 2015). Dr. Kevin Binning on “Going along versus getting it right: The role of self-integrity in political conformity.” *Methodology for Psychology Podcast*. <http://methodologyforpsychology.org/dr-kevin-binning-going-along-versus-getting-rightrole-self-integrity-political-conformity/>
- Broda-Bahn, K. (February 2015). Notice the norm. *Persuasive Litigator*. <http://www.persuasivelitigator.com/2015/02/notice-the-norm.html>
- Van Boven, L., & Sherman, D. (December 2014). How to reduce partisan gridlock. *Washington Post*. <http://www.washingtonpost.com/blogs/monkeycage/wp/2014/12/07/how-to-reduce-partisan-gridlock/>
- Resnick, B. (September 2014). The battle for your brain: We’re partisans by nature, and once we pick a side we see the world in red or blue. *National Journal Magazine*. Retrieved from: <http://www.nationaljournal.com/magazine/how-politics-breaks-our-brains-and-how-we-canput-them-back-together-20140919>
- Nussbaum, D. (April 2013). Narrowing the achievement gap with a psychological intervention. *Scientific American: MIND Guest Blog*. Retrieved from: <http://blogs.scientificamerican.com/mind-guest-blog/2013/04/15/narrowing-the-achievementgap-with-a-psychological-intervention/>
- Rigoglioso, M. (February 2013). Affirmation exercises shown to close achievement gap for Latino students. *Stanford Graduate School of Education News*. <http://ed.stanford.edu/news/affirmation-exercises-shown-close-achievement-gap-latinostudents>
- Elmusa, K. (June 2011). Dealing with the 10 scariest things you can’t avoid. *Mother Jones Magazine*. Retrieved from: <http://motherjones.com/blue-marble/2011/06/cell-phones-cancer-10-scary-things>
- LaPlante, A. (April 2009). Self-identified multiracial individuals realize real benefits. *Stanford GSB News*. Retrieved from: [http://www.gsb.stanford.edu/news/research/binning\\_multirace.html](http://www.gsb.stanford.edu/news/research/binning_multirace.html)
- Cloud, J. (February 2009). Are mixed-race children better adjusted? *Time Magazine*. Retrieved from: <http://www.time.com/time/health/article/0,8599,1880467,00.html>