

## **Kevin R. Binning, Ph. D.**

University of Pittsburgh  
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### **Current Position**

Assistant Professor of Psychology, University of Pittsburgh, 2014 – 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**

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 Award 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

Awarded annually by a departmental committee to recognize one outstanding graduating student

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

Co-Director, Provost's Pitt Success Research-Practitioner Advisory Board, 2019-present  
Collaborated with the Office of the Provost to form a research-practitioner partnership now involving  
12 separate project-teams focused on issues related to access, diversity, and inclusion at Pitt

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

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

Project Liaison, College Transition Collaborative, 2016-present

Oversaw Pitt's implementation of a pre-matriculation social belonging intervention involving 22  
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 Research Community**

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

Co-Organizer, Self and Identity Preconference for the Society for Personality and Social  
Psychology, 2017-2019

Co-organized a day of programming for over 100 attendees focused on *The Role of Self and Identity in  
Contemporary Social Problems* (2018) and *Negotiating Self and Identity in a Diverse World* (2019)

### **Refereed Publications**

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., Cook, J. E., Purdie-Greenaway, V., 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.

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

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 Award 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*, 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, 15701585.

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 from the Social Psychology Area of the UCLA Department of Psychology.

### **Book Chapters**

Huo, Y. J., Binning, K. R., & Begeny, C. T. (2014). 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. 4966). 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. 95120). Bingley, UK: Emerald.

### **Commentaries**

Binning, K. R., & Sears, D. O. (2015). On the history of political diversity in social psychology (Commentary). *Behavioral and Brain Sciences*, 38, 18-19.

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)*.

### Current and Past Competitive Grants

1. **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
2. **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
3. **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 (with additional \$5K in matching funds from the LRDC at Pitt)
4. **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
5. **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
6. **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
7. **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

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

### **Presentations for University and Community Impact**

- Prove to Improve: How to Foster Growth Mindset, Build Trust, and Help Students Thrive, University of Pittsburgh Assessment and Teaching Conference (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, Indiana University, SEISMIC Speaker Series (2019)
- Implementing a Social Belonging Intervention that Fosters Equity and Inclusion in the College Classroom, Indiana University, SEISMIC Workshop (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 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. (2019). Mentoring and Advising Summit, Pittsburgh, PA.
- Finding Personal Relevance in School (2018). Avonworth Middle School (presentation to students), Pittsburgh, PA.
- Helping Students Thrive through the Psychological Threats of Middle School (2018). Avonworth Middle School (presentation to faculty), Pittsburgh, PA.
- Interventions that Enhance Student Motivation and Learning: A Social Psychological Perspective (2018). Discipline Based Science Education Research Center, Pittsburgh, PA.
- Interventions that Enhance Student Motivation and Learning: A Social Psychological Perspective (2018). Opening Week at Chatham University, Pittsburgh, PA.
- A Social Psychological Perspective on Building Science Identity (2017). Science Identity Workshop, Exploratorium, Berkeley, CA.
- Practical Strategies for Advising and Mentoring: Insights from Social Psychological Interventions (2017). Extended Diversity Experience, University Center for Teaching and Learning, Pittsburgh, PA.
- Destination Diversity Book Discussion: Claude Steele's *Whistling Vivaldi* (2016). University Center for Teaching and Learning, Pittsburgh, PA.

### **Student Milestone Committees**

- Beverly Conrique, Master's Thesis (ongoing, committee chair)
- Lalit Molleti, Undergraduate Honors Thesis (ongoing, committee chair)
- Zachary Caddick, Master's Thesis, (2020, committee member)
- Shayla Preston, Undergraduate Honors Thesis (ongoing, committee member)
- Susie Chen, Doctoral Candidacy (2019, committee chair)
- Joseph Mernyk, Undergraduate Honors Thesis (2019, committee chair)

Paulette Vincent-Ruz, Doctoral Dissertation (2019, committee member)  
Eben Witherspoon, Doctoral Dissertation (2019, committee member)  
Susie Chen, Master's Thesis (2017, committee 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)

### **Student Mentee Awards**

Beverly Iniguez Conrique

1. Ford Foundation Pre-Doctoral Fellowship – Honorable Mention, 2020
2. “Improv'ing Democracy: Fostering Intergroup Dialogue in Political Contexts using Improvisational Theater,” Year of Creativity Grant, University of Pittsburgh, 2020
3. Dietrich School of Arts and Sciences Diversity Fellowship for Graduate Summer Research, University of Pittsburgh, 2019
4. K. Leroy Irvis Fellowship, University of Pittsburgh, 2018

Susie Chen

1. “YouPitt: Using Behaviorally-Informed Advising to Personalize Career Pathways for Pre-Health Students,” Provost's Personalized Education Grant Program, University of Pittsburgh, 2018
2. Society for Personality and Social Psychology (SPSP) Diversity Fund Travel Grant, 2017
3. Dr. Ruth Myers Memorial Graduate Award in Psychology, 2016

Joseph Mernyk

1. Devito-Lipner Family Student Fund 2019
2. Pitt Curiosity Grant 2018
3. THINK Research Fellowship 2018

### **Courses Taught**

Foundations of Social Psychology (required graduate course), University of Pittsburgh (2018); 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- 2020)

### **Presentations at Academic Conferences**

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 Society for Personality and Social Psychology Justice and Morality Preconference, New Orleans, LA.

Binning, K. R. (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.

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., Verhaci, 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., Prislun, 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

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>

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