# Conference Program

**Weary Symposium on Diversity and Social Identity**  
The Ohio State University  
**June 18-19, 2019**  
Columbus, OH

<table>
<thead>
<tr>
<th>Tuesday June 18, 2019</th>
<th>Wednesday June 19, 2019</th>
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<tbody>
<tr>
<td><strong>9:30-10:00</strong> Breakfast</td>
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<tr>
<td><strong>9:55-10:00</strong> Opening Remarks</td>
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<td><strong>10:00-11:00</strong> Dr. Mary Murphy</td>
<td><strong>9:30-10:30</strong> Dr. Sylvia Perry</td>
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<td><strong>11:00-12:00</strong> Dr. Jason Okonofua</td>
<td><strong>10:30-11:30</strong> Dr. Hilary Bergsieker</td>
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<td><strong>12:00-1:00</strong> Lunch</td>
<td><strong>11:30-12:00</strong> Data Blitz #2 (pg. 9)</td>
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<tr>
<td><strong>12:30-1:30</strong> Poster Session #1 (pg. 3)</td>
<td><strong>12:00-1:00</strong> Lunch</td>
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<td><strong>1:30-2:00</strong> Data Blitz #1 (pg. 5)</td>
<td><strong>12:30-1:30</strong> Poster Session #2 (pg. 10)</td>
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<td><strong>2:00-3:00</strong> Dr. Denise Sekaquaptewa</td>
<td><strong>1:30-2:30</strong> Early Career Talks #2 (pg. 12)</td>
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<tr>
<td><strong>3:00-3:15</strong> Break</td>
<td><strong>2:30-3:30</strong> Dr. Claude Steele</td>
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<td><strong>3:15-4:15</strong> Early Career Talks #1 (pg. 6)</td>
<td><strong>3:30-3:45</strong> Wrap-Up</td>
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<td><strong>4:15-5:15</strong> Dr. Jennifer Richeson</td>
<td><strong>3:30-3:45</strong> Wrap-Up</td>
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Tuesday June 18, 2019

Distinguished Speaker

Tuesday 10:00AM-11:00AM

Dr. Mary C. Murphy, Indiana University - Bloomington

Dr. Mary Murphy is the H.B. Wells Professor in the Department of Psychological and Brain Sciences and Associate Vice Provost for Diversity and Inclusion at Indiana University. Her research focuses on understanding how people’s social identities and group memberships, such as their gender, race, and socio-economic status, interact with the contexts they encounter to affect people’s thoughts, feelings, motivation, and performance. In educational contexts, her research illuminates the situational cues that influence students’ academic motivation and achievement with an emphasis on understanding when those processes are similar and different for majority and minority students. Mary is a co-founder of the College Transition Collaborative, a research-practice partnership aimed to increase student success through social psychological interventions. In organizational contexts, her research examines barriers and solutions for increasing gender and racial diversity in tech and STEM organizations. In particular, she examines the role of organizational mindset in companies’ organizational culture and employee engagement and performance.

Distinguished Speaker

Tuesday 11:00AM-12:00PM

Dr. Jason Okonofua, University of California - Berkeley

Dr. Jason Okonofua is a professor at University of California-Berkeley. Before assuming this position, he earned his doctorate at Stanford University with the guidance of Dr. Gregory Walton and Dr. Jennifer Eberhardt and currently works with them on a project that investigates psychological barriers to reintegration (return to home and school) for juvenile offenders. Jason’s research program examines social-psychological processes that contribute to inequality. One context in which he has examined these processes is that of teacher-student relationships and race disparities in disciplinary action. His research emphasizes the on-going interplay between processes that originate among teachers (how stereotyping can influence discipline) and students (how apprehension to bias can incite misbehavior) to examine causes for disproportionate discipline according to race. By investigating basic processes that contribute to misinterpreted and misguided disrespect among teachers and students, he aims to develop novel interventions that help racially stigmatized youth succeed in school and reduce their risk of discipline problems.
Poster Session #1

Tuesday 12:30PM-1:30PM

“Who believes claims of stereotype threat and why? Perceived validity and internal attributions”
Gabriel Camacho, University of Connecticut; Diane Quinn, University of Connecticut
Across two studies, members of groups high on stereotype-threat vulnerability were significantly more likely to perceive stereotype threat as a valid explanation for underperformance compared to members of groups low on stereotype-threat vulnerability (Studies 1-2) and this effect was mediated by participants perceived locus of causality for underperformance (Study 2).

“Expanding Masculine Identity: Leveraging a More Inclusive Definition of Masculinity to Encourage Reflection and Behavior Change”
Peter Fisher, University of California, Los Angeles (UCLA), Tiffany Brannon, University of California, Los Angeles (UCLA)
I test whether expanding how men define masculinity can promote more positive attitudes in intragroup and intergroup contexts by changing how men engage with their gender identity. Results indicate that using inclusive masculine exemplars to change attitudes about masculine gender norms can decrease social dominance and endorsement of sexist attitudes.

“Communicating apologies nonverbally: Perceptions and judgments of facial cues”
Meghan George, York University; Joshua Guilfoyle, York University, Elizabeth van Monsjou, York University, C. Ward Struthers, York University
In the current study we created a visual template of an apologetic face. Using reverse correlation, apologetic faces were predominantly defined by brow and mouth regions. Faces created using this paradigm were judged as remorseful and regretful. These results provide preliminary insight into possible expectations of nonverbal communication in apologies.

“Hate or Heritage? on the Meaning of Confederate Symbols”
Kyshia Henderson, University of Virginia; Sophie Trawalter, University of Virginia
Many supporters of the Confederate flag claim it represents “heritage not hate.” In the present work, we test this claim. We find that symbolic racism and Southern pride both predict support for the flag but symbolic racism does so more strongly. These findings call into question the “heritage not hate” narrative.

“From deficit to benefit: Shifting students’ mindsets towards leveraging their background-specific knowledge and strengths to benefit their schools and society”
Ivan Hernandez, Northwestern University; Mesmin Destin, Northwestern University
We argue that students from lower SES backgrounds and racial-ethnic minority groups have unique background-specific knowledge and strengths that they have acquired from their lived experiences. We test the hypotheses that reflecting and writing about their background-specific strengths will have positive implications for their well-being and academic motivation.
“Counterfactuals and Collective Action”
Brielle Johnson, Miami University; J.P. Gonzales, Miami University; Amy Summerville, Miami University
This research explores how upward counterfactuals may influence intentions to engage in collective action related to Black Lives Matter. Our research found attitudes towards BLM predicted intentions to engage in collective action and feelings of relative deprivation surrounding the treatment of Black individuals, but found no significant effects of counterfactuals.

“What's Going On? Considering the NFL Protest from a Historical Perspective”
Kimberly Martin, University of California, Los Angeles (UCLA); Tiffany Brannon, University of California, Los Angeles (UCLA)
This study tested the effect of perspective-taking within the context of the NFL kneeling protest. Results suggest that placing the protest within a broader context (e.g. Black history or NFL history) may improve racial attitudes but only when that history does not include a specific example of police brutality.

“Can diversity exist when social practices constrain the identities we can act upon? Reframing diversity around belief and practice”
Meghan McNamara, University of St. Andrews; Stephen D. Reicher, University of St. Andrews
Two studies showed airport security misrecognized self-definitions and constrained identities and action: misrecognition occurred because of officer beliefs and screening procedure. Therefore, diversity is not only a function of beliefs but also of practices that constrain identities. Centering diversity work on attenuating majority-group bias promotes categorical representation without supporting diversity.

“Presumptions of (Hetero)sexuality: Implications for Racial Stereotyping”
Christopher Petsko, Northwestern University; Galen Bodenhausen, Northwestern University
Does learning that a man is gay color the ways in which perceivers conceptualize his race? Our data from several experiments suggest that it does. Interestingly, we find that gay (vs. heterosexual) men from all racial groups seem less race-typical, and that some gay men seem correspondingly "Whiter" as well.

“Racial identity development in Context: An analysis of the racial narratives of children in relation to #BlackLivesMatter”
Josiah Rosario, Northwestern University; Onnie Rogers, Northwestern University
The current study uses longitudinal data with a racially diverse sample of children to examine how they describe the importance and meaning of their racial and gender identities in relation to #BLM. Results indicate that there were increases in racial importance, and references to #BLM and systemic racism.

“Recipients’ self-categorizations shape the impact of support- versus opposition-framed persuasive appeals”
Joe Siev, The Ohio State University, Daniel Rovenpor, The University of East Anglia; Richard Petty, The Ohio State University
Intergroup competitions like elections evoke positive self-categorizations in some (e.g., partisans) and negative self-categorizations in others (e.g., independents). Across three studies, these self-categorizations were related to the relative liking versus disliking underlying observers’ preferences and influenced the success of valence-framed appeals: Partisans responded more favorably to support, independents to opposition.
“System Justification vs. Change: Testing a Dual Motive Model of System-level Motivation”
Laura E. Wallace, The Ohio State University; Kentaro Fujita, The Ohio State University; Cheryl J. Wakslak, University of Southern California; Ido Liviatan, The Open University of Israel; Micah Goldfarb, Indiana University Purdue University – Indianapolis (IUPUI)
Recent work suggests that people can be motivated by both system-justification and system-change concerns. Whether these motivations operate in a hydraulic or independent manner is unclear. The latter suggests that conditions affording both motivations should produce motivational conflict. Three studies document this conflict, highlighting the independence of these system-level motivations.

Data Blitz #1

Tuesday 1:30PM-2:30PM

“A Changing US: Increasing Racial Diversity Affects White Americans’ Attitudes About Confederate Monuments”
Xanni Brown, Yale University; Julian Rucker, Yale University; Jennifer Richeson, Yale University
We manipulated exposure to information about shifting racial demographics and tested White Americans’ attitudes about Confederate monuments. While conservatives felt more threat when exposed to changing demographics, liberals felt less. Greater threat meant more support for keeping monuments on display and less support for adding contextual information or comparable abolitionist monuments.

“Honey, Sweetie, Dear: Terms of Endearment as an Environmental Cue to Potential Devaluation”
Laura Hildebrand, Purdue University; Margo Monteith, Purdue University; Evelyn Carter, Paradigm Strategy, Inc.; Mason Burns, University of Indianapolis
Across four studies, we show that terms of endearment (TOE; e.g., “sweetie”) activate social identity threat, signaling to women that they may be devalued as incompetent and that the speaker holds latent sexist stereotypes. Results suggest that even seemingly positive language can reinforce the gender hierarchy by communicating stereotypical expectations.

“The New Identity Theft: Perceptions of Cultural Appropriation in Diverse Intergroup Contexts”
Ariel Mosley, University of Kansas; Monica Biernat, University of Kansas
Four experiments demonstrated that Black participants were more likely than White participants to view incidents as “appropriation” when White perpetrators appropriated Black culture. White participants exposed to instances of White appropriators were more likely to label these actions “celebrative,” and reported increased racial stereotyping and reduced support for affirmative action.

“Not all egalitarianism is created equal: how underlying prejudices leak from expressions of egalitarian beliefs.”
Michael Rosenblum, University of California – Berkeley; Drew Jacoby-Senghor, University of California – Berkeley; Derek Brown, University of California – Berkeley
Across 3 experiments, we find that Black Americans are able to accurately assess the underlying prejudicial attitudes of Whites from their egalitarian expressions (Study 1 and Study 2), and that this mediated Blacks’ willingness to trust Whites in an economic trust game (Study 3).
“She's Got It: Perceptions of resilience, social pain, and the strong Black woman stereotype”

Lucy De Souza, University of British Columbia (UBC), Toni Schmader, University of British Columbia (UBC)

Comparing African-American and European-American woman targets, our research provides evidence for the “Strong Black Woman” gender stereotype. Moreover, we find that Black woman were perceived as more resilient to social pain elicited from exclusion. We discuss these results’ implications for racial biases in perceptions of women’s reports of sexism.

“Money Can’t Buy Identity Safety: Identity and Economic Tradeoffs for Women in Tech”

Heidi Williams, Indiana University – Bloomington; Mary C. Murphy, Indiana University – Bloomington

The present research examines the tradeoffs that stigmatized individuals make when considering workplaces that suggest identity threat or identity safety. Consistent with identity threat theory, stigmatized group members preferred identity-safe workplaces to workplaces that were more economically rewarding, whereas non-stigmatized group members preferred workplaces that maximized economic reward.

Distinguished Speaker

Tuesday 2:00PM-3:00PM

Dr. Denise Sekaquaptewa, University of Michigan

Dr. Denise Sekaquaptewa is professor and associate chair of the Department of Psychology, University of Michigan. Her research program in experimental social psychology focuses on stereotyping, implicit bias, and the experiences of women and underrepresented minorities in science and engineering. Her research program has been supported by the National Science Foundation. Dr. Sekaquaptewa served as associate editor for the APA journals "Personality and Social Psychology Bulletin", and "Cultural Diversity and Ethnic Minority Psychology". She received the Harold R. Johnson Diversity Service Award (2015), and the Sarah Goddard Power Award (2012), from the University of Michigan for her work on diversity-related issues.

Early-Career Talks #1

Tuesday 3:15PM-4:15PM

“Counterfeit Diversity: When the Diversity Advertised is not the Diversity Encountered”

Katie Kroeper, Indiana University – Bloomington; Heidi Williams, Indiana University – Bloomington; Mary C. Murphy, Indiana University – Bloomington

Across 3 experiments, we find that exaggerating the gender diversity of a workplace (vs. honestly reporting workplace diversity) decreases interest in the company, increases identity threat concerns (particularly among women), and undermines confidence that the organization is ethical, internally motivated, and sincerely interested in tackling diversity issues.
“An examination of intersectional organizational identity-safety cues for Black women.”

Arielle Lewis, Indiana University-Purdue University Indianapolis; Evava Pietri, Indiana University-Purdue University Indianapolis

We examined whether a Latina successful employee could serve as an organizational identity-safety cue for Black women. Compared to an Asian or White woman, a Latina did elicit more trust in a company and was perceived as more similar; however, the Black woman remained the most effective identity-safety cue.

“Whose Good Old Days? Organizational Approaches to History Shape Experiences for Members of Historically Marginalized Groups”

Stephanie Reeves, The Ohio State University; Laura Wallace, The Ohio State University; Steven Spencer, The Ohio State University

Many mainstream organizations have histories in which women and racial minorities were marginalized. We examined whether the ways in which organizations approach their histories would shape experiences of identity threat among historically marginalized groups. Across three studies, we find that organizations that emphasize their history undermine feelings of trust and belonging among African Americans.

“The Best Case for Diversity: Value vs. Values”

Jordan Starck, Princeton University; Stacey Sinclair, Princeton University; J. Nicole Shelton, Princeton University

Universities discuss diversity more in instrumental (i.e., the value it provides) than moral terms. Instrumental language reflects the preferences of White (but not Black) Americans. Parents and admissions officers expect universities’ instrumental language to privilege White students, and it is indeed correlated with real-world disparities in White-minority student graduation rates.

Distinguished Speaker

Tuesday 4:15PM-5:15PM

Dr. Jennifer Richeson, Yale University

Dr. Richeson’s research examines multiple psychological phenomena related to cultural diversity. Her work generally concerns the ways in which sociocultural group memberships such as race, gender, and socio-economic status impact the way people think, feel, and behave, especially during interactions with members of different sociocultural groups. Her current research is largely focused on dynamics and consequences of increasing racial, ethnic, and other forms of cultural diversity, most notably the rising racial/ethnic diversity of the nation. She and her students are also interested in how people reason about different forms of inequality and the implications of such processes for detecting and confronting it. Further, Dr. Richeson and her students examine multiple consequences of managing the threats associated with being exposed to discrimination and intergroup inequality. Through her teaching and research, Dr. Richeson hopes to contribute to a better understanding of intergroup relations, including how best to foster culturally diverse environments that are cohesive.
Wednesday June 19, 2019

Distinguished Speaker

Wednesday 9:30AM-10:30AM

Dr. Sylvia Perry, Northwestern University

Dr. Perry’s research investigates how individual difference factors interact with situational factors to affect intergroup contexts, educational and healthcare settings, and people’s sense of belonging and psychological well-being. These individual difference factors range from the different ways in which people respond to stressful intergroup contexts (such as interracial interactions between White medical providers and minority patients) to how people differentially cope with environmental stressors (such as the identity and stereotype threat minorities experience in academic and healthcare settings). With some of Dr. Perry’s current lines of research, she investigates: (1) whether there are individual differences in people’s awareness of their racially biased tendencies and the consequences of this “awareness”; (2) the situational and individual difference factors that influence parents’ willingness to have, and physiological responses to, race discussions with their children; (3) the impact of medical school racial climate on medical student and patient outcomes.

Distinguished Speaker

Wednesday 10:30AM-11:30AM

Dr. Hilary Bergsieker, University of Waterloo

Dr. Bergsieker’s research examines the interpersonal dynamics of intergroup interactions and relationships -- probing impression management, strategic communication, nonverbal behavior, affect, depletion, and trust -- to understand when and why problems can arise even in the absence of animus. Dr. Bergsieker uses a relational approach to analyze asymmetries in experiences of individuals from different groups as they interact and develop relationships (e.g., as friends, classmates, coworkers). Because distrust between societal groups is pervasive and close relationships normally involve conflicts that could undermine trust, investigating how trust is established, maintained, and repaired in intergroup close relationships is a timely, crucial challenge in our increasingly multicultural society. Another line of work focuses on collaborative social cognition, identifying covert channels through which negative impressions and stereotypes propagate from communicators to audiences. Criticism and stereotypes can be strategically suppressed (negativity omission) and then inferred (via innuendo) in conversation, limiting opportunities for individuals from historically stigmatized groups.
**Data Blitz #2**

**Wednesday 11:30AM-12:00PM**

“Optimizing Statistical Power in Studies of Underrepresented Populations by Oversampling Well-Represented Group Members”

Erin Hennes, Purdue University; Sean Lane, Purdue University; Wei Siong Neo, Purdue University

Many discussions of statistical power (and publication expectations) fail to consider special problems associated with studies that compare underrepresented and well-represented populations. We examine the benefits and boundary conditions of optimizing power via increasing recruitment of well-represented participants, and provide recommendations for conducting and evaluating studies of underrepresented populations.

“Experiences with Microaggressions and Discrimination in Racially Diverse and Homogenously White Contexts”

Chanel Meyers, York University; Katherine Aumer, Hawaii Pacific University; Acachia Schoniwitz, Hawaii Pacific University; Courtney Janicki, University at Albany, SUNY; Kristin Pauker, University of Hawaii at Mānoa; Edward C. Chang, University of Michigan; Sarah E. Gaither, Duke University, Amanda Williams, University of Bristol

We examined racial majority and minority members’ experience with microaggressions in two contexts (racially diverse vs. racially homogenous). We found that racial minorities (both monoracial and multiracial) reported experiencing fewer microaggressions in racially diverse contexts compared to racially homogenous contexts. There was no significant difference for White individuals by context.

“Does location matter? Attitudes towards refugees as a function of race and where refugee claims are made”

Paolo Palma, University of Western Ontario; Yikun Zhao, University of Western Ontario; Victoria Esses, University of Western Ontario

As of 2015, there are over 21.3 million refugees globally, with resettlement contingent on the acceptance of other countries. The present study examines how race and where a refugee makes a claim (abroad, at the border, or within the host country) affects attitudes towards, and policies meant to help refugees.

“Self-Enhancement Drives Perceptions of Racism”

Zachary Roth, Ohio University; Kim Rios, Ohio University; Mark Alicke, Ohio University

Self-enhancement needs may influence perceptions of racism in others. Studies 1 and 2 demonstrate that participants who believe they are similar to a high prejudice other perceive that target as less racist. In Study 3 participants given ambiguous feedback about their bias exaggerate the racism of a high prejudice other.

“Parents’ Expectations for and Reactions to Children’s Racial Biases”

Katharine Scott, University of Wisconsin – Madison; Kristin Shutts, University of Wisconsin – Madison; Patricia Devine, University of Wisconsin – Madison

Parents do not expect their children to express racial bias. Yet when confronted with children’s prejudice, parents report feeling guilty. Parents lack of awareness of children’s biases leads to unpreparedness when confronted with children’s bias. However, when considering children’s bias, guilt could motivate behaviors to address children’s biases.
“Confronting sexism: Social context and the power of the target”
Elysia Vaccarino, York University; Kerry Kawakami, York University
The current research examined dynamics of confronting intergroup bias. Results demonstrated that unlike witnesses, targets of sexism are expected to confront, but are evaluated negatively when they do. However, when confronting, targets were able to affect important situational outcomes. Results were importantly qualified by social context.

Poster Session #2

Wednesday 12:30PM-1:30PM

“Colorism in Context: Exploring Differential Effects of Gender on Skin Tone Bias”
Diane-Jo Bart-Plange, University of Virginia; Sophie Trawalter, University of Virginia
We examined how skin-tone and gender bias categorization and evaluation in a gender and race categorization task (Studies 1-2) and social evaluation task (Study 3). Participants categorized dark-skinned faces as Black more quickly, were the slowest to categorize dark-skinned women as women, & rated light-skinned faces more favorably on social dimensions.

“Differential Effects of STEM Recruitment Interventions”
Colleen Cowgill, Ohio University; Kim Rios, Ohio University
STEM recruitment interventions targeted at women that aim to increase women's interest in pursuing STEM sometimes highlight minority status in STEM. Two studies demonstrated that this emphasis on the gender gap, as opposed to alternative messaging, can have unintended negative consequences, reducing feelings of belonging and interest in STEM.

“Humanness From Color: Are Human Qualities Attributed Based on Facial Features?”
Jordan Daley, Northwestern University; Galen Bodenhausen, Northwestern University
We investigate whether the skin color of a face affects the perception of humanness or the process of attributing certain traits to a person, whether facial physiognomy affects the perception of humanness or the process of attributing certain traits to a person, and whether these effects are consistent across race.

“How multiracial groups cause a shift in our understanding of racial social status”
Maria Garay, Tufts University; Jessica Remedios, Tufts University
Research suggests that exposure to a large multiracial population decreases ideologies contributing to racial inequalities. However, a growing multiracial population will not prevent inequalities. The results suggest Asian-Whites are high status while Black-Hispanics are low status. Thus, research should investigate how racial inequalities will persist despite a growing multiracial population.

“Perceptions of Ally Confrontations”
Celine Jusuf, Purdue University; Margo Monteith, Purdue University, Laura Hildebrand, Purdue University
Confrontation research has primarily focused on dominant group perspectives and factors that contribute to the reduction of subsequent bias. It remains unclear how targets of bias perceive confrontations on their behalf, and how these confrontations may provide a safety cue as a function of social identity overlap with the confronter.
“Improving Men's Attitudes Towards Women in Science, Technology, Engineering, and Mathematics (STEM). Reducing Gender Bias Through Self-Affirmation and Persuasive Appeals”

Rita Knasel, The Ohio State University; Stephanie Reeves, The Ohio State University; Steven Spencer, The Ohio State University

This study examined an intervention to reduce men’s biases towards women in STEM. Male undergraduates first self-affirmed (or not) and then read a persuasive article (or control article) challenging stereotypes about women in STEM. Among those with high pre-intervention stereotype endorsement, those who received both the self-affirmation and the persuasive appeal showed reduced post-intervention stereotype endorsement.

“Race-Based Bias in Social Pain Judgments”

Jonathan Kunstman, Miami University; Tejumola Ogungbadero, Miami University; Katherine Swerbenski, Miami University, Jason Deska, University of Toronto

These studies provide evidence for race-based biases in social pain judgments. When rating pain to aversive social experiences (e.g., exclusion, disrespect, unfairness), participants believed Black targets would experience less pain, psychological distress, and require fewer coping resources than White targets. Compared to White individuals, Black individuals’ social pain was minimized.

“What You Don’t Know Won’t Hurt Me: The Effects of Subjective Identity Concealability on Psychological Costs of Stigma”

Joel Le Forestier, University of Toronto; Elizabeth Page-Gould, University of Toronto, Alison Chasteen, University of Toronto; Calvin Lai, Washington University in St. Louis

In an internal meta-analysis of four studies (N = 1900), we provide correlational support for the hypothesis that Subjective Identity Concealability (the extent to which an individual believes an identity they hold to be concealable from others) buffers people with stigmatized identities from consequences of fearing identity-based judgement.

“Motivating active engagement with prejudice reduction strategies through cultivating empathy”

Robert Murphy, Purdue University; Regina M.D. Henares, Purdue University; William G. Graziano, Purdue University

Undergraduates who took the perspective of a fictitious Black student struggling with racism were more likely to experience empathy. This empathy increased people’s motivations to reduce their prejudices toward Black people, which in turn increased intentions to both participate in an anti-bias training and utilize provided prejudice reduction resources.

“Construal Level and Communication among Intra-minority Intergroup Relations”

Tina Nguyen, The Ohio State University; Maureen Craig, New York University; Kentaro Fujita, The Ohio State University

Whereas forming a coalition entails traversing social distance, maintaining a coalition entails sustaining social proximity. Given the link between social distance and construal level, we predict and find that racial minorities prefer discussing high-level vs. low-level topics when tasked to form vs. maintain a coalition with another group of minorities.
“Identity Development and Participation of Special Needs Parents”

Monica Schneider, Miami University; Tim Callaghan, Texas A&M, Steven Sylvester, Utah Valley

This project works to explain variation in the metamorphosis from objective group membership into collective identity and subsequent political participation. Through focus groups, we study whether parents of special needs children see that group membership as a relevant social and political identity and the meaning of that identity to them.

“Making Diversity Work for Everybody? A Closer Look at Inclusion-Based Approaches to Implementing Diversity Initiatives”

Payton Small, University of California at Santa Barbara; Brenda Major, University of California at Santa Barbara

Three studies investigated how promoting an all-inclusive multiculturalism approach explicitly including all groups in the definition of diversity (Stevens, Plaut, & Sanchez-Burks, 2008) impacts perceptions of fairness, sensitivity to discrimination, and feelings of inclusion among both traditionally advantaged groups (e.g., White men) and underrepresented minorities (e.g., Latinx and African Americans).

“White People Problems? Predicting Attitudes toward Confederate Statues”

Nicole Stephenson, Ohio University; Dominik Mischkowski, Ohio University; Kim Rios, Ohio University

Study 1 identifies feelings of White guilt and belief in White privilege as independent predictors of attitudes toward Confederate statues. Study 2 identifies mediators of the relationship, including outgroup empathy and perceptions of realistic and symbolic threat. Study 3 manipulates feelings of white privilege to establish a causal relationship.

Early-Career Talks #2

Wednesday 1:30PM-2:30PM

“Whites Confronting Racism: What Do Blacks Appreciate?”

Hyeonjin Bak, University of Virginia; Sophie Trawalter, University of Virginia

When asked to evaluate confrontations to racist comments Whites had generated, Black participants appreciated almost all confrontations, especially those that were direct, targeted the action (but not the person), and acknowledged racism beyond the individual level. This work has important implications for promoting White allies and reducing prejudiced behavior.

“Reactions to social psychological interventions aimed at reducing achievement gaps”

Kathryn Boucher, University of Indianapolis; Kathryn Kroeper, Indiana University – Bloomington; Mary Murphy, Indiana University - Bloomington

Recent interventions have successfully reduced achievement gaps, but less is known about how people view them. We examined perceptions of two existing interventions and the hypothetical results of similar interventions. Participants were sensitive to intervention content and which groups’ performance improved, and this attention influenced ratings of success and support.
“The Behavior of Same-Race Others and its Effects on Black Patients’ Attention to Publicly Presented HIV-Prevention Information”

Allison Earl, University of Michigan; Neil Lewis, Cornell University; Daniel Kougias, University of Illinois; Koji Takahasi, University of Michigan

In a field study conducted in a public health clinic, Black patients were less likely to pay attention to HIV information in the presence of other Black patients, unless those patients were also attending to the information. In contrast, Black patients’ attention was unaffected by the presence of White patients.

“A Spoiled Barrel: Blacks Endorse An Entity Theory of Societal Prejudice in Response to Observing Blatant Racism”

Matthew Wilmot, The Ohio State University, University of Waterloo; Steven Spencer, The Ohio State University, Richard Eibach, University of Waterloo

Black and White Americans use theories of individual (or societal) racism to address identity threats brought on from witnessing blatant racism. A correlational study and two experiments test the implications of holding an entity theory of individual and societal racism for Blacks and Whites perceptions of race relations in America.

Distinguished Speaker

Wednesday 2:30PM-3:30PM

Dr. Claude Steele, Stanford University

He is best known for his work on stereotype threat and its application to minority student academic performance. His earlier work dealt with research on the self (e.g., self-image, self-affirmation) as well as the role of self-regulation in addictive behaviors. He is elected to the American Academy of Arts and Sciences, the National Academy of Sciences, the National Science Board, the National Academy of Education, and the American Philosophical Society. He currently serves as a trustee of the Russell Sage Foundation and the John D. and Catherine T. MacArthur Foundation, and as a Fellow for both the American Institutes for Research and the American Academy of Political and Social Science. He has served in several major academic leadership positions as the Executive Vice Chancellor and Provost at UC Berkeley, the I. James Quillen Dean for the School of Education at Stanford University, and as the 21st Provost of Columbia University. Past roles also include serving as the President of the Society for Personality and Social Psychology, as the President of the Western Psychological Association, and as a member of the Board of Directors of the American Psychological Society.
Conference Wifi Information

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Shuttle Schedule

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<td>Conference venue</td>
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<tr>
<td>5:30PM</td>
<td>Conference venue (parking lot)</td>
<td>The Short North</td>
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<tr>
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<td>The Short North</td>
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<tr>
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<td>Hubbard Grille (meet at entrance)</td>
<td>Conference hotel</td>
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<tr>
<td>10:00PM</td>
<td>Hubbard Grille (meet at entrance)</td>
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<td>Airport (CMH)</td>
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<td>Conference venue (parking lot)</td>
<td>Conference hotel (Springhill shuttle)</td>
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</table>
Acknowledgments

This symposium would not be possible without the incredible generosity and support of Dr. Gifford Weary. In 1973, Professor Weary received her B.A. in psychology with highest distinction from the University of Kansas. That same year, she began graduate study at Vanderbilt University in a highly unique social and clinical psychology program. Four years later, upon receipt of her Ph.D., she undertook a year-long clinical internship at Columbia Presbyterian Hospitals. In 1978, Professor Weary began her academic career at Ohio State University. She was tenured and promoted to Associate Professor in 1983, and in 1989 she was promoted to the rank of Full Professor. Professor Weary served as Chair of the Department of Psychology from 2002 to 2008.

Additional thanks are extended to Olivia Delahunty, Jennifer Hill, Hannah Warner, and Jennifer Lopez for administrative support, and Steven Spencer and Ellen Peters for faculty sponsorship.

Contact

For conference-day emergencies or questions, our contact information is below. Please call or text if you have questions!

<table>
<thead>
<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Taylor Ballinger</td>
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<td>Stephanie Reeves</td>
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<td>Steve Spencer</td>
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<td>541.913.7821</td>
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