

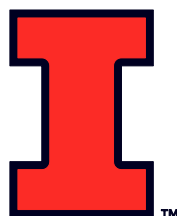


ILLINOIS SUMMIT ON
Diversity
in Psychological Science

The Illinois Summit on Diversity in Psychological Science aims to set a new agenda for research in psychological science that will transform the way we think about diversity and its context in the academy and in society more broadly.

March 26 – 28, 2018
I Hotel and Conference Center
Champaign, Illinois

Department of Psychology
University of Illinois at
Urbana-Champaign





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The Department of Psychology has hired a photographer and videographer for the Summit. By registering for and attending this Summit, you acknowledge that cameras may be in use during the event. You acknowledge that the Department of Psychology and the University of Illinois may use images and/or videos of you for official business including but not limited to social media posts, University websites, newsletters, and continuing education videos.



The Diversity Summit on Psychological Science is intended to bring together nationally recognized and emergent psychological scientists whose work focuses on issues relevant to the science of diversity, broadly defined. The overarching aim of this Summit is to set a new agenda for research in psychological science that will transform the way we think about diversity and its context in the academy and in society more broadly.

Specific goals are 1) to provide a forum for psychologists and other social scientists to review, refine, and disseminate their knowledge of diversity science; 2) to cross-pollinate ideas, form new collaborations, and inspire other researchers to integrate diversity-related issues, questions, and methodologies into their own scholarship; and 3) to identify and promote new applications for relevant findings from psychological science in a variety of institutional spaces. It is also an opportunity to celebrate those who have been engaged in diversity-related scholarship and make their work more visible and accessible, both to other scholars and to the broader society in which we live and work.

STEERING COMMITTEE

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Mikhail Lyubansky
Eva Pomerantz
Assata Zerai

Welcome



Schedule

Monday, March 26, 2018

Beckman Institute

- 4:00 p.m. **Keynote Address and Lyle Lanier Lecture**
Enrique Neblett, University of North Carolina,
Beckman Auditorium
- 5:30 p.m. Reception, Beckman Lobby

Tuesday, March 27, 2018

I-Hotel and Conference Center

- 8:00-9:15 a.m. **Registration and Continental Breakfast**
- 9:15-10:15 a.m. **Plenary 1: Identity and Perceptions
of Racism**, Illinois Ballroom
Steven Spencer, Ohio State University
- 10:15-10:30 a.m. **Break**
- 10:30-11:45 a.m. **Symposium 1: Identity Development**, Illinois
Ballroom
Serena Chen, University of California, Berkeley
Mesmin Destin, Northwestern University
Sarah Gaither, Duke University
- 11:45-1:00 p.m. **Lunch**, Illinois Ballroom
- 1:00-2:00 p.m. **Workshops**

1.1 *Closing the Gap: Addressing Social Determinants of Health to Reduce Health Disparities*, **Robyn Gobin**

1.2 *Racial Microaggressions and Doing the Difficult Work of Diversity*, **Ruby Mendenhall**

1.3 *Testing Equity/Fairness*, **Michael Walker**

2:00-2:15 p.m. **Break**

2:15-3:15 p.m. **Plenary 2: Perceiving Race**, Illinois Ballroom
Kerry Kawakami, York University

3:15-3:30 p.m. Break

3:30-4:45 p.m. **Symposium 2: Intergroup Relations**, Illinois Ballroom

E. J. R. David, University of Alaska, Anchorage

Sylvia Perry, Northwestern University

Diana Sanchez, Rutgers University

4:45-5:00 p.m. **Break**

5:00-7:00 p.m. **Cocktail Hour and Poster Session**, Innovation and Knowledge Rooms

Wednesday, March 28, 2018

I-Hotel and Conference Center

- 8:30-9:15 a.m. **Continental Breakfast**
- 9:15-10:15 a.m. **Plenary 3: Disparities in Criminal Justice,**
Illinois Ballroom
Margaret Kovera, John Jay College
- 10:15-10:30 a.m. **Break**
- 10:30-11:45 a.m. **Symposium 3: Diversity in Science,** Illinois
Ballroom
Andrei Cimpian, New York University
Denise Sekaquaptewa, University of Michigan
Mary Murphy, Indiana University
- 11:45-12:45 p.m. **Lunch and Mentoring Tables,** Illinois
Ballroom
- 12:45-1:45 p.m. **Speakers' Joint Panel Discussion,** Illinois
Ballroom
- 1:45-2:00 p.m. **Break**
- 2:00-3:00 p.m. **Workshops**
- 1.1 *Developing Intercultural Clinical Competence: A Cross-Discipline Discussion of Pedagogies and Teaching Philosophies,*
Anita Hund
- 1.2 *Rising to the Challenges of Interdisciplinary Teams,*
William C. Barley
- 1.3 *Navigating Controversy and Backlash in Social Science Research,* **Ross Wantland** and **Ruby Mendenhall**
- 1.4 *An Honest Conversation about Diversity in Higher Education,*
Kelly Cross
- 3:00 p.m. **Closing Remarks,** Illinois Ballroom



Speaker Abstracts

Serena Chen

How Authenticity and Other Identity-Related Processes in Adults May Influence Diversity-Related Issues and Outcomes

In this presentation, I'll describe findings on authenticity and related identity processes and how they can speak and contribute to the science of diversity. More specifically, one set of findings will focus on the intersection between social hierarchy and authenticity, while another considers the role of possible selves in authenticity. In the final part of the presentation, I'll provide evidence for a number of psychological tools that can be used to enhance authenticity—tools that anyone can learn and use.

Andrei Cimpian

The Brilliance Barrier: Stereotypes about Brilliance Are an Obstacle to Diversity in Science and Beyond

I propose that a field's diversity is affected by what its members believe is required for success: Fields that value raw intellectual talent above all else may inadvertently obstruct the participation of women and (some) minorities. The environment in these fields may be less welcoming to women and minority groups because of the cultural stereotypes that associate intellectual talent - - brilliance, genius, etc. -- with (white) men. This proposal is supported by observational and experimental data from a wide range of fields in the sciences and the humanities, as well as by developmental data that reveal how early these stereotypes take hold.

EJR David

Internalized Oppression: Automaticity, Frequency, and Mental Health Implications

Whether it be racism, sexism, heterosexism, or other forms of oppression, it is clear that social group oppression is all around us, as oppression continues to exist and operate in our interpersonal interactions and in our institutions. Because of our historically and contemporarily oppression-permeated world, oppression can eventually seep into us to also end up existing and operating within us - harming individuals, families, and communities for generations. To this end, this presentation will review some recent psychological research on internalized oppression – highlighting its insidiousness, pervasiveness, and mental health consequences – with the hope that the field will pay increased research and clinical attention on this phenomenon.

Mesmin Destin

Socioeconomic Status, Identity, and Youth Development

This talk presents a framework on the connections between young people's socioeconomic circumstances and their dynamic understanding of themselves and their place in the world. Further, experiments with adolescents and young adults demonstrate how the interplay of context and identity influences people's behaviors and their outcomes related to academic achievement and well-being. The research has implications for interventions aiming to improve life trajectories and institutional efforts to better support the outcomes of students from diverse backgrounds.

Sarah Gaither

Mixed Experiences: Biracial Identity Flexibility and Denial

Although research regarding biracials is limited, we know that biracial people face unique experiences navigating social situations since they have multiple racial groups with which to identify. Some work suggests that because of their ability to maneuver among their multiple racial identities, multiracials adopt flexible cognitive strategies in dealing with their social environments—a benefit to having multiple racial identities. However, other research shows that multiracial individuals report higher levels of social exclusion and experiences of identity denial than any other racial group resulting in increased levels of various mental health outcomes. Here, I will review current research which includes biracial participants to examine the behavioral and psychological outcomes linked to having a flexible racial identity across the lifespan.

Kerry Kawakami

Perceiving Race

The human face plays a crucial role in intergroup contexts because it contains valuable information about others. Although research has convincingly demonstrated that perceivers are better at understanding and extracting information from faces that belong to ingroups relative to outgroups, we know surprisingly little about how people process faces from their own and other categories. In the current research we investigated the impact of perceivers' attention to the eyes of ingroup and outgroup faces on important intergroup biases. The results from seven experiments demonstrate that perceivers attended more to the eyes of ingroup than outgroup faces and that this pattern of attentional preference is associated with identification of outgroup members (i.e., Own Race Effect), a willingness to interact with outgroups, emotion identification, and perceptions of trust.

Margaret Kovera

Addressing racial disparities in the criminal justice system

Recent events have brought renewed attention to racial disparities in outcomes associated with the criminal justice system. There is evidence of bias in policing, with racial differences in whom the police choose to stop, to search, or to shoot. People of color are overrepresented in prison populations, in part because of greater rates of misidentification, laws that differentially punish similar crimes, and racial disparities in exclusionary discipline in schools. Race even affects access to participation in the system through the elimination of certain groups from jury service, either through the jury selection process or through the disenfranchisement of felons. Although implicit bias may be the root cause of these disparities, attempts to eliminate the unconscious bias could prove difficult. Instead, decreasing racial disparities in criminal justice may be achieved by adopting procedures or safeguards that prevent the bias from operating.

Mary Murphy

Building an Inclusive Science: Contexts and Cues that Support (or Thwart) Diversity in STEM

The cues hypothesis posits that subtle situational cues in the local environment can trigger threat, even in the absence of overt prejudice or discrimination. The present research uses the cues hypothesis to investigate the psychological, motivational, and performance effects of several situational cues for women, underrepresented people of color, and first-generation students in STEM settings. Specifically, we examine how numerical representation, students' perceptions of college instructors' mindsets, and bureaucratic hassles shape people's experiences and motivation in STEM settings. Results underscore the importance of examining the meaning that people draw from contexts and the cues within them to better understand the psychological experiences and outcomes of stigmatized individuals in mainstream STEM settings.

Sylvia Perry

The positive and negative consequences of acknowledging one's own racial biases

With the current talk I will highlight how individual differences in racial bias awareness are predictive of White individuals' (1) self-perceptions, (2) emotional and behavioral responses toward Black individuals, and (3) comfort with discussing race. Finally, I will discuss the potential consequences of admitting one's biases to others.

Diana Sanchez

From the ground up: Emergent findings on the infrastructure of diversity-supportive environments

Physical environments can be structured in ways that facilitate expectations of identity safety among underrepresented group members. A series of experiments will be presented that explore the meaning of proximal and outgroup diversity efforts to other minority group members. These findings will reveal how minorities calibrate expectations of identity safety from physical features of the organizational context.

Denise Sekaquaptewa

Detrimental effects of observed subtle stereotyping among female students in engineering

Women who study or work in male-dominated fields such as science and engineering can experience subtle gender stereotyping, including having their contributions and expertise be questioned, discounted, or ignored by others. In this talk I present research examining the potentially detrimental effects of subtle stereotyping among female engineering majors. I assessed both self-reported events as well as those recorded by independent observers of student interactions in an engineering setting. Generally disrespectful behaviors (non-gender stereotypic) were also assessed to test the effects of non-stereotypic negative treatment on women's outcomes. Results showed that experiencing subtle stereotyping predicted lower identification with engineering among female students. This association emerged for observed stereotyping, not for self-reported stereotyping or general (non-stereotypic) disrespect.

Steven Spencer

A few bad apples or a rotten barrel? How overt bigotry affects Blacks and Whites perceptions of racism

There has been a recent increase in the coverage of overt bigotry in society. How does such bigotry affect people's perceptions of racism in society? We provide evidence that exposure to such incidents affect Blacks' and Whites' perceptions of racism very differently. Whites react to such incidents with defensiveness and see prejudice as both less common and more unchangeable at the individual level. They see it as the product of bad apples. Blacks in contrast see such incidents as indicative of unchangeable systemic racism and thus see prejudice in society as more common. They see examples of bigotry as a rotten barrel. Implications for intergroup relations are discussed.



Workshops

Tuesday Workshops

Workshop 1.1: Closing the Gap: Addressing Social Determinant of Health to Reduce Health Disparities

Room: Technology

Organizer: Robyn Gobin

Panelists: Karen Tabb-Dina, Jeff Woods, Craig Gundersen, Reginald Alston

Abstract: In today's society marginalized groups live in poorer conditions, have worse health status and treatment outcomes, and experience more difficulty accessing health care services than their peers. Social, economic, systemic, and environmental factors contribute to the maintenance of health disparities experienced by diverse groups. The panel "Closing the Gap: Addressing Social Determinants of Health to Reduce Health Disparities" will provide a glimpse into how UIUC researchers are using innovative research methods to improve determinants of health can improve health across the lifespan. Speakers will discuss the role of environmental factors, technology, and culturally sensitive intervention development and healthcare service delivery in shaping population health.

Workshop 1.2: Racial Microaggressions and Doing the Difficult Work of Diversity

Room: Alma Mater

Presenter: Ruby Mendenhall

Abstract: Campus diversity can enrich higher education by developing critical thinking, increasing intellectual engagement, broadening cultural awareness, expanding democratic sensibilities, and practicing perspective taking. At the same time, however, students of color who contribute to diversity often perceive their campus climate as unwelcoming and unsupportive. This workshop will discuss research findings about racial microaggressions in learning environments and other contexts. We will discuss how to identify racial microaggressions and how they negatively affect students' sense of belonging on campus. We will also discuss strategies that students, staff, faculty and administrators can use to improve campus climate.

Workshop 1.3: Testing Equity/Fairness

Room: Excellence

Presenter: Michael Walker

Abstract: How do we ensure test fairness? When we write our classroom assessments, we have some notion of what fairness means, and we try to adhere to it. But with national standardized tests, concepts of fairness cover much more ground. The processes implemented to ensure fairness take months, even years. In this session, we will explore fairness concepts and associated methods employed by testing organization to produce the best possible assessments. We will also explore fair test use—making sure that scores are used to their intended purposes, being careful not to interpret scores beyond their actual meaning, and guarding against disparate impact.

Wednesday Workshops

Workshop 2.1: Developing Intercultural Clinical Competence: A Cross-Discipline Discussion of Pedagogies and Teaching Philosophies

Room: Excellence

Presenter: Anita Hund

Abstract: In this workshop, the importance of multicultural and social justice education for trainees and researchers in the helping fields as well as common educational gaps in training programs will be outlined. Further, pedagogical processes and teaching philosophy underlying cultural competency training will be reviewed. A cross-discipline panel of professionals and researchers engaged in clinical training will discuss their efforts to encourage integration of diversity work with clinical discourse and practice with their trainees.

Workshop 2.2: Rising to the Challenges of Interdisciplinary Teams

Room: Innovation

Presenter: William C. Barley

Abstract: Interdisciplinary teams are increasingly lauded for their potential to produce novel solutions to science's most important puzzles. Yet, research on teams shows that the same diversity affording these benefits can produce significant communication challenges that hinder success. This workshop will help participants identify challenges they may face on interdisciplinary teams and produce strategies to effectively manage them.

Workshop 2.3: Navigating Controversy and Backlash in Social Science Research

Room: Technology

Panelists: Rochelle Gutierrez, Ruby Mendenhall, Helen Neville, Ramona Faith Oswald and Kate Clancy

Abstract: Join a panel of faculty engaging in research on racism, White supremacy, sexism, sexual harassment, and homophobia as they discuss their strategies for navigating politics and producing critical work. Panelists include Kate Clancy (Anthropology), Rochelle Gutierrez (Curriculum & Instruction and Latina/Latino Studies), Ruby Mendenhall (Sociology, African American Studies, and the Carle Illinois College of Medicine), Helen Neville (Counseling Psychology and African American Studies), and Ramona Faith Oswald (Human Development and Family Studies)

Workshop 2.4: An Honest Conversation about Diversity in Higher Education

Room: Alma Mater

Presenter: Kelly Cross

Abstract: Diversity in higher education is a complex and multifaceted issue that is often misunderstood. It is often incorrectly assumed that faculty have sufficient information to critically think about and address diversity issues, despite their limited awareness or understanding of the systemic inequality. The lack of awareness and understanding of the intricacies of diversity limits the ability of most faculty to meaningfully engage in addressing diversity issues. As a result, despite years of effort and considerable research focusing on attracting and retaining diverse students, domestic diversity remains limited throughout STEM fields and the “chilly” climate endures. Retention rates for African-American students (42.1%), Native Americans (52.9%) and Hispanics (62.5%) all still persist below those of non-Hispanic whites (73.7%). A diverse student population has been shown to positively impact several student outcomes such as critical thinking, creativity, and teaming skills. Also, diversity has been shown to be a driving force in business to optimize innovation, economic growth, and market share. Yet most faculty, who care about diversity, are rarely provided supporting resources. As a result, this talk is designed to initiate an honest conversation and present a proposed conceptual model to engage faculty in the national conversation about diversity in higher education broadly but more specifically in STEM.



Poster Presentations

Knowledge Room

1. Non-political Advertisements, Political Repercussions? The Effects of Language Cues on Attitudes toward Immigration

Rebeca J. Agosto Rosa, University of Illinois at Urbana-Champaign, rja2@illinois.edu

How do ethnic cues in non-political advertisements affect attitudes toward immigration in the United States? This question examines whether cues embedded in a product that does not aim to be political can result in unintended political repercussions. Specifically, it is argued that unexpected exposure to a foreign language in non-political advertisements can trigger an emotional response (anxiety) that affects political attitudes negatively. This hypothesis is tested through an original experiment. Treatment consists of exposure to a 30 second advertisement in either English or Spanish portraying a light-skinned Hispanic man of high socioeconomic status. I use an existing advertisement for a luxury car brand produced in both languages. Thus, language is the only manipulation; other potentially confounding factors, such as the ethnicity, race and socioeconomic status of the protagonist are kept constant across treatment conditions. Subjects in a non-probabilistic sample of 294 students were randomly assigned to watch either the English (treatment 1) or the Spanish (treatment 2) version of the ad. A control group watched a similar luxury car advertisement in English showing a white male. The initial results support the hypothesis that unexpected exposure to Spanish negatively impacts attitudes towards immigration. I find mostly significant effects when comparing the treatment in Spanish to both the treatment in English and the control group. Moreover, the comparison between the treatment in English and the control produced no significant results, suggesting it is language and not race or ethnicity driving the results.

2. Does social network diversity influence enjoyment of off-color racial humor?

Katlin Bentley, Tammy English, Washington University in St. Louis, k.bentley@wustl.edu

Off-color humor is often considered a socially acceptable outlet for aggression and societal criticism; however, it is unclear what factors predict emotional responses and joke evaluation. Social network diversity (SND) could encourage favorable evaluations of racial-charged comedy through stereotype de-stigmatization. In Study 1, undergraduates (N=161) were filmed while viewing a Black or White comedian discussing a racial or nonracial topic. People felt and displayed more positive emotion in response to nonracial routines and rated them funnier and less offensive compared to racial ones. SND predicted positive emotion experience and expression and funniness ratings but had no effect on negative emotional responses or perceived offensiveness. In Study 2, MTurk workers (N=165) listened to an Asian or White comedian whose material targeted these racial groups. Asian jokes were enjoyed more when presented by an ingroup rather than an outgroup comedian, while comedian race did not predict responses to White jokes. Regardless of comedian race, those with high SND reported more post-listening negative emotion and perceived offensiveness compared to low SND participants. Findings indicate that the number of other-race people in one's social network moderates enjoyment of off-color racial humor; however, the effects of SND differ across populations.

3. Children Show a Robust “Brilliance = Men” Stereotype for White, but not Black, Targets

Jilana Boston, Ryan Lei, Eleanor Chestnut, Reut Vraneski-Shachnai, Andrei Cimpian, New York University, jilana.boston@nyu.edu

Cultural stereotypes that associate brilliance with males are pervasive and may lead to gender gaps in fields that value this trait (Leslie, Cimpian, Meyer, & Freeland, 2015). Recent evidence suggests that these stereotypes are acquired surprisingly early: Bian, Leslie, and Cimpian (2017) recruited 5- to 7-year-old children from a small Midwestern city and asked them to select the “really, really smart person” from pairs of white men and women. They found that, with age, children were increasingly likely to associate men over women with brilliance; by age 6, children selected men as “really, really smart” more often than chance.

The present study extends this research in two directions. First, we asked whether these findings would replicate in a large metropolitan area in the Eastern US. In a sample of kindergarteners and first-graders ($N = 199$), we again found that children's selection of male over female targets increased with age, such that by age 6, their selection of males was significantly above chance. These findings replicate Bian et al. (2017).

Second, we tested whether children apply the “brilliance = men” stereotype to black targets. They may not, since black men are associated with negative academic stereotypes (e.g., Noguera, 2003). Indeed, children's selection of black men as “really, really smart” was non-significantly *below* chance and did not change with age.

To conclude, the early acquisition of the “brilliance = men” stereotype with respect to white targets is a robust phenomenon, but children do not similarly associate black men with high-level intellectual ability.

4. Are you positive multiculturalism is better than colorblindness?: An investigation of valences differences across diversity philosophies

Kimberly Bourne, Jessica J. Good, Davidson College, kibourne@davidson.edu

Social psychologists have shown that diversity philosophies - multiculturalism and colorblindness - shape how we think, feel and act toward members of racial minority groups. But is it the content of the philosophy in itself or the valenced framing of the philosophy that impacts results? In Study 1, we reviewed the diversity philosophy literature to identify the manipulations that have been used to compare colorblindness to multiculturalism. Of the 23 qualifying experimental studies, we found that half directly used or adapted the operationalization from Wolsko et al. (2000). In Study 2 ($N = 347$ MTurk workers), we tested the valence (positivity or negativity) of seven sets of manipulations, selected from the literature reviewed in Study 1, in order to compare colorblindness to multiculturalism. Collapsing across all seven manipulations, we found a significant difference in valence between manipulations with multicultural manipulations being rated significantly more positively than colorblind manipulations. When we compared individual manipulations, four (including Wolsko et al. (2000)) of the seven manipulations showed significant valence differences; with multiculturalism being rated consistently more positively than colorblindness. These results suggest that some of the conflicting findings present in the diversity philosophy literature may be due to a valence confound present in certain operationalizations of colorblindness and multiculturalism. Future research should replicate past literature with equivalently positive comparison materials to determine whether valence differences do impact results.

5. Summer Re-Charge: Results from a New Program Designed to Address Student Persistence and Retention, Chante Cox Boyd, Carnegie Mellon University, coxboyd@andrew.cmu.edu

With an increasingly diverse number of students attending college, more attention needs to be devoted to the various needs of these groups. Student retention is especially problematic with regard to marginalized students. Whether the issues lie in mental or physical health challenges, language barriers, or first generation status, student satisfaction with their college experiences can be negatively impacted. In this poster, I will describe a newly instituted program at Carnegie Mellon University that is designed to address the needs of students who are at high risk for drop out. Drawing from research in Social psychology, the program is designed to promote student awareness of the necessary components of a successful educational experience. Topics such as Stereotype threat, Social Stigmatization and Fixed vs. Growth mindset were used to build self-awareness. Through discussion with peers, exposure to academic findings, and self-reflection essays, this course provided students with the opportunity for self-growth and to become better connected with the campus community. Assessment of program participants indicated increases in grades, motivation, and overall satisfaction with their campus experiences.

6. Early Preferential Bias Toward the Resource-Rich and An Intervention to Reduce It

Melody Buyukozer Dawkins, Renée Baillargeon, University of Illinois at Urbana-Champaign, buyokoz2@illinois.edu

Prior research indicates that children age 4 years and older endorse resource-rich over resource-poor individuals. Here we asked two questions: Would 25-month-old toddlers already exhibit this preference for the resource-rich, and if yes, can we develop a interventions that might reduce it?

In Experiment 1, an experimenter (E) first introduced two dolls, one resource-rich and one resource-poor in three familiarization trials. Next, in four tasks, the dolls expressed their conflicting preferences/opinions, then left; and children then were asked to endorse one of the dolls. Across trials, the dolls expressed preferences for (1) which one of two toys they liked and (2) which side of a toy apparatus they like to operate; and opinions on (3) which one of two toys is called a “wug” and, (4) which one of two identical toys rattled. Across all four trials, toddlers significantly endorsed the resource-rich doll.

Experiment 2 was similar to Experiment 1 with one exception: before the familiarization trials, toddlers were shown two separate story books that reported three items about each doll (e.g., one doll had a sister, liked coloring books...). After E read the stories, the same trials in Experiment 1 took place. Across trials, toddlers now endorsed either doll at chance-level.

Together, our results indicate that a preferential bias toward the resource-rich is already in place by 25 months of age and that a simple intervention that provides additional personal information about the resource-rich and the resource-poor helps reduce this bias.

7. The Relationship between Autonomy and Personal Growth Initiative in the Cross-Cultural Transitioning Process of International Students

Elif M. Cankaya, Noelle W. Arnold, Ohio State University, elifmerveturan@gmail.com

Self-determination theory (SDT) emphasizes socio-contextual factors that can facilitate human motivation. SDT postulates that the core elements of greater functioning are related to the fulfillment of three psychological needs: for autonomy, for competence, and for relatedness to others. Autonomy, a motivation and personality concept within SDT, is defined as a sense of volition in one’s behavior or as the self-ownership of actions. According to SDT, as a universal psychological need, autonomy is necessary for human development and growth and nurturing this need in developmentally appropriate way promotes human functioning (Deci & Ryan, 2000).

This study aimed to investigate the relation between autonomy and personal growth initiative (PGI), a predictor of cross-cultural adaptation, in the context of studying and living abroad. We hypothesized that greater autonomy would promote higher levels of PGI. 176 international students participated in this study by completing an online survey. Results revealed a significant positive correlation between autonomy and personal growth initiative ($r = .293, p = .001$). The relation between autonomy and the four dimensions of PGIS-II, the instrument used to assess PGI, were also examined. While results indicated a significant positive relation between autonomy and the following PGIS-II subscales: readiness for change, planfulness, and intentional behavior, no relation was found between autonomy and using resources subscale. Study findings suggest that students with higher levels of autonomy would seek more opportunities for personal growth. Results have implications for promoting students’ autonomy to increase their desire for personal growth, which in turn promotes better adjustment.

8. Faculty mindsets: How professors' beliefs about ability relate to student experiences and the racial achievement gap in STEM

Elizabeth Canning, Katherine Muenks, Dorainne Green, Mary Murphy, Indiana University, canning@iu.edu

We propose that STEM professors' mindsets—beliefs about the fixedness or malleability of ability—may influence students' experiences and achievement in STEM courses. We hypothesize that faculty who endorse a fixed mindset might, unwittingly, communicate that “some students have it” and “some don't”. This mindset can in turn create a “chilly climate” for underrepresented minority students if they are aware of cultural stereotypes that link their particular social identity to less STEM ability.

We surveyed 104 STEM faculty about their mindset and analyzed their course data from 9 semesters (over 15,000 student records). We found that underrepresented minority students performed more poorly in STEM courses with faculty members who endorsed more of a fixed (vs. growth) mindset about ability. The achievement gap between underrepresented minority and white students was twice as large when the faculty member endorsed a fixed (vs. growth) mindset. Faculty with a fixed mindset also received more negative end-of-semester course evaluations (i.e., students felt less motivated and were less likely to recommend the instructor when the instructor endorsed more of a fixed mindset). These findings suggest that faculty mindsets predict students' experiences in STEM courses and may contribute to the achievement gap in STEM between underrepresented minority and white college students.

9. Academic freedom or the right to deplete me?: An analysis of microaggressive language

Kara Ciccirelli, Brea M. Banks, Kayle Kinnear, Alexis Pandelios, Illinois State University, kciccia@ilstu.edu

Although our nation has made great strides toward racial equality, significant problems related to racism persist. Today, occurrences of overt and blatant racism are less likely to occur, as people of color are more likely to experience microaggressions, or well-intentioned slights that are interpreted as insulting or invalidating. For example, use of the *n-word* in the context of academic instruction may overlook how history continues to impact Black individuals, even when used non-disparagingly and in the context of quoting historical texts. Although academic freedom surrounding instruction and scholarly productivity is important on university campuses, utilizing such language may negatively impact students.

Researchers utilized a 3-way ANOVA to examine the effect of condition (i.e., use of the *n-word*, use of a filler word instead of the derogative, or word not read all), race (i.e., person of color or White), and sex (i.e., male or female) on cognitive interference using the Stroop (1935) color-naming task. Participants ($n = 71$) listened to an academic presentation on the history of the sampled university prior to completion of the Stroop (1935). Data for conditions 1 and 2 were combined (i.e., use of the *n-word* and filler) to facilitate analyses. Significant effects were demonstrated for the interaction of condition, race, and gender on cognitive interference, $F(1,63) = 4.056, p = .048, \eta^2 = .06$. Additional analyses did not support color-blindness or social justice attitudes as predictors of cognitive interference.

10. To declare or not to declare: Identity choice of first year students in a broad admissions university

Kelly Danaher, Paula Kinney, Sarah Sullivan Gomez, Iowa Wesleyan University,
kelly.danaher@iw.edu

The number of students reporting race and ethnicity as *unknown* has trended upward in higher education (Smith, Moreno, Clayton-Pedersen, Parker, & Teraguchi, 2005). In particular, enrollment numbers at small, selective, private liberal arts colleges suggest that a large portion of these students are White.

The current project explores this trend at a small, non-selective, private liberal arts institution. We compared self-reported race/ethnicity identification across two datasets: 1) admissions applications, and 2) Beginning College Survey of Student Engagement (BCSSE), which is completed within the first week of the fall semester. Data were examined for 120 first time, first year students from fall 2015.

Students who applied represented a variety of racial and ethnic identities. While White students represented the majority (35%), 21% of students reported as *unknown*. Once on campus, identities shifted, with White students representing 53%. Most of the students reporting unknown ($n = 15$) at application accounted for this 18% ($n = 22$) increase. In other words, sixty percent of students reporting race/ethnicity unknown identified as White once admitted to the college. Those students not responding dropped drastically. This change illustrates the fluidity of student identification (Johnston, Ozaki, Pizolato, & Chaudhari, 2014).

Limited knowledge of student identity can impact an institutional approach to persistence and completion practices (Renn, 2009), as well as the student experience. Future research will examine why white students choose not to self-identify when applying to college and the implication of identity development once these students are immersed in a diverse student body.

11. Mitigating Stereotype Threat in General Chemistry I with a Growth Mindset Intervention

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Social psychological interventions have gained traction as a method for supporting students during challenging academic transitions, including their first year in college. For example, growth mindset interventions aim to make students more resilient to academic setbacks by encouraging them to view intelligence as a flexible characteristic that can be developed through practice, rather than a fixed ability. Previous research has shown that such interventions can improve the overall performance and persistence of college students, particularly those from underrepresented backgrounds who may be subject to stereotype threat. Our research tests the effectiveness of this approach in the context of introductory college chemistry, a scientific discipline where women and certain minorities remain underrepresented in bachelor's degree attainment. We report a random-assignment classroom experiment that implemented a novel, chemistry-specific growth mindset intervention among first-year college students enrolled in General Chemistry I. Performance results revealed the presence of an achievement gap between underrepresented minority and white students in the control group, but no gender-based gap. Critically, after controlling for academic preparation, the mindset intervention eliminated this racial achievement gap, and its effect extended into the second semester of the General Chemistry course sequence, where we observed an overall mindset benefit. Qualitative analysis of students' written reflections from the intervention shed light on their experiences of the mindset and control treatments, enriching our understanding of the observed effects. We discuss the implications of these results for educators seeking to foster the success of diverse students in their own classrooms.

12. Nontraditional Gender Groups in the Stereotype Content Model

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Gender stereotypes research has historically focused on perception of Traditional gender groups (CisMen and CisWomen). This work expands on that by evaluating perception of Nontraditional gender groups (TransMen, TransWomen, NonBinary People). 145 participants on Amazon Mechanical Turk ($M_{age} = 33.94$, $sd_{age} = 10.92$, 53% Male-identified, 47% Female-identified, 67% white) reported their stereotypes of these five gender groups. Within the stereotype content model, a four-factor scale was used to assess perceived agency-assertiveness, agency-competence, communion-warmth, and communion-morality (Abele, Hauke, Peters, Louvet, Szymkow, & Duan, 2016). Traditional gender groups demonstrated expected patterns: Men were rated more highly than women on agency, and the reverse was true for communion. Trans gender groups did not display the same differentiation on the basis of gender identification. Further, Nontraditional gender groups were rated lower on all four scales than Traditional gender groups. Finally, ratings for the Nontraditional groups showed more variability than ratings for the Traditional groups. This suggests that evaluations of Nontraditional gender groups are negative, but also uncertain. Implications for the societal treatment of non-cis people are discussed.

13. Strategic Self-Preservation of Women in STEM

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Despite a plethora of initiatives and a surge of research activity, women remain under-represented in science, technology, engineering, and mathematics (STEM) disciplines (National Science Foundation, 2017). While much research has focused on ways to recruit women into these disciplines, less work has explored the strategies women use to navigate these contexts once they have entered. In a set of two experimental studies, we investigate women's potential response strategies to the well-documented tension between female and STEM identities and attributes in terms of individual self-presentation. In Study 1 (N=240), we examine whether female STEM professionals have different impression goals when introducing themselves to professional peers versus a group of other women. In Study 2 (N=169), we extend our inquiry to include self-presentation behavior as well as intentions. Across studies, we find that female STEM professionals hold different impression goals based on the audience with whom they expect to interact. These intentions align with actual self-introduction behavior, as observed in written self-introductions. Tuning one's self-presentation, however, leads participants to feel less authentic. This work highlights one way women in male-dominated STEM contexts may navigate and strategically communicate their female and STEM identities to others, as well as the personal implications of doing so.

14. Experimental Evaluation of an Online Implicit Bias Education Program

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Can students learn about implicit bias online? To investigate this question, we developed an online educational program called Understanding Implicit Bias (UIB). UIB is a ~30-minute, self-paced, interactive web program consisting of four modules: (1) What is implicit bias?, (2) Implicit bias and the Implicit Association Test, (3) Implicit bias and behavior, and (4) What can you do?. 3,497 first-year college students were randomly assigned to complete a survey before (control group) or after (intervention group) completing the UIB program. 2,595 students viewed the UIB program, completed the survey, and passed manipulation checks. Compared to the control group, the intervention group scored significantly higher on a 10-item objective bias knowledge quiz (71% vs. 56%, Cohen's $d = 0.73$), reported higher subjective bias knowledge ($d = 1.43$), awareness of bias ($d = 0.11$), and responsibility for one's own bias, $d = 0.21$. Intervention participants reported less positive affect ($d = -0.38$), but negative affect ($d = 0.01$), defensive responding ($d = 0.01$), and belonging at their university ($d < 0.01$) were unaffected. These results suggest that implicit bias understanding and motivation can be affected by a brief online education.

15. Genetic Regulation of Gene Expression in Vulnerability and Resilience to Post-traumatic Stress Disorder in African Americans

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While most people experience a traumatic event over a lifetime, only a small subset develop post-traumatic stress disorder (PTSD). Population-based studies have shown that the conditional risk of PTSD following trauma exposure is higher in African-Americans (AAs) compared to those of other ancestries. Although moderately heritable, genetic studies have had limited success in identifying PTSD risk variants, supporting the use of integrative approaches that identify variants that putatively regulate gene expression (GE) in a PTSD status-specific manner. Here, we investigate the impact of single nucleotide polymorphisms (SNPs) on GE in leukocyte samples from 81 adult AA participants of the Detroit Neighborhood Health Study (lifetime PTSD: n=38; trauma-exposed controls: n=43). SNP and GE were assayed using Illumina BeadChip microarrays, and trauma exposure/PTSD histories were collected via structured telephone interviews. We identified 24 SNPs that significantly ($FDR < 0.05$) regulate GE in a PTSD status-specific manner. Of these, 23 regulate expression of the SRAP nuclease (*c3orf37*), which catalyzes removal of oxidized derivatives of DNA methylcytosine, in a PTSD status-specific manner. Trauma-exposed controls have higher *c3orf37* expression than PTSD among those with one minor allele variant, while no significant differences were found between PTSD and controls among individuals without the minor allele. These SNPs may serve as a resilience factor against development of PTSD via epigenetic regulation of leukocyte cell lineage specification. Of note, the minor allele frequencies of these SNPs are much higher in those of African ancestry, suggesting greater relevance of these resilience biomarkers in this population.

16. Marriage Equality: On the Books and On the Ground? An Experimental Audit Study of Beliefs and Behavior toward Same-Sex and Interracial Couples in the Wedding Industry

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Intervening upon social norm perceptions via policy changes may be of particular importance and interest for policymakers and advocates interested in reducing discrimination against particular groups. The present study surveyed Americans' social norm beliefs about the acceptability of prejudice toward same-sex, interracial, and white heterosexual couples. Given that almost 5 decades separate the two Supreme Court rulings regarding interracial (*Loving v. Virginia*, 1967) and same-sex marriage (*Obergefell v. Hodges*, 2015), we expected that social norms beliefs about the acceptability of prejudice toward same-sex couples would be weaker than social norms about the acceptability of prejudice against interracial couples (as well as white heterosexual couples). Consistent with these predictions, Study 1 revealed that Americans felt it more socially normative to express prejudice toward same-sex couples than interracial or white heterosexual couples, and (accurately) forecasted that same-sex couples would experience more discrimination by wedding industry professionals than would interracial couples. Study 2 used audit, field study methods to examine the behavior of wedding venue professionals as they interacted with potential customers. Based on the normative beliefs revealed in Study 1, we hypothesized that wedding venue professionals would be more likely to discriminate against same-sex couples relative to interracial and white heterosexual couples. Wedding venues were ostensibly contacted by three different couples—heterosexual-white, heterosexual-interracial, and same-sex-white—who inquired about wedding services. Results revealed that same-sex couples, and to a lesser extent, interracial couples experienced more discrimination by wedding industry professionals than did white heterosexual couples. Law and social policy implications will be discussed.

17. Fitting in Day-to-Day: Belonging Uncertainty Predicts Variability in Negative Affect

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Belonging is a fundamental human need with important implications for adjustment (Baumeister & Leary, 1995). However, it is not well understood how belonging uncertainty (BU) relates to dynamic affective experiences over time. Given that affective instability is detrimental for well-being (Ebner-Priemer et al., 2007; Gruber, Kogan, Quoidbach, & Mauss, 2013), it is important to better understand how BU influences affective variability. The present daily diary study ($N = 151$) assessed undergraduate students' negative affect (NA) and positive affect (PA) for seven consecutive days. Individual differences in belonging uncertainty were used to predict affective instability (as indexed by the standard deviation approach), as well as average NA and PA across the week. Participants with greater belonging uncertainty exhibited greater variability in NA ($\beta = .19, SE = .01, p = .043$), but not PA ($\beta = -.001, SE = .01, p = .913$). Aggregated across the week, they also reported stronger emotional experiences for NA ($\beta = .21, SE = .02, p = .016$) and decreased PA ($\beta = -.33, SE = .03, p < .001$). Implications for research within the context of ethnic and gender underrepresentation in higher education contexts are discussed.

Innovation Room

18. Mechanisms underlying women's underrepresentation in fields that prize brilliance

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Why are women underrepresented in some academic fields but not others? One proposal suggests women are underrepresented in fields whose members believe that brilliance is essential for success (Leslie, Cimpian, et al., 2015). These beliefs may be damaging to women's participation because of ambient stereotypes that associate men, but not women, with intellectual giftedness. Here, we test three mechanisms by which beliefs about brilliance might give rise to gender gaps: (1) they may diminish women's self-efficacy more than men's, (2) they may lead women more than men to feel like impostors, and (3) they may decrease women's sense of belonging more than men's. We tested these mechanisms by surveying graduate students, postdocs, and faculty (n = 1,421) from 60 fields across STEM, the humanities, social sciences, and medicine. Mixed-effects models revealed that beliefs about brilliance had stronger relationships with self-efficacy, impostor feelings, and belonging (all in the predicted direction) for women than for men—with the slope differences being especially pronounced between male and female faculty. These findings reveal why fields that prize raw ability might be less diverse.

19. The Protective Power of Similar Ethnicity: Moderating the Effects of Stereotype – Threat on the Academic Performance of Latino Students

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Steele's (1997) stereotype-threat theory states that members of stereotyped minority groups underperform as a result of being afraid of confirming the negative stereotypes surrounding their group. The purpose of this study was to investigate the presence of a Latino instructor as a moderator of stereotype – threat on the academic performance of Latino students. We predicted that Latino students who were given verbal instructions to take a “diagnostic” assessment by a Latino instructor could perform the same as White students and better than Latino students who were given this assessment by a White instructor. Furthermore, if this prediction was supported, we hypothesized that this finding would be further explained by ethnic identity strength, such that Latino students who strongly identify with their ethnicity would be more affected by stereotype threat and their performance would be hindered following activation of negative stereotypes. Results showed no interaction between race of participant, race of instructor, and ethnic identification strength, indicating no protecting power of similar ethnicity. Despite the absence of an interaction, it is noteworthy to say that simple effects tests showed that Latino students did perform the same as White participants when instructed by a Latino instructor. In addition, the performance of Latino students was better when instructed by a Latino instructor compared to when instructed by a White instructor. These performance differences were pronounced for students with high ethnic identity strength.

20. Pressure to Work Harder: When numeric underrepresentation motivates positive academic behaviors

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Stereotype threat theory suggests that identity threat—the concern that one may be devalued because of their social identity—can have contrasting influences on motivation. While stigmatized individuals are theorized to feel pressure to disprove negative stereotypes (Steele, 1997), research demonstrates they also experience avoidance and disengagement (Schmader et al., 2001). The current research examines whether underrepresented individuals feel greater pressure to work harder (PWH) than their peers to achieve similar levels of success—and whether PWH might, at times, motivate positive academic behaviors. Male and female humanities and physical science majors reported the degree to which they felt pressure to work harder than others in their major and were asked about their academic behaviors in their major classes. We predicted that those who were underrepresented in their major (i.e., women in physical sciences and men in humanities) would report greater pressure to work harder, decreased procrastination, and increased class participation compared to those who were not underrepresented (i.e., women in humanities and men in physical sciences). Results revealed that students reported greater PWH, more class participation, and less procrastination when they were numerically underrepresented in their major. Moreover, perceived PWH mediated the relationship between underrepresentation and engagement in positive academic behaviors—especially among women in physical science. These findings provide evidence that, rather than disengaging and withdrawing effort, some members of stigmatized and underrepresented groups may work harder in identity threatening environments.

21. Sexual self concept: Higher-order structure and development of a short form

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Sexual Self Concept (SSC) is important for overall development of healthy sexual attitudes and behaviors (Harden, 2014). Most research has been limited to highly specialized samples/topics; not yet widely present in the general psychology literature, despite likely fundamental, far reaching implications of the construct. One likely limiting factor in broader examination of the SSC construct is the perceived complexity. Lack of availability of short measures makes assessment as part of larger batteries relatively impractical. Like personality and cognitive ability, SSC is highly multidimensional by design and most research examines associations between outcomes and SSC at the equivalent ‘facet’ level, focusing on narrowly defined constructs. If broader higher-order factors exist, large sample sizes are critical to establishing accurate structure. Once higher-order factors are identified, psychometric approaches can be applied to select a reduced set of items that retain adequate reliability and validity while providing an efficient assessment of SSC. Using cross-validation within a large Internet-based sample ($N > 17,000$), we establish the higher-order structure of a previously developed and validated facet-level measure of SSC (Snell, 1998) and identify a brief measure suitable for regular inclusion in broader research paradigms. The availability of an efficient assessment of SSC will allow a greater diversity of research into the development of this critically important, and yet historically under-investigated, identity construct.

22. Do #MeToo experiences decrease #GirlsInSTEM?: The influence of sexually harassing experiences on young women's interest in STEM

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Women have long been underrepresented within science, technology, engineering, and math (STEM) domains. While previous belief implied this gender disparity was due to women dropping out of STEM along the path of their career (Alper, 1993), recent work suggests young women are opting out of STEM prior to even beginning their career path – before or during college (Miller & Wai, 2015). Although previous attempts to explain the gender disparity in STEM have primarily focused on the unique institutional, personal, or interpersonal barriers to women's involvement within STEM, the present work provides a novel integration of objectification theory (Fredrickson & Roberts, 1997) and the social cognitive theory of agency (Bandura, 1989) to understand how institutional, personal, and interpersonal barriers may interact to lead young women to opt out of STEM. In the current study 88 female undergraduates (M age = 20) reported the frequency of which they have experienced unwanted sexual attention, engagement in habitual body monitoring, agency toward academic goals, and interest in STEM domains. Results from structural equation modeling suggest that more frequent experiences of sexual harassment were indirectly related to decreased interest in STEM domains due to more frequent body monitoring and less academic agency [IND 95% CI, .016, .342]. Discussion will center on the ways in which intervention efforts can increase young women's interest in STEM and other male-dominated domains. Furthermore, ongoing data collection testing this model with a high school population and ecological momentary assessment to get real-time data will be discussed.

23. She persisted: Factors mediating negative workplace experiences in women of color in academic science

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Despite increased efforts to recruit and retain women in science, the number of women of color in science is decreasing. Bias and discrimination may form an academic gauntlet that discourages or actively pushes women of color out of science. Nonetheless, some women of color persist despite these challenges. Understanding the experiences these women face, as well as the social and institutional resources women use to persist, is crucial to developing institutional policies to include and retain women of color. Here, we examined workplace experiences and mediating factors in women of color science faculty (N=15). We conducted six focus groups, with women in non-tenure-track, tenure-track, and tenured positions. We identified three major themes: 1) negative workplace experiences, 2) the role of social environment, and 3) responses to workplace experiences. Negative workplace experiences included incivility, gender harassment, and racial harassment. Structural differences contributed to negative workplace experiences, with non-tenure-track faculty having more severe negative experiences with lack of institutional support to address these issues. Lack of collegiality and poor leadership led to escalation of negative experiences, whereas the intervention of supportive colleagues and department chairs prevented escalation of negative experiences. These findings highlight the importance of creating cohorts of women of color faculty, and the need for chairs and administrators to actively intervene to support women of color when they experience incivility or harassment. Furthermore, they also emphasize that non-tenure-track positions are inherently isolating, and may increase the frequency and severity of negative workplace experiences.

24. An Analysis of PTSD Symptom Severity Domains Between Genocide-Exposed Mothers and Offspring

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A number of studies have been conducted to uncover transgenerational effects of parental post-traumatic stress disorder (PTSD) and its repercussions for offspring. These studies have largely focused on the manifestation of PTSD in offspring, and have not considered transgenerational effects in an African context. The present study addresses this gap, utilizing Confirmatory Factor Analysis (CFA), to investigate symptom severity within the three PTSD symptom domains in both mothers (n=25) and offspring (n=25) exposed to the Rwandan genocide, and an ethnically matched control group of mothers (n=25) and offspring (n=25) who were outside of Rwanda during the genocide. All mothers were pregnant with their offspring during the time of the genocide. We found that among the three symptom domains of PTSD, the re-experiencing symptom domain was most severely experienced by mothers directly exposed to the genocide (Beta = 0.91). However, in offspring of exposed mothers, all three symptom domains of PTSD yielded almost equal loading values (Beta range = 0.81-0.82). Conversely, the hyperarousal symptom domain of PTSD was the most severe among non-exposed mothers and their offspring (Beta = 0.94, Beta = 1.01, respectively). This is the first report, to our knowledge, of a symptom-based analysis of PTSD in a transgenerational context within Africa. These findings can be leveraged to inform further mechanistic and treatment research for PTSD.

25. What makes openness to cultural diversity more advantageous for well-being? The role of integrated self-construal in Turkish youth

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As the rate of migration increases, cultural diversity in societies also increases which could result in either cooperation or conflict in society. Youth living in culturally diverse neighborhoods are especially at risk for self and identity development problems due to the exposure to conflicting cultural messages, values and ideas. Studies focusing on the impact of cultural diversity indicate that openness to cultural diversity, (i.e. tendency to interact with people from different cultural backgrounds), and having integrated self-construal (i.e. how people define themselves in terms of relationships) in multicultural environments could function as protective factors. However, openness to cultural diversity, henceforth “openness”, has not been studied outside of the US nor in combination with integrated self-construal.

This study investigated the relationship between openness and well-being of youth in a culturally diverse, non-western society that values interpersonal relatedness, and expected a stronger positive effect of openness in youth having integrated self-construal. Nearly 1000 students from 8 high schools in Izmir, Turkey, an immigrant and refugee hosting city, were assessed on autonomous-related self-construal, well-being, and openness. Participants were divided into 3 construal groups by conducting a K-means cluster analysis as autonomous, related and autonomous-related. Hierarchical regression analyses showed that openness positively predicts well-being but the prediction is stronger in students with autonomous-related self compared to students with a highly related selves. Results show that in a diverse and dynamic society, openness has a strong positive influence on well-being and is more advantageous especially in the presence of an integrated self-construal structure.

26. Discrimination and Ethnic-Racial Socialization among Youth Adopted from South Korea into White American Families

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The current study examined how discrimination relates to adjustment outcomes in a sample of internationally, transracially adopted Korean Americans from the Minnesota Sibling Interaction and Behavior Study (SIBS; N=456 adoptees; *M* age at T1=14.9, *M* age at T2=18.3, *M* age at T3=22.3). The moderating roles of ethnic socialization and preparation for bias by parents (i.e., ethnic-racial socialization) were also examined. Results indicated that discrimination predicted higher levels of depressive and antisocial behavior symptoms in youth who reported less preparation for bias. In those experiencing more preparation for bias, associations were not significantly different from zero. Ethnic socialization did not moderate these associations. Such findings provide important information for adoptive parents regarding how to prepare their children to cope with discrimination.

27. The psychological impact of perceiving the gender status quo as legitimate

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Can people benefit psychologically from thinking that the status quo is legitimate? Across three samples, we examined whether and why viewing current relations among men and women as legitimate provides people with a psychological boost. In all samples, we found that believing that current relations among men and women are fair and just (e.g., thinking that sexism is getting worse every year) was associated with greater life satisfaction and self-esteem. We found that perceiving oneself as less likely to be discriminated against in overt (e.g., being denied a job for unfair reasons) but not subtle ways (e.g., being avoided in interactions) partially explained these relationships. Importantly, we found that these associations did not differ between men and women. Overall, these findings suggest that belief systems supporting the status quo can provide a palliative psychological effect through impacting people's beliefs about whether they are targets of discrimination, and that this can occur for members of both advantaged and disadvantaged groups. These findings further contribute to understanding why people might support the status quo and denounce diversity in different settings even if it disadvantages them.

28. The Frequency of “Brilliant” and “Genius” in Teaching Evaluations Predicts the Representation of Women and African Americans Across Academia

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Women and African Americans—groups targeted by negative stereotypes about their intellectual abilities—may be underrepresented in careers that prize brilliance and genius. A recent nationwide survey of academics provided initial support for this possibility. Fields whose practitioners believed that natural talent is crucial for success had fewer female and African American PhDs. The present study seeks to replicate this initial finding with a different, and arguably more naturalistic, measure of the extent to which brilliance and genius are prized within a field. Specifically, we measured field-by-field variability in the emphasis on these intellectual qualities by tallying the frequency of the words “brilliant” and “genius” in over 14 million reviews on RateMyProfessors.com, a popular website where students can write anonymous evaluations of their instructors. This simple word count predicted both women’s and African Americans’ representation across the academic spectrum. That is, we found that fields in which the words “brilliant” and “genius” were used more frequently on RateMyProfessors.com also had fewer female and African American PhDs. Looking at an earlier stage in students’ educational careers, we found that brilliance-focused fields also had fewer women and African Americans obtaining bachelor’s degrees. These relationships held even when accounting for field-specific averages on standardized mathematics assessments, as well as several competing hypotheses concerning group differences in representation. The fact that this naturalistic measure of a field’s focus on brilliance predicted the magnitude of its gender and race gaps speaks to the tight link between ability beliefs and diversity.

29. The centrality of diversity in psychological science

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How one conceptualizes the science of diversity influences and frames its role in psychological science. We discuss extant ways of considering diversity in psychological research, including as mandated, as supplemental, as nuisance, as deficit, and as irrelevant. We then argue that each fails to sufficiently consider the central importance of diversity in psychological scholarship. We provide examples from several sub-disciplines (e.g., biological, developmental, social, clinical) in psychological science that illustrate the benefits of diversity scholarship beyond external validity and as a moderator variable. In each, we suggest that greater attention to diversity illuminates basic underlying psychological processes that would otherwise be inadequately or erroneously understood. Implications of taking diversity more seriously when it comes to scholarship are then discussed. Once one accepts that attention to diversity is central to the progress of psychological science, and not simply a matter of social justice, the need for greater diversity (e.g., of samples, of viewpoints, in training) becomes an even more urgent imperative for psychology departments. What this means for who gets to ask the questions, which questions are considered legitimate, and how to best prepare future psychological scientists are considered, along with other suggestions for centralizing diversity scholarship.

30. Decision Making with Quantized Priors Leads to Discrimination

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Racial discrimination in decision-making scenarios such as police arrests appears to be a violation of expected utility theory. Drawing on results from the science of information, we discuss an information-based model of signal detection over a population that generates such behavior as an alternative explanation to taste-based discrimination by the decision maker or differences among the racial populations. This model uses the decision rule that maximizes expected utility-the likelihood ratio test-but constrains the precision of the threshold to a small discrete set. The precision constraint follows from both bounded rationality in human recollection and finite training data for estimating priors. When combined with social aspects of human decision making and precautionary cost settings, the model predicts the own-race bias that has been observed in several econometric studies.

31. Effects of Social Disparity on Efficacy of Multiple Behavior Interventions for HIV-related Outcomes

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African-Americans and MSM (Men Who have Sex with Men) are disproportionately burdened by and continue to be at high risk of contracting HIV (Centers for Disease Control, 2016). In this context, reducing health disparities requires developing HIV prevention, testing, and treatment interventions that are efficacious for this critical populations. Further, the adequacy of our arsenal of interventions for reducing health disparities can be analyzed by examining the results of randomized controlled trials as a function of the composition of the samples used in the studies. We conducted a meta-analysis of multiple-behavior interventions designed to reduce risk of HIV infection and clinical treatment non-adherence, often in combination with reducing drug and alcohol use. Standardized mean differences were calculated for both behavioral and clinical outcomes and analyzed via random effects meta-regression as a function of experimental condition (intervention vs. control) and sample characteristics. Samples with a greater proportion of MSM had worse behavioral outcomes ($B = -0.618$, $SE = 0.18682$, $I^2 = 99\%$, $k = 28$) and no differences in clinical outcomes. Samples with a greater proportion of African Americans were associated with larger clinical effect sizes ($B = 0.714$, $SE = 0.322$, $I^2 = 99\%$, $k = 24$) but no differences for behavioral effects. Despite significant heterogeneity, these results suggest that multiple behavior interventions for HIV are well posed to address the clinical needs of African American samples, but are not yet set to respond to the needs of the MSM community.

32. Feminist identity negatively correlates with feelings of gender confinement in a sample of Polish American Women

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Gender identity formation has become an increasingly important topic of interest amongst the public and academic researchers. By identifying what factors influence gender identity, researchers can better understand its development. In this study we examine the relationship between gender identity and feminist identity. Polish American women ($n=52$), aged 18-45 and living in urban regions of the United States, completed questionnaires on gender identity and feminist identity. Gender boundary intolerance, which measures the degree that a person feels confined or restricted by their gender, is negatively correlated with three subscales related to a strong feminist identity and positively correlated with one subscale related to a weaker feminist identity. There were moderate, negative correlations with active commitment ($r=-.499$, $p<.01$), embeddedness and emanation ($r=-.449$, $P<.01$), and revelation ($r=-.633$, $p<.01$), while a strong, positive correlation with passive acceptance ($r=.685$, $p<.01$). The feeling of being confined by one's gender negatively impacts feminist identity while simultaneously increasing passive acceptance of patriarchal norms. Passive acceptance and feeling confined by one's gender could be related to an individual's acceptance and internalization of the strict gender binary system in which we live. These results also suggest that a feminist identity may decrease a person's feelings of confinement. Further research should explore this relationship between feminist and gender identity, and how these identities might influence mental health outcomes.

33. Family and National Resources Moderate the association between Interest and Achievement

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Identifying key predictors of science achievement can aid in distinguishing promising students as well as crafting interventions to support struggling students. The current educational system overlooks potential student talent. In particular, student interest in science is an important predictor of achievement, but this association may be diminished among students that face structural barriers to learning. Using multi-national data ($N=537,170$ 15-year old students from 72 countries) from the 2015 Program for International Student Assessment (PISA), we examined the interaction of Science Interest \times Family SES and Science Interest \times National GDP in predicting science achievement. Results indicated that student interest was more strongly correlated with acquired knowledge in more economically prosperous families and nations. Among relatively wealthy families, this correlation was .27, but among less well-off families, the correlation was .15. Similarly, the association was .32 among students residing in relatively wealthy nations, but only .10 for their peers in less prosperous nations. Interestingly, we also found that the Science Interest \times Family SES effect varied across countries. Being exposed to home environments and social norms with more scientific resources and stronger emphasis on science subjects, students might value scientific subjects more, and thus, their interests may play a stronger role in pursuing science achievement. Identifying policies currently enacted by certain nations to level the playing field for all students can enhance science achievement.



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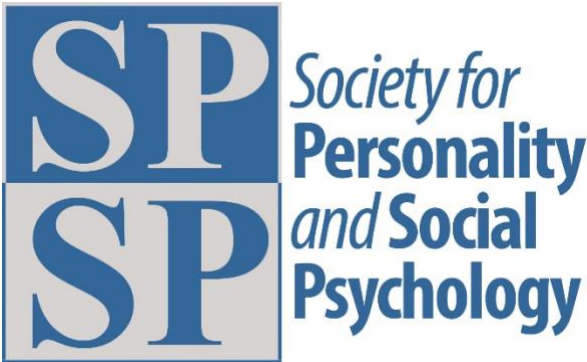
NOTES

Wi-Fi Instructions

- * Confirm that your Wi-Fi is turned on
- * Select and connect to "IllinoisNet_Guest" and open a web browser
- * For guest access, scroll down and click the Register a temporary guest account link at the bottom of the page
- * Fill out the "Guest Registration" form, accept the "terms of use," and click Register at the bottom of the page
- * Click the Log In button at the bottom of the "Guest Registration Receipt" page
- * You should now be connected to "IllinoisNet_Guest"

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