

Carrie A. Langner | Professor

Dept of Psychology & Child Development
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Overview

Across my teaching, research, and service, I focus on diversity, equity, and inclusion (DEI). As a behavioral scientist and a teacher, I apply a social psychological lens to the topics of identity, health, and bias reduction. My experiences providing trainings, presentations, and high impact research mentorship demonstrate my commitment to social justice and broadening the distribution of scientific findings and practices. As a member of departmental and college diversity committees, I have provided assessment, training, and policy development.

I have the opportunity to do the work I love due to the mentorship I have received. My goal is to use my professional roles to open the door wider for the scholars who follow, particularly those who face bias and barriers.

Teaching and Mentorship Experience

Full Professor. California Polytechnic State University. 2018 – current.

Associate Professor. California Polytechnic State University. 2013 – 2018.

Assistant Professor. California Polytechnic State University. 2008 – 2013.

Bridges to the Baccalaureate Mentor. 2011-2013.

Training

NIMH Ruth L. Kirchstein National Service in Psychology and Medicine. University of California, San Francisco. San Francisco, CA. 2005-2007

James Marshall SPSSI Public Policy Scholar. Society for the Psychological Study of Social Issues and American Psychological Association. Washington, DC. 2007-2008

Ph.D., Social and Personality Psychology. University of California, Berkeley. Berkeley, CA. 2005.

B.A., Psychology with High Honors. Magna Cum Laude. University of Michigan. Ann Arbor, MI. 1997.

Professional Service

Psychology & Child Development Department

Diversity Committee, 2008 – current
Associate Chair, 2018-2020
Social Psychology Search Committee, Chair, 2019
Multicultural Psychology Search Committee, Chair, 2016
Psychology Program Coordinator, 2015-2018
Child Developmental Search Committee, 2015-2016
Employment Equity Training, 2011 & 2015
Senior Project Poster Symposium Committee, 2012, 2016 & 2017
Health Psychologist Search Committee, 2011-2012
Student Research Facilitation Committee, 2009-2012
Area Representative Committee (Social Psychology), 2009 & 2012
Co-Advisor to Psi Chi (Student Honor Society Club), 2011-2013
Coordinator of Online Research Participation Program, 2009-2010
Curriculum committee, 2008 - 2010

Cal Poly College of Liberal Arts

Working toward White Allyship Committee, co-chair, 2018-current
Member, College of Liberal Arts Diversity Committee 2015-current
Workshop Facilitator, Cal Poly Teach-On, April 2017
Workshop Facilitator, Cal Poly Teach-In, 2017, 2018, 2020
Co-facilitator, Inclusive Education Book Circle, CTLT, 2017

California Polytechnic State University

Research Mentor - Bridges to the Baccalaureate, Allen Hancock-Cal Poly, NIH, 2011-2013
Panelist - The Civil Classroom in the Age of Diversity, Center for Teaching and Learning, 2009

San Luis Obispo Community

Pro Bono consultant to Pacheco Elementary School, development of a prejudice reduction focused ethnic studies curriculum for a California bilingual, elementary school (2016-ongoing)

Discipline of Psychology

Reviewer: Analyses of Social Issues and Public Policy, Journal of Experimental Social Psychology, Society for Personality and Social Psychology Annual Conference Submissions

Dissertation Committee member, School of Management, Technische Universität München, 2016

Tenure/promotion external reviewer, University of Rhode Island, 2019

Policy Committee Member, Society for the Psychological Study of Social Issues, 2011-2012

Panelist on SPSP professional development topics: Annual conference of the Society for Personality and Social Psychology, 2016 & 2018; and SPSP Webinar for Academic Job Applications at Teaching-Focused Institutions

Honors, Fellowships, and Awards

Cal Poly College of Liberal Arts summer research stipend, *Anti-bias education in a bilingual, multicultural elementary school*, 2019

Cal Poly College of Liberal Arts Diversity Curriculum Development Grant, *Discrimination in the Workplace: Using Psychological Research for Prevention*, 2017

Warren J. Baker Endowment for Excellence in Project-Based Learning, Robert D. Koob Endowment for Student Success, *The Role of Faculty and Student Diversity in Implicit Racial Bias*, with students Maddison Montana and Michael Kramer, 2016

Cal Poly Mustang Mentor Award, 2013

Cal Poly Extramural Funding Initiative award, 2012

Cal Poly CLA Learn by Doing Grant, 2012

NIH Health Disparities Loan Repayment Award, 2006-2008

Outstanding Graduate Student Instructor, UC Berkeley, 2004-2005

Jacob K. Javits Fellow, 1999- 2003

Phi Beta Kappa National Honor Society, 1997

Golden Key National Honor Society, 1997

Publications

Lee, L., Williams, A., *Lao, C., *Lagunas, N., & Langner, C.A. (revise & resubmit). The role of home language in children's friendship choice and peer acceptance. *Journal of Applied Developmental Psychology*.

Langner, C. A., Rijnen, S., Owen, S., & McKenna, R. (2019) *Stand Up Act Out: A Drama-Based Upstander Curriculum for Children in Grades K-6*. Pyjama Drama Learning.

Langner, C. A., Greenlee, J. S., & Deason, G. (2017). Identity and activism in an era of Politicized Motherhood. Chapter in M. Thomas and A. Bittner (Eds.) *Mothers and Others: The Impact of Family Life on Politics*. UBC Press.

Greenlee, J. S., Deason, G., & Langner, C.A. (2017). The impact of motherhood and maternal messages on political candidates. Chapter in A. L. Bos and M. C. Schneider (Eds.) *The Political Psychology of Women in U.S. Politics*. Routledge.

Deason, G., Greenlee, J. S., & Langner, C.A. (2014). Mothers on the campaign trail: Implications of Politicized Motherhood for women in politics. *Politics, Groups, and Identities*, DOI: 10.1080/21565503.2014.992792

Langner, C.A., Epel, E. Matthews, K., Moskowitz, J. T., & Adler, N. (2012). Social hierarchy and depression: The role of emotion suppression. *Journal of Psychology: Interdisciplinary and Applied*, 146(4), 1-19.

Chen, S., Langner, C. A., & Mendoza-Denton, R. (2009). When dispositional and role power fit: Implications for self-expression and self-other congruence. *Journal of Personality and Social Psychology*, 96(3), 710-727.

Magee, J. C. & Langner, C.A. (2008). How personalized and socialized power motivation facilitate antisocial and prosocial decision-making. *Journal of Research in Personality*, 42(6), 1547-1559.

Langner, C. A. & Keltner, D. (2008). Social power and emotional experience: Actor and partner effects within dyadic interactions. *Journal of Experimental Social Psychology*, 44(3), 848-856.

Keltner, D., Langner, C. A., and Allison, M. L. (2006). Power and moral leadership. In D. Rhode (Ed.), *Moral leadership: The theory and practice of power, judgment and policy*. Stanford Center on Ethics. Jossey Bass.

Langner, C. A. and Winter, D. G. (2001). The motivational basis of concessions and compromise: Archival and laboratory studies. *Journal of Personality and Social Psychology*, 81 (4), 711-727.

*Denotes student co-author

Manuscripts in Preparation

*Lee, J., *Beas-Ramirez, Y., *Martinez, A., & Langner, C. A. (2021). ***The role of identity, belonging, and support in first-generation college student success.*** (Selected as alternate for the Cal Poly finalists attending the CSU Research Competition)

Williams, A., Lee, L., Christian-Munoz, K., & Langner, C. A. (2021). ***Outgroup attitudes, stereotypes, and climate in a bilingual school.***

Garcia, J., Langner, C. A., & Sanchez, D. (2021). ***Majority group member "ally" identification and advocacy.***

*Leshin, J., *Sheffler, P., *Petrova, V., *Snelling, A., *Henson, B. & Langner, C. A., (2021). ***Social power and emotion suppression.***

Conference Presentations and Trainings

Langner, C. A., Lambertz-Berndt, M., Lopez, S. A., Ryalls, E. Y. *Building Allyship in the classroom during a pandemic: How to address bias incidents.* Cal Poly Teach-In, May 2020.

Langner, C. A. & Rijnen, S. *Stand Up and Act Out, a Drama-Based Upstander Curriculum for Grades K-5*. Association of California School Administrators Mid-State Conference, March 2020, San Luis Obispo CA.

Lee, L., Langner, C. A., & Williams, A. *The role of home language and classroom climate in children's friendship choice and peer acceptance*. Annual Meeting of the American Educational Research Association. San Francisco, CA (2020, delayed due to COVID-19).

Garcia, J. A. & Langner, C. A. *Tools for activism from social psychology*. Cal Poly Teach-In. February 2019.

Langner, C. A. & Garcia, J. A. *Examining new American social movements: Psychological underpinnings of #MeToo and #BlackLivesMatter*. Cal Poly Teach-In, January 2018.

Garcia, J. A., & Langner, C. A. *What to do about hate speech: Bystander intervention and switching social norms*. Cal Poly Teach-On, April 2017.

Langner, C.A. *The social psychology of activism and nonviolent tactics*. Training for Cal Poly TRIOTA club (gender studies honor society), 2017.

Langner, C.A., Spencer, B., *Stein, S., *Beaton, T. & *Sheffler, P. *Conducting meaningful undergraduate research: Pitfalls and Solutions*. Panel presentation at the 2016 annual meeting of the Society for Personality and Social Psychology, San Diego, CA.

Langner, C. A., & Garcia, J. *High status group members' identification as "Allies," self-conscious emotion, and advocacy*. Poster presented at the Political Psychology preconference of the 2015 annual meeting of the Society for Personality and Social Psychology, Long Beach, CA.

Langner, C. A. & Greenlee, J. *Politicized parent identity and its relation to gender identity and collective action*. Paper presented at the 2014 New Research Conference on Gender and Politics. Wooster, OH.

Garcia, J.A., Langner, C. A., *Dominguez, V., & *Hansen, H. *How to reduce prejudice: Social psychological techniques for interpersonal and group settings*. Talk presented at the 2013 Change the Status Quo Conference annual conference at Cal Poly, San Luis Obispo, CA.

Greenlee, J. S., & Langner, C. A. *Fighting for families: Gender stereotypes and candidate evaluations*. Paper presented at the 2013 Northeastern Political Science Association Annual Meeting, Philadelphia, PA.

Langner, C. A., *Arreola, B., *Davis, A., *Hussman, A., *Leshin, J., *Levenson, J., *Olmeda, S., *Polacci, L., *Roberts, K., & *Snelling, A. *The effect of social power on emotion suppression*. Poster presented at the 2012 annual meeting of the International Society of Political Psychology, Chicago, IL.

Langner, C. A. *Politicized parent identity and its relation to gender identity and collective action*. In G. Deason (Chair) Political Motherhood. Symposium conducted at the 2012 annual meeting of the International Society of Political Psychology, Chicago, IL.

Garcia, J., & Langner, C. A. *Majority group member "ally" identification and advocacy*. Paper presented at the Political Psychology preconference of the 2012 annual meeting of the Society for Personality and Social Psychology, San Diego, CA.

Garcia, J. A., Langner, C. A., *Werter, B., *Singh, S., *Bell, M., *Johnson, A., *Logan, K., *Oates, M., & *Sbranti, E. *Ally status and responses to discrimination: Development, validation, and application of a new scale*. Poster session presented at the 2010 International LGBT Psychology Summer Institute, Ann Arbor, MI.

Garcia, J. A., Langner, C. A., *Werter, B., *Singh, S., *Bell, M., *Johnson, A., *Logan, K., *Oates, M., & *Sbranti, E. *Ally status and responses to discrimination: Development, validation, and application of a new scale*. Poster session presented at the annual meeting of the 2010 Society for Personality and Social Psychology, Las Vegas, NV.

Langner, C. A. & Greenlee, J.S. *The effects of politicized motherhood and gender identities on political attitudes and participation*. In K. Jasko (Chair), The effects of politicized motherhood and gender identities on political attitudes and participation. Symposium conducted at the annual meeting of the 2009 International Society for Political Psychology, Dublin, Ireland.

Langner, C. A. *The effects of politicized gender and parent identities on political attitudes and preferences for collective action*. Poster session presented at the 2009 meeting on Collective Action and Social Change, Groningen, Netherlands.

Langner, C. A. *The role of psychological research in hate crime legislation advocacy*. In A. Omoto (Chair), Hate crimes: Psychological research, legislation, and their connections. Symposium conducted at the 2008 annual meeting of the American Psychological Association, Boston, MA.

Langner, C. A. *Federal hate crime legislation and the role of psychological science*. In C. A. Langner & E. Levy Paluck (Chairs), Psychology and policy: Perspectives from the local, federal, and international Level. Symposium conducted at the 2008 annual meeting of the Society for the Psychological Study of Social Issues, Chicago, IL.

Langner, C. A., & Epel, E. *Social power and depression: The role of emotion suppression*. In M. Williams and C. Langner (Chairs), Gender and Social Power: Expectations and Consequences. Symposium conducted at the 2007 annual meeting of the American Psychological Association, San Francisco, CA.

Langner, C. A., Haritatos, J., Deaux, K., & Mahalingam, R. *Responding to social threat: Asian American panethnic mobilization*. Symposium presentation at the 2006 annual meeting of the Society for the Psychological Study of Social Issues, Long Beach, CA.

Langner, C. A. *Politicized collective identity: The impact of politically meaningful identities*. Poster session presented at the 2004 annual meeting of the Society for the Psychological Study of Social Issues, Washington, DC.

Langner, C. A. *Politicized collective identity: A new measure of political self-definition*. Poster session presented at the 2004 annual meeting of the Society for Personality and Social Psychology, Austin, TX.

Langner, C. A. *Connecting political attitudes with identity: Potential source of politicization*. In A. Gregory (Chair), *Racial Identity: Development and Implications for Behavior*. Symposium conducted at the 2003 biennial meeting of the Society for Community Research and Action, Las Vegas, NM.

Langner, C., *Walling, J., *Kraemer, L., & Keltner, D. *Explaining the Effects of Poverty: Dimensions of Societal Attributions and Related Cognitive Styles*. Poster session presented at the 2003 Society for Personality and Social Psychology Annual Conference, Los Angeles, California.

Langner, C. A., Anderson, C. P., & Keltner, D. *Power and emotion*. Poster session presented at the 2001 annual meeting of the Society for Personality and Social Psychology, San Antonio, TX.

Langner, C. A., Guest Lecturer. *Motivation and political behavior*. Personality Psychology, Summer 2001, Spring 2002, Fall 2002. UC Berkeley.

Langner, C. A. Panel Chair. *Perspectives on Power*. Symposium presented at the 2000 annual meeting of the International Society for Political Psychology, Seattle, WA.

Langner, C. A., & Winter, D. G. *The motivational basis of concessions and compromise: Archival and laboratory studies*. In M. Mulford (Chair), *Studies of Negotiation and Bargaining I*. Symposium conducted at the 1999 annual meeting of the International Society for Political Psychology, Amsterdam, The Netherlands.

Professional Affiliations

Society for Personality and Social Psychology
Society for the Psychological Study of Social Issues
International Society of Political Psychology



3/23/2021

Dean Philip Williams
California Polytechnic State University
College of Liberal Arts
1 Grand Avenue
San Luis Obispo, CA 93407

Dear Dean Williams:

I am writing to express my interest in the Associate Dean for Student Success position. Student recruitment, retention and reduction of graduation gaps are of particular interest to me and this position fits well with my passion for social justice. I would enjoy working with and learning from a college leadership group that has been highly effective in student success and DEI efforts. I have a wide range of student advising and DEI experience and believe I would be a helpful addition to the Dean's office team.

My interest in student success stems from my experiences mentoring students from communities that have faced barriers to higher education. For example, I mentored a group of three first-generation psychology majors who chose to do an empirical senior project. They gained skills in literature review, hypothesis generation, survey design and data analysis, and ultimately were selected as an alternate for the CSU research competition. In addition to reinforcing my belief in the value of high impact mentorship practices, the study results from this project shed light on student success (Lee, J. et al). Specifically, in this predominantly Latinx sample of first-generation students, identity integration (seeing two cultural identities as compatible), greater social support, and more free time predicted a greater sense of belonging at college which in turn predicted a higher GPA. Both psychological experiences on campus and material resources inform whether students feel that they belong.

In various leadership roles with the PSYCD department, I have contributed to programs and policies that focus on student success. For example, the PSYCD diversity committee developed a first-generation student internal transfer process and associated mentoring program and each year provides education and training for our faculty. As associate chair, I had the opportunity to facilitate a redesign of our psychology curriculum and assessment and make improvements to our internship process. Several changes we have implemented aim to increase educational accessibility for all students (e.g., a formalized research track alerts all students to the process by which students become prepared for PhD programs).

As a co-chair of the CLA Working towards White Allyship committee, I have worked for several years to address the concerns of BIPOC faculty and improve CLA climate. This work impacts Cal Poly students by ensuring their faculty members are committed to equity-based practices in their classes. Our committee aims to educate ourselves on whiteness and privilege via reading, discussion, and action-oriented subcommittees. We use this group to create consistent investment in DEI and accountability. My experiences as a member of the CLA Diversity Committee has laid the foundation for my work in this area and continues to shape my DEI expertise.

In addition to my research skills and DEI committee work, I have a great deal of experience advising and mentoring students, working with approximately 10 research mentees and 45 advisees per year. As a professor, I have assisted undergraduate students who faced mental health challenges, interpersonal violence, microaggressions in the classroom, economic insecurity, and other barriers to their full academic potential. I am passionate about creating a climate that not only includes first-generation



students, BIPOC students, students with disabilities and others, but also learning from and shifting our campus climate to reflect the strengths of our multicultural student body.

As our college pursues the 2025 Graduation Initiative goals, I am excited about the possibility of contributing to student success and the elimination of graduation gaps. I would take an empirically grounded and collaborative approach to these goals and continue learning about best practices in this area.

Thank you in advance for your consideration of my application materials. I hope to have the chance to speak with you about the position and my potential fit.

Sincerely,

A handwritten signature in blue ink that reads "Carrie A. Langner". The signature is fluid and cursive, with a long, sweeping tail on the final letter.

Carrie A. Langner
Professor
California Polytechnic State University

Carrie A. Langner | *Diversity, Equity, & Inclusion Statement*

As a social psychologist, I study and teach about phenomena such as identity, group inequalities, and political behavior. I see *diversity* as the representation of a wide array of cultural backgrounds and identities whereas *equity* refers to a fair and responsive distribution of resources which should be based upon an understanding of disparities in outcome. Both of these can contribute to *inclusion*, people sensing that they are welcome and experiencing a feeling of belonging.

Through my role as a professor, I have had the opportunity to work on programs and policies that promote diversity, equity, and inclusion (DEI) for students, faculty, and the broader community. As a white woman, I have benefited in many ways from unearned privilege and am committed to examining my privilege and making thoughtful choices that contribute to equity and justice.

Across my teaching, mentoring, service, and leadership, I strive to work collaboratively, provide space for dialogue, identify injustice, approach conflict and difference with respect and curiosity, and engage in ongoing learning in my multicultural competence journey.

Teaching & Mentorship

In my course on multicultural psychology, I have organized the class material such that the focus is on psychological processes while coverage of diverse populations is interspersed throughout which allows for an intersectional analysis of identity. Along with other faculty teaching this course, we have begun an informal faculty support/mentorship model where we meet to discuss the challenges of teaching courses that address issues of privilege and oppression. I am lucky to work with colleagues in my department who share a commitment to equity.

Across my classes, I strive to help students see the link between what we study in class and the events happening around us. I model the importance of naming oppression and the ways in which 'neutrality' serves to maintain the status quo. After participating in a two-quarter CTLT workshop to gain skills in equitable access, I have modified my course syllabi and websites to make the materials accessible to all students across dis/abilities (e.g., hyperlinking documents to reduce large blocks of text, sans serif font, navy blue rather than black font to reduce glare, etc.).

As a mentor in the Bridges to the Baccalaureate program, I have worked with multiple students from Allen Hancock college on summer research projects. This program gives students the opportunity to gain research skills and direct mentorship from a faculty member as well as a stipend. One of my former students went on to complete her bachelor's degree at a CSU and now works in higher education administration.

I have worked with many Cal Poly students via research internships, helping them to “learn by doing” as they extend their learning from the classroom to the research laboratory. Research mentorship is particularly effective at increasing students’ feelings of belonging and also creating a diverse pipeline of future scientists. For example, one group of first-generation students went through the psychology program’s ‘research track’ process with me and gained experience in literature review, hypothesis generation, survey design, data analysis, and presentation of scientific studies. They have all graduated and as we work on publishing their paper, they are making plans to apply for graduate school. Another first-generation, transfer student (also URM) has worked with my colleagues and me on an academic paper, and designed an original study with me and is now interviewing at PhD programs.

Department Policies & Programming

Within the Department of Psychology and Child Development, I have had multiple opportunities to advocate for diversity, equity, and inclusion. In 2016, I persuaded our department to create a Multicultural Psychology assistant professor position, drafted the job advertisement, and chaired the search committee that resulted in two successful hires. By focusing on the role of multiculturalism and DEI as a core component of our students’ education, we have also increased the expertise among our faculty via the new hires and the momentum to focus on DEI training for the faculty as a whole.

I have also served on the PSY&CD diversity committee beginning as a member, and for the past several years as co-chair. During this time, we have designed and implemented an internal transfer process for first-generation college students along with an associated mentoring program. And, we have coordinated trainings for faculty, consulted and drafted department statements on DEI-related issues. Recently, we have developed a student-faculty collaboration for DEI training and data-based decision-making in PSYCD student clubs.

In my role reviewing RPT files for junior colleagues, I have been mindful of the role of bias in student evaluations. I have used my large survey course to educate students on how evaluations are used and how bias is likely to play a role in their perceptions of instructors. And when writing evaluations for colleagues, I place student evaluation scores in context and emphasize metrics that are less biased (e.g., the faculty member’s course materials).

Service to the College of Liberal Arts and University Community

Throughout the series of CLA Teach-In’s, I have presented a number of workshops on DEI topics (e.g., addressing bias in the classroom, utilizing social psychological tools for social justice activism) with CLA colleagues (Dr. Julie Garcia, Dr. Megan Lambertz-Berndt, and Dr. Emily Ryalls), translating my social psychological training into tools that others can use in pursuit of social justice.

For the past three years, I have co-chaired the CLA Working toward White Allyship committee with Megan Lambertz-Berndt. We work with a group of CLA faculty to address concerns raised by BIPOC faculty and improve our college climate. Via group discussion, accountability practices, and reflection, we work to implement equity-based practices in our work as teachers and colleagues.

Additionally, I have served as a member of the CLA diversity committee since 2015. This committee role has afforded me the opportunity to learn about college-level and university-level policy under the leadership of Jennifer Teramoto Pedrotti. We have worked on a number of projects including social support and mentorship for new faculty diversity hires, providing input on college communications (e.g., diversity statements), and helping create diversity learning objectives.

Research and Service to the Community

In 2016, in collaboration with Dr. Grace Yeh, I began consulting with a local elementary school on DEI social science course content and bias reduction activities. With colleagues in Child Development (Drs. Linda Lee & Amber Williams) and a team of undergraduate student interns, I have developed interventions to improve school climate and reduce racial bias at this bilingual, multicultural elementary school. My students have had the opportunity to apply research on bias reduction to a real-world problem: how to teach children about respecting differences without reinforcing bias. This project integrates my research and teaching pursuits with service to the university and the broader community.

Conclusion

DEI efforts are the themes that unite my work across my roles as teacher, mentor, leader, and colleague. As much or more than it is service, DEI work benefits me with ongoing education, self-reflection, and a community of inspiring colleagues.