

## Christina Bauer

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### Education

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- Aug. 2018 – June 2020 **Doctor of Philosophy**, Free University of Berlin  
*Summa cum laude; Topic: “Refugees' stigmatized identities: Using identity-reframing to counter detrimental effects of stigma on social and educational integration”*  
*Advisors: Bettina Hannover (Free University of Berlin), Gregory Walton (Stanford University)*
- Oct. 2014 – Jan. 2017 **Master of Science, Psychology**, University of Cologne; Germany  
*Minor: Gender studies*  
*Average grade: 1.2 (Equivalent to a GPA of 3.8)*  
*Master thesis: Demystifying the social belonging intervention (written at Stanford University, supervised by Shannon Brady)*
- Sept. 2015 – June 2016 **Visiting PhD. Student, Psychology**, Stanford University  
*GPA: 4.0*  
*Advisors: Carol Dweck & Gregory Walton*
- Oct. 2010 – July 2014 **Bachelor of Science, Psychology**, University of Regensburg, Germany; *Average grade: 1.5 (Equivalent to a GPA of 3.5)*
- Aug. 2012 - May 2013 **Visiting student at Temple University**, Philadelphia, USA
- June 2010 **Abitur (German A-levels)**, Untergriesbach, Germany  
*Average grade: 1.3 (Equivalent to a GPA of 3.7)*

### Professional Positions

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- Since Feb. 2021 **Post-Doctoral Fellow, Faculty of Psychology, University of Vienna**; *Advisor: Veronika Job*
- Oct. 2020 – Jan. 2021 **Post-Doctoral Fellow, Faculty of Psychology, Technische Universität Dresden**; *Advisor: Veronika Job*
- March – May 2017 **Intern at the Roland Berger Foundation**, Munich, Germany  
 Organization of events and educational material for scholarship holders who belong to a minoritized group
- Oct. 2016 – Feb. 2017 & Mar. 2015 – July 2015 **Research Assistant at the Social Cognition Center Cologne**  
 Roland Imhoff; Faculty of Psychology; University of Cologne
- Feb. – Apr. 2015 **Intern at the Bertelsmann Foundation, Germany**  
 Analyzing the potential of digital media for educational equality
- Oct. – Feb. 2015 **Research assistant at the Educational Psychology Lab**  
 Ellen Aschermann; Faculty of Psychology; University of Cologne
- May – Sep. 2014 **Intern at DHL** in Bonn, Germany  
 Supporting the preparation of the employee opinion survey for 450.000 employees in 220 countries
- Feb. - Apr. 2014 **Intern at the Goethe Institute** in New Delhi, India  
 Organization of different events to promote gender equality

Sep. - Oct. 2013	<b>Intern at the <i>University of Qingdao</i>, China</b> Teaching German as a Foreign Language; Conducting Surveys
Oct. 2011 - Jun 2012	<b>Research assistant at the Developmental Psychology Lab</b> Karl Bäuml; Faculty of Psychology; University of Regensburg
Jan. 2011 – Oct. 2013	<b>Test administrator at the <i>Data Processing and Research Center</i></b> Implementation of standardized tests for educational studies

### Grants, Scholarships, & Awards

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Dec. 2021	<b>ESPRIT Grant; FWF</b> 328,570 EUR (287,710 EUR basic grant + 40,860 EUR additional funding for a PhD student) duration: 3 years
Nov. 2021	<b>Ernst-Reuter Award for the best social science dissertation;</b> <b>Free University of Berlin</b>
July 2021	<b>Post-Doctoral Grant; University of Vienna</b> 5,000 EUR
Aug. 2020	<b>Post-Doctoral Grant; Technical University of Dresden</b> 1,599 EUR
Dec. 2019	<b>SPSP Conference Travel Award</b> 600 EUR
Aug. 2018	<b>Ph.D. Scholarship; Studienstiftung des deutschen Volkes</b> 51,552 EUR; Duration: 36 months
July 2013	<b>Scholarship of the <i>Konrad Adenauer Stiftung</i></b> 13.300 EUR; duration: 3 years, 8 months
Sep. 2015	<b>DAAD (German Academic Exchange Service) graduate scholarship</b> (Stanford University) 40.700 EUR; duration: 10 months
Aug. 2013	<b>PROMOS scholarship</b> for the internship in China 900 EUR; duration: 3 months
Aug. 2012	<b>DAAD undergraduate scholarship</b> (Temple University, USA) 31.000 EUR; duration: 10 months

### Publications

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- Bauer, C., & Walton, G. (in preparation). Liberal paternalism: Liberals endorse victim narratives about low-status groups, maintaining social inequality
- Bauer, C., & Job, V. (in preparation). First-generation students' experiences outside of academia: How experiences of identity conflict can disrupt first-generation students' relationships to their parents
- Bauer, C., & Job, V. (in preparation). Double disadvantage: Female first-generation students think of themselves as least talented, contributing to disproportionate impairments in their academic experience and engagement
- Bauer, C., Job, V. & Hannover, B. (under review). Am I talented enough? Doubts about talent as a central mechanism in first-generation students' academic disadvantage

- Bauer, C., & Job, V. (under review). Double disadvantage: Female first-generation students think of themselves as least talented, contributing to disproportionate impairments in their academic experience and engagement
- Bauer, C., Boemelburg, R., & Walton, G. (2021). From weak victims to resourceful actors: Reframing refugees' stigmatized identity enhances long-term academic engagement. *Psychological Science*. <https://doi.org/10.1177/09567976211028978>
- Bauer, C., & Hannover, B. (2021). Do Only White or Asian Males Belong in Genius Organizations? How Academic Organizations' Fixed Theories of Excellence Help or Hinder Different Student Groups' Sense of Belonging. *Frontiers in Psychology*, *12*, 131. <https://doi.org/10.3389/fpsyg.2021.631142>
- Bauer, C., & Hannover, B. (2020). Avoiding those who may reject you - How perceived discrimination and a sense of inauthenticity predict homophile friendship patterns among refugees in Germany. *Social Psychology*, *51*(6), 396-407. <https://doi.org/10.1027/1864-9335/a000423>
- Bauer, C. A., & Hannover, B. (2020). Changing “us” and hostility towards “them”— Implicit theories of national identity determine prejudice and participation rates in an anti-immigrant petition. *European Journal of Social Psychology*, *50*(4), 810-826. <https://doi.org/10.1002/ejsp.2666>

## Presentations

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- Bauer, C. A., Job, V., & Walton, G.M. (2020, February 18). *Strong agents, not weak victims – how identity-reframing can empower disadvantaged individuals*. [Symposium Conference session]. SPSP, San Francisco, USA.
- Bauer, C. A. & Walton, G.M. (2022, February 15). *Liberal Paternalism*. [Invited Colloquium Talk]. Dweck-Walton Lab, Stanford University, USA.
- Bauer, C. A., (2021, May 4). *Reframing adversity as strength rather than weakness to combat negative effects of stigma*. [Invited Colloquium Talk]. Intelligent Adaptive Interventions Lab, University of Toronto, Canada.
- Bauer, C. A., Job, V., & Hannover, B. (2021, February 12). *Intellectual stereotypes impair females' and first-generation students' academic self-concept, challenge-seeking, and intention to apply to universities using admission tests*. [Online poster presentation]. SPSP, USA.
- Bauer, C. A., (2020, December 1). *Students' confidence to tackle academic challenges: Negative effects of socioeconomic status and remedial effects of identity-reframing*. [Invited Colloquium Talk]. Social Psychology Lab, Friedrich-Alexander Universität Erlangen-Nürnberg, Germany.
- Bauer, C. A., & Walton, G.M. (2020, March 25–27). *Not weak, unskilled victims, but strong, resourceful actors - reframing refugees' identity enhances their response to challenge and long-term academic engagement*. [Conference session]. GEBF, Potsdam, Germany (Conference cancelled)
- Bauer, C. A., & Walton, G.M. (2020, February 29). *From weak and deficient to strong and resourceful: Reframing refugees' identity boosts long-term academic performance*. [Single Presenter, Conference session]. SPSP, New Orleans, USA.
- Bauer, C. A., & Walton, G.M. (2020, February 27). *Reframing refugees' identity as a source of strength and important skills enhances long-term academic engagement*. [Conference session]. SPSP Intervention Preconference, New Orleans, United States.

- Bauer, C. A. (2020, January 22). *Countering the detrimental effects of stigma - how identity-related perceptions can enhance refugees' integration in education and society at large*. [Invited Colloquium Talk]. Social Psychology Lab, Technical University Dresden, Germany.
- Bauer, C. A. (2019, February 12). *The effects of stigma on individuals' achievement-relevant cognitions and their interest in academic institutions*. [Invited Colloquium Talk]. Dweck-Walton Lab, Stanford University, USA.
- Bauer, C. A., & Hannover, B. (2019, August 13). *A malleable view of excellence can help attract underrepresented minorities to elite organizations*. [Conference session]. EARLI, Aachen, Germany.
- Bauer, C. A., & Hannover, B. (2018, September 17). *Does a changing „us“ lead to less hostility towards „them“? Der Zusammenhang zwischen wahrgenommener Veränderbarkeit nationaler Identität und Fremdenfeindlichkeit*. [Conference session]. DGPs, Frankfurt am Main, Germany.

### Ad-hoc Reviewer for

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Frontiers in Psychology, Global Environmental Change, High Ability Studies, Motivation Science, Journal of School Psychology

### Service

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| Since Sep. 2020       | <b>Speaker of the Early Career Researchers</b> , University of Vienna<br>Representing Early Career Researchers in Psychology  |
| Since 2019            | <b>Consulting governmental and non-governmental organizations on topics of equality</b> (e.g., Austrian government: Bundeskanzleramt – Integrationskoordination; NGO “Kichen ohne Grenzen”, Scholarship Organization “Studienstiftung des Deutschen Volks”; Bertelsmann Foundation) |
| Since Aug. 2019       | <b>Member of Research Council</b> , WGU Labs, USA<br>Advising research projects on educational equity   |
| Oct. 2010 – Jan. 2017 | <b>Student representative</b> , University of Regensburg & Cologne<br>Student President (2012); Student representative in appointment commissions; Organization of the introduction days for freshmen   |
| Oct. 2012 – Oct. 2014 | <b>Founder and Leader of the DAAD-Freundeskreis</b><br>Organizing activities (e.g., the “DAAD Research meetup”) for foreign DAAD scholarship holders in Regensburg, Germany   |

**References available on request**