

Expert Opinion Report of Professor Kate Reynolds

(a) Name and Address:

Professor Kate Reynolds. Faculty of Education, University of Melbourne, [REDACTED]
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(b) Training, Study, and Experience:

I, Professor Kate Reynolds, hold a PhD in social psychology from the Australian National University, Canberra, Australia. I have 26 years of experience in social psychology and have conducted extensive research and published numerous articles and papers in this area. My detailed curriculum vitae is attached to this report (see Appendix A). I note the following key outputs that highlight my expertise;

- Reynolds, K. J., Turner, J. C., & Haslam, S. A. (2000) When are we better than them and they worse than us? A closer look at social discrimination in positive and negative domains. *Journal of Personality and Social Psychology*, 78, 64-80.
- Augoustinos, M., & Reynolds, K. J., (Eds.) (2001) *Understanding Prejudice, Racism and Social Conflict*. London, UK: Sage.
- Reynolds, K. J., & Turner, J. C. (2001) Prejudice as a group process: The role of social identity. In M Augoustinos & K. J. Reynolds (Eds.) *Understanding Prejudice, Racism, and Social Conflict*. London, UK: Sage.
- Reynolds, K. J., Turner, J. C., Haslam, S. A. & Ryan, M. K. (2001). The role of personality and group factors in explaining prejudice. *Journal of Experimental Social Psychology*, 37, 427-434.
- Turner, J.C. & Reynolds, K. J. (2012). Self-categorization theory. In P. Van Lange, A. Kruglanski & T. Higgins, (Eds), *Handbook of theories in social psychology* (pp. 399-417). UK & USA: Sage.
- Turner, J. C. & Reynolds, K. J. (2001) The social identity perspective in intergroup relations: Theories, themes and controversies. In R. Brown & S. Gaertner (Eds), *Handbook of social psychology: Vol 4: Intergroup processes* (pp. 133-152). Oxford, UK and Cambridge, USA: Blackwell.
- Reynolds, K. J., Turner, J. C., Haslam, S. A. & Ryan, M. K. (2001). The role of personality and group factors in explaining prejudice. *Journal of Experimental Social Psychology*, 37, 427-434.
- Reynolds, K. J., & Turner, J. C. (2006) Individuality and the prejudiced personality. *European Review of Social Psychology*, 17, 233-270.
- Reynolds, K.J., Turner, J.C, Haslam, S.A., Ryan, M. K., Bizumic, B. & Subasic, E. (2007). Does personality explain ingroup identification and discrimination? Evidence from the minimal group paradigm. *British Journal of Social Psychology*, 46, 517-539.
- Haslam, S.A. & Reynolds, K.J. (2012) All about us, but never about us: The three-pronged potency of prejudice, *Behavioural and Brain Science*, 35, 435-436.
- Reynolds, K. J., Haslam, S. A., & Turner, J. C. (2012) Social identity, prejudice and social change: Beyond the Allportian problematic. In J. Dixon & M Levin (Eds), *Beyond prejudice: Extending the social psychology of conflict, inequality and social change* (pp. 48-69). Cambridge: Cambridge University Press.
- Contreras-Huerta, L. S., Baker, K., Reynolds, K. J., Batalha, L., & Cunnington, R. (2013) Racial bias in neural empathic responses to pain. *PLoS ONE* 8(12): e84001. doi:10.1371/journal.pone.0084001
- Reynolds, K.J., & Klik, K.A. (2016). New developments in prejudice research: From its neural basis and impact on well-being to prejudice reduction. *Current Opinion in Psychology*, 11, 115-119.
- Reynolds, K.J., Subasic, E., Batalha, L. & Jones, B. (2017). From prejudice to social change: A social identity perspective. In C. Sibley, & F. Barlow (Eds). *Cambridge Handbook of the Psychology of Prejudice* (pp. 337-356). Cambridge, UK: Cambridge University Press.
- Ferguson, M. A., Branscombe, N. R. & Reynolds, K. J. (2019). Social psychological research on prejudice as collective action supporting emergent ingroup members. *British Journal of Social Psychology*, 58, 1-32. (Landmark Article)

(c) Facts and Assumptions:

The opinions in this report are based on the facts and assumptions within much of the academic social psychology theory and research related to areas of prejudice, racism and discrimination. The material utilised most explicitly is outlined in the reference list of the Report.

(d) Reasons for Each Opinion:

I have formed the opinions in this Report based on my expertise and analysis of the provided facts and the material outlined in the reference list of the Report.

(e) Issues Outside My Field of Expertise:

None of the issues in this report fall outside my field of expertise.

(f) Literature and Materials Used:

I have used the literature and materials outlined in the reference list of this Report in support of my opinions.

(g) Examinations, Tests, and Investigations:

I have relied on the examinations, tests, or investigations of available academic material in the form of well-validated theories and journal articles to inform my opinion. This material is outlined in the reference list of the Report. I have also been informed through the NHMRC Quality of Evidence Guidelines and have sought the highest quality of material available including widely replicated experiments and systematic reviews and meta-analyses.

(h) Acceptance of Another Person's Opinion:

None of the opinions expressed in this report involve the mere acceptance of another person's lay opinion. I have drawn on available academic material and my own expertise and have interrogated the available research myself.

(i) Declaration of Inquiries Made:

I declare that I have made all the inquiries which I believe are desirable and appropriate, and that no matters of significance that I regard as relevant have, to my knowledge, been withheld from the court.

(j) Qualifications on Opinions:

The material outlined in this Report is based on what I believe to be high-quality research that has included several samples and sub-samples of participants and examined relationships between key variables based on response patterns *across a number of participants*. The research identifies general patterns rather than impacts on individual cases.

(k) Unconcluded Opinions:

All opinions expressed in this Report are concluded opinions based on sufficient research and data. Where the research and data are less prevalent this is noted.

Report Brief Summary:

I have been instructed to do the following things:

- (a) review the materials at Schedules A, B and C of this letter of instruction; and
- (b) prepare an expert report providing your opinion which falls within your expertise on the following questions.
 - (i) What are the likely social/psychological outcomes for people who experience racism? What if any effects or symptoms are likely to occur?
 - (ii) If a person that shared any or some of the Group Attributes read the Hanson Tweet and/or was told words to the effect of “go back to where you came from”:
 - (A) are they likely to be negatively impacted? If so, to what extent?

(B) is the impact experienced by that person likely to be exacerbated when the publisher of the phrase “go back to where you came from,” is a colleague, a person with a significant public profile; and/or an elected public official?

(iii) Having regard to the material included at Schedule C, document no. 11, being the 776 responses to the How Does It Make You Feel Form:

(A) what are your observations and/or comments about the impact of the Hanson Tweet on people that share any or some of the Group Attributes?

(B) does this material support your responses to the questions above?

(iv) Having regard to the harm outlined at [36] of the Concise Statement, in your experience, is this harm consistent with what you would expect a person who shares any of or some of the Group Attributes to suffer after becoming aware of the Hanson Tweet?

The summary of opinions presented in this Report are as follows;

A person who attributes their own personal negative treatment or that of their group, to prejudice (racism) are likely to experience significantly poorer physical and mental health. Those who experience prejudice (racism) likely will feel devalued, excluded and rejected from the majority group which reduces belonging to the larger group (e.g., nation) in which one lives.

Even when not the direct target of the negative treatment the impacts of such treatment such as poor physical and mental health and reduced belonging, can generalise to members of the group as a whole (those who share a social identity).

Date: 3rd October, 2023

Signature:  Professor Kate Reynolds

A detailed curriculum vitae is provided in APPENDIX A).

REPORT

1. In addressing instructions (b) (i) to (iv) in this Report I draw on social psychology theory and research and terminology. As such I provide in a section BACKGROUND below (paragraph 57 onwards) a brief overview of social psychology and its methods as well as specific theories of prejudice, racism, and discrimination including social identity theory and self-categorization theory. This material informs my opinion in relation to the questions outlined in (b) (i) to (iv). For each question (b) (i) to (iv) a SUMMARY RESPONSE of the opinion is provided followed where relevant by KEY MATERIAL which informs the opinion.

OPINION

QUESTION (b) (i) What are the likely social/psychological outcomes for people who experience racism? What if any effects or symptoms are likely to occur?

SUMMARY RESPONSE (i)

2. There is extensive research that confirms that there is a statistically significant relationship between a person's experience of prejudice (racism) and their negative mental health and physical health.
3. Included in this Report to support this opinion (see KEY MATERIAL (i), below) are systematic reviews and meta-analyses that integrate findings of over 800 studies (Schmitt et al., 2014; Paradies et al., 2015; de Freitas et al., 2018; Samari et al., 2018; Kathawalla & Syed, 2021). The material also includes journal articles outlining the findings of surveys assessing the experiences of over 900 Australian participants from diverse cultural and linguistic backgrounds (Hashemi et al., 2020; Yeasmeen et al., 2023).
4. The types of racism that have been studied include 'Exclusion' such as being told the participant "does not belong in Australia" and/or "that you should 'go home 'or 'get out'".
5. Minority group members who attribute negative treatment by others to prejudice (racism) will likely feel devalued, excluded and rejected from the majority group and such attributions are painful. These experiences can likely result in lower self-esteem, lower general life satisfaction, lower sense of belonging and increased anxiety and depression.
6. Such harms can be experienced 'vicariously' through self-other categorisations where oneself is perceived as being similar to others as members of the same ingroup (see ingroup-outgroup categorization discussion in Background material below).
7. This body of research covers areas of both personal discrimination (where an individual person believes they have been treated negatively) and group-based discrimination (where a person believes one's group is being treated negatively e.g., Islamophobia) and an extensive range of indicators of physical and mental health.
8. It can be concluded that the likely social/psychological outcomes for people who experience prejudice and racism are significantly poorer physical and mental health. There is also likely to be a reduced sense of belonging with the larger group (e.g., nation) that often comprises the dominant and minority sub-groups.

KEY MATERIAL (i)

9. Many people experience racism and discrimination and believe they are treated unfairly because of their minority status within a larger society.
10. An extensive body of work in social psychology has focused on the Rejection-Identification Model (RIM) (Schmitt, Branscombe, Postmes, & Garcia, 2014). Embedded in the psychology of disadvantaged minority groups, Branscombe and colleagues (1999) examine the consequences of negative treatment for both positive and negative well-being.
11. RIM investigates two processes: Rejection-Disidentification (RDM) where prejudice (racism, sexism) causes separation from the majority dominant group (e.g., national

belonging) and Rejection-Identification (RIM) where prejudice can increase connection and identification with the excluded 'victim' minority group. The former is expected to negatively impact mental health and well-being and quality of life while the later improves these outcomes.

12. In RIM, prejudice is interpreted as rejection by the majority powerful group towards one's minority group, which can reduce belonging to the larger group (e.g., nation) and sense of inclusion and being accepted and respected in the social system in which one lives. This experience in turn can negatively impact well-being.
13. Given social identity arguments about being motivated to define one's own group (and self-concept) in positive ways, disidentification with the national group can lead to increased identification with one's 'victim' subgroup (e.g., ethnic, religious, cultural, gender). This minority group identification can be related to positive well-being outcomes.
14. Branscombe, Schmitt and Harvey (1999) conclude based on a test of RIM that "attributions to prejudice can indirectly enhance well-being by encouraging minority group identification, while at the same time having a direct negative effect" (p. 143).
15. Building on this initial work which has expanded around the world, Schmitt et al (2014) conducted a meta-analysis of over 320 studies and 144,000 participants examining the relationship between perceived discrimination and negative psychological well-being. They included studies that had samples of a variety of ethnic migrant groups in different countries and showed experiences of discrimination are associated with lower levels of self-esteem, life satisfaction, positive affect, and a sense of control, as well as higher levels of depression, anxiety, and other forms of psychological distress.
16. Schmitt et al's (2014) key findings are that 1) both personal and group discrimination were significantly related to negative well-being, 2) the size of the negative effects were stronger amongst disadvantaged groups in society than higher status groups and 3) considering only experimental work in the meta-analysis (Study 2), invoking manipulations of pervasive discrimination against the minority ingroup negatively impacted on well-being.
17. With respect to both physical and mental health, Paradies and colleagues (2015) conducted a systematic review and meta-analysis on racism as a determinant of health outcomes. It included 293 studies reported in 333 articles (with adjustments for publication bias) including over 20 specific indicators. The statistical analyses revealed that for only 5 of the indicators there was not a significant relationship with experiences of discrimination.
18. The indications of physical health include the following;
 - a) physical health (blood pressure and hypertension, overweight-related measures, heart conditions and illnesses, diabetes, high cholesterol, and miscellaneous/mixed measures of physical health);
 - b) general health (including both physical and mental health, or unspecified as physical and/or mental health; e.g., feeling unhealthy).
19. The indications of mental health include the following;
 - a) negative mental health (depression, anxiety, distress, psychological stress, negative affect, post-traumatic stress (PTS) and post-traumatic stress disorder (PTSD), somatization, internalizing, suicidal ideation/planning/attempts, other mental health symptoms such as paranoia and psychoticism, and general mental health);
 - b) positive mental health (self-esteem, life satisfaction, control and mastery, wellbeing, positive affect);
20. There were significant relationships between discrimination and each of these indicators of physical health:
Overweight (BMI, WC, WHR, overweight, obesity),

- Miscellaneous physical health,,
 - Overall physical health
 - General health (unspecified/ physical & mental)
21. There were significant relationships between discrimination and each of these indicators of mental health and well-being:
- Depression,
 - Distress,
 - Stress,
 - Anxiety,
 - Internalizing
 - Negative affect,
 - Post-traumatic stress and post-traumatic stress disorder,
 - Somatization,
 - Self-esteem,
 - Control/Mastery,
 - Life satisfaction
 - Wellbeing
 - Overall positive mental health
22. There were *not* significant relationships between discrimination and each of these indicators:
- Blood pressure and hypertension,
 - Cholesterol
 - Diabetes,
 - Heart conditions/illnesses,
 - Positive affect
23. More specifically, with respect to members of ethnic minority groups, de Freitas and colleagues (2018) conducted a systematic review and meta-analysis of the correlates of perceived ethnic discrimination in European countries. The mean percentage of foreign-born participants across the studies was 63.25%. The analyses across 51 studies revealed that discrimination was significantly and positively associated with the following:
- Symptoms of psychiatric disturbances,
 - Depression,
 - Psychosis,
 - Perceived stress,
 - Externalizing behavior
24. Discrimination was also significantly and negatively associated with the following:
- Self-esteem,
 - Positive evaluation of life,
 - Self-efficacy/mastery,
 - Well-being,
 - Psychological adaptation of migrants.
25. No effects were evident for the following aspect of mental health and well-being
- Anxiety

26. de Freitas and colleagues (2018) conclude that the “negative impact of the perception of ethnic/racial discrimination on mental health and psychological functioning is generalizable to different countries and cultures, regardless of historical roots, economic development, and integration policies” (p. 720).
27. When considering Muslim groups, Samari and colleagues (2018) conducted a systematic review of personal and group discrimination (Islamophobia) and health that included 53 studies with 34 articles examining mental health in Western countries. These authors conclude “the research showed consistent relationships between experiences of discrimination and poor mental health among Muslims and Muslim-like populations. Findings of worse mental health were largely consistent, irrespective of the population or the methodology used” (p. e3).
28. More recently, Kathawalla and Syed (2021) conducted a systematic review and meta-analysis on discrimination, life stress and mental health of Muslims. The review included 120 studies and 130 unique samples and 27,725 individuals. They found that personal and group-based discrimination were significantly related to life stressors (small to moderate range) and mental health (moderate to large range). It is argued that Islamophobia with anti-Muslim stereotypes and propaganda across North America, Europe, New Zealand, and Australia, is associated with the negative psychological well-being of Muslims living in Western countries.
29. Stuart and colleagues (2020) have examined among British Muslims the association between discrimination and depressive symptoms and the mediating impact of religious and national identity. It was expected that there would be a significant negative relationship between discrimination (assessed as personal discrimination and as perceived Islamophobia) and depressive symptoms. Personal discrimination was associated with greater depressive symptoms. Perceived Islamophobia was directly associated with stronger Muslim identity (RIM), and personal discrimination was associated with weaker British identity (RDM).
30. With respect to Australia, Hashemi and colleagues (2019) conducted a survey of 382 first-generation young adult Middle Eastern (ME) migrants, aged between 20 to 39 years. Key mental health and well-being outcomes included negative affect, positive affect and satisfaction with life. These researchers were interested in the role of social support. For the purposes of this Report a key finding is that, consistent with other samples, there was a significant positive association between discrimination and negative affect for those participants reporting both high and low levels of perceived social support.
31. Also focusing on Australian Muslim samples, Yeasmeen and colleagues (2023) examined types of racism and its effect on mental health among Muslim women in Victoria, Australia. It is argued Muslim women are more vulnerable to racism because of the intersectionality of religion, race, and gender which includes the visibility of religious group membership. A survey was conducted across rural and urban communities where data was collected from 580 culturally and linguistically diverse (CALD) Victorian women. To assess psychological distress the Kessler 6 Psychological Distress Scale was included. The survey also asked participants about their racism experience, types of racism, and frequency of occurrence.
32. Importantly for the current Report, the types of racism that were assessed by Yeasmeen and colleagues (2023) included Verbal Abuse, Exclusion, Treated Improperly and Vandalise and Physical Threat. Of high relevance is ‘Exclusion’ which included examples of being told “the participant does not belong in Australia” and/or “that you should ‘go home ‘or ‘get out’” (p. 203). It was found that Muslim women in the CALD sample had experienced a higher prevalence of racism and were more likely to have high or very high psychological distress. Muslim women were more likely than non-Muslim women to experience overall racism as well as Verbal abuse and Exclusion (being told that they do not belong in Australia and should go back to their country).

QUESTION (b) (ii) If a person that shared any or some of the Group Attributes read the Hanson Tweet and/or was told words to the effect of “go back to where you came from:”

- A. are they likely to be negatively impacted? If so, to what extent?
- B. is the impact experienced by that person likely to be exacerbated when the publisher of the phrase “go back to where you came from,” is a colleague, a person with a significant public profile; and/or an elected public official?

SUMMARY RESPONSE (ii) (A)

- 33. Prejudice and discrimination are markers of negative (ingroup-outgroup) intergroup relations. People see themselves as similar and interchangeable with other ingroup members and their attitudes, emotions, motivations, and behaviour are oriented to the group-level.
- 34. Members of the ingroup will interpret events in similar ways and will be affected by treatment of individual group members or the group as a whole in similar ways.
- 35. It can be concluded that a person that shares any or some of the Group Attributes who reads the tweet by Senator Hanson and/or was told words to the effect of “go back to where you came from” will be impacted. It is likely for them to experience prejudice and racism which is associated with significantly poorer physical and mental health.

SUMMARY RESPONSE (ii) (B)

- 36. Based on the material already outlined, negative prejudice can ‘signpost’ exclusion and rejection from the majority, dominant group. The ‘source’ of such messages of racism such as a colleague, a person with a significant public profile; and/or an elected public official should have an impact. Public officials play a critical role in prejudice reduction and tolerance according to contact theory and by extension would be expected to play a critical role in the opposite, its spread.
- 37. There is a strong theoretical case that can be made for this relationship but there was less available research that I could find to directly inform my opinion.
- 38. Building on existing material in KEY MATERIAL (i) (and material from The Parliamentary Assembly in Europe of the Council of Europe (see KEY MATERIAL (ii) B, below) my expert opinion is that the behaviour of public officials, what they say and do, is amplified because they are in positions of power and hold positions of authority and influence. The actions of officials can result in further marginalisation, disengaged from the political process and less likelihood of national identification and belonging.

KEY MATERIAL (ii)

- 39. The section in Background below ‘Social psychology of prejudice, discrimination and racism’ outlines social identity and group psychology and its implications. The section above ‘KEY MATERIAL (i)’ incorporates research that has assessed personal discrimination and group discrimination. Discrimination can occur and have impacts on multiple levels; concerning individual-level experiences and the group level where there is an awareness of intergroup relations and the treatment of your group by others. Studies outlined above by Schmitt et al. (2014) and Kathawalla and Syed (2021) include both personal and group discrimination as do many others. The associations with mental health have been observed with all levels of discrimination.
- 40. Other jurisdictions have clear guidelines for political leaders with respect to racism and hate speech. As an example, The Parliamentary Assembly in Europe of the Council of Europe states;
“The Parliamentary Assembly is concerned by the threat posed by hate speech, which dehumanises the individuals and groups it targets, making them more vulnerable to stigmatisation, discrimination and violence. Hate speech erodes the social fabric and hinders peaceful living together in diversity. It produces a feeling of exclusion among minority groups and can contribute to alienation, marginalisation, the emergence of parallel societies

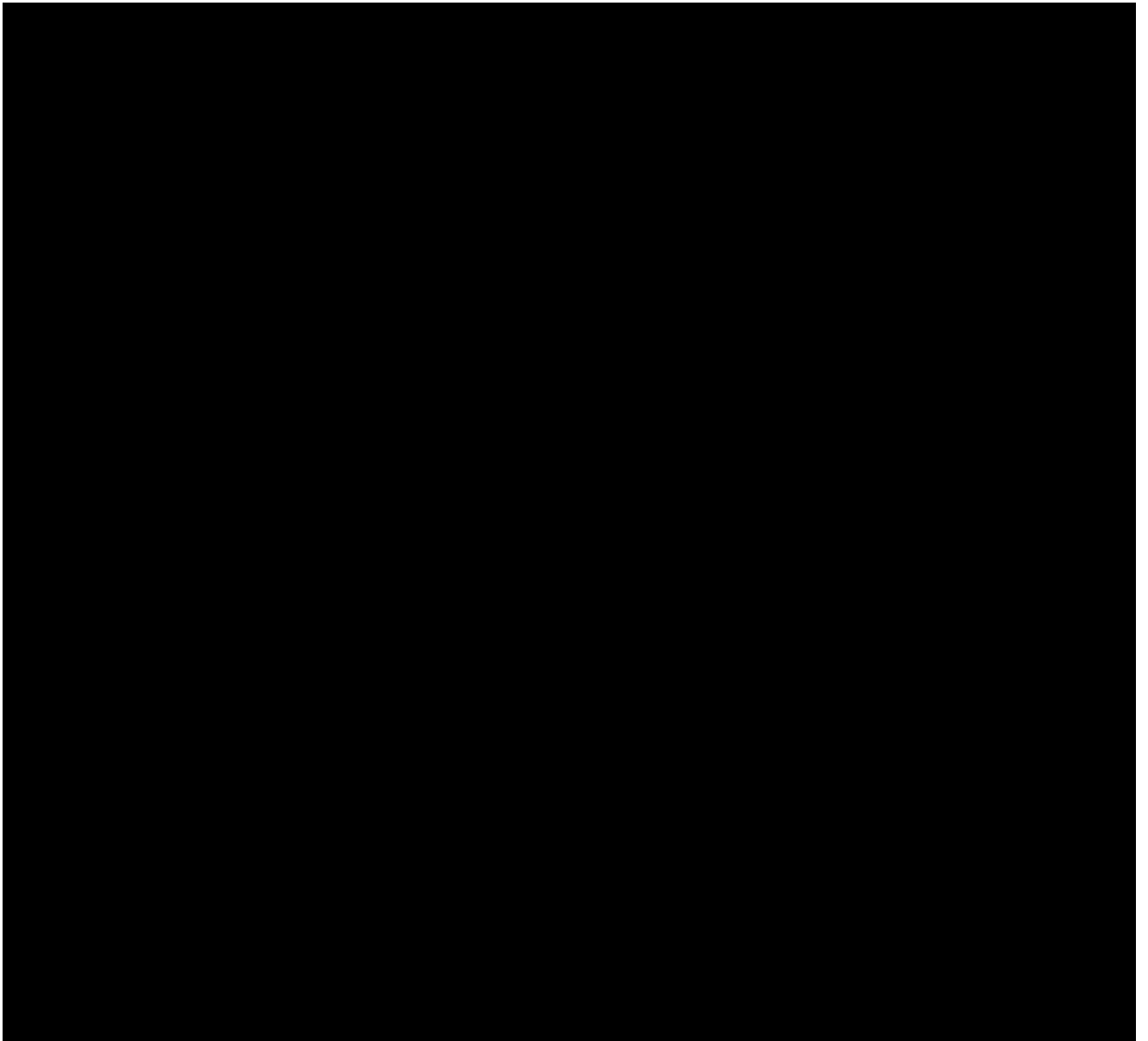
and, ultimately, radicalisation. When used in political debate, it becomes a barrier to constructive dialogue between political forces and it undermines democratic values. The Assembly considers that the most effective way of preventing hate speech is to strengthen adherence to the principles of democracy, human rights and the rule of law, and to promote a model of society that embraces diversity and respects human dignity.

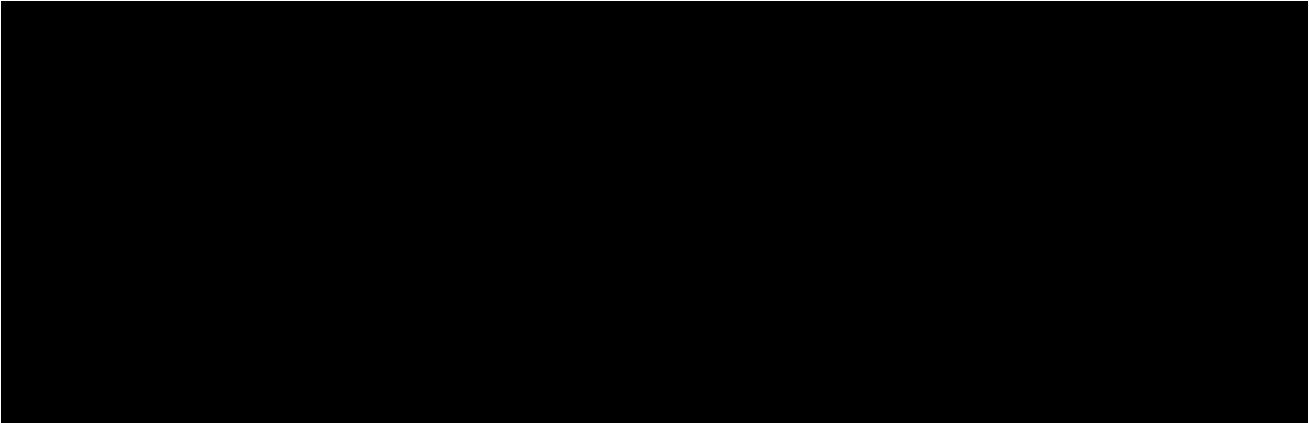
Politicians, along with other public figures, have a vital role to play in this process. Their status and visibility allow them to influence a wide audience and to define to a significant degree the themes and the tone of public discourse.

In fact, politicians have both a political obligation and a moral responsibility to refrain from using hate speech and stigmatising language, and to condemn promptly and unequivocally its use by others, as silence may be interpreted as approval or support. The enhanced protection of freedom of expression that they enjoy also strengthens their responsibility in this area”.

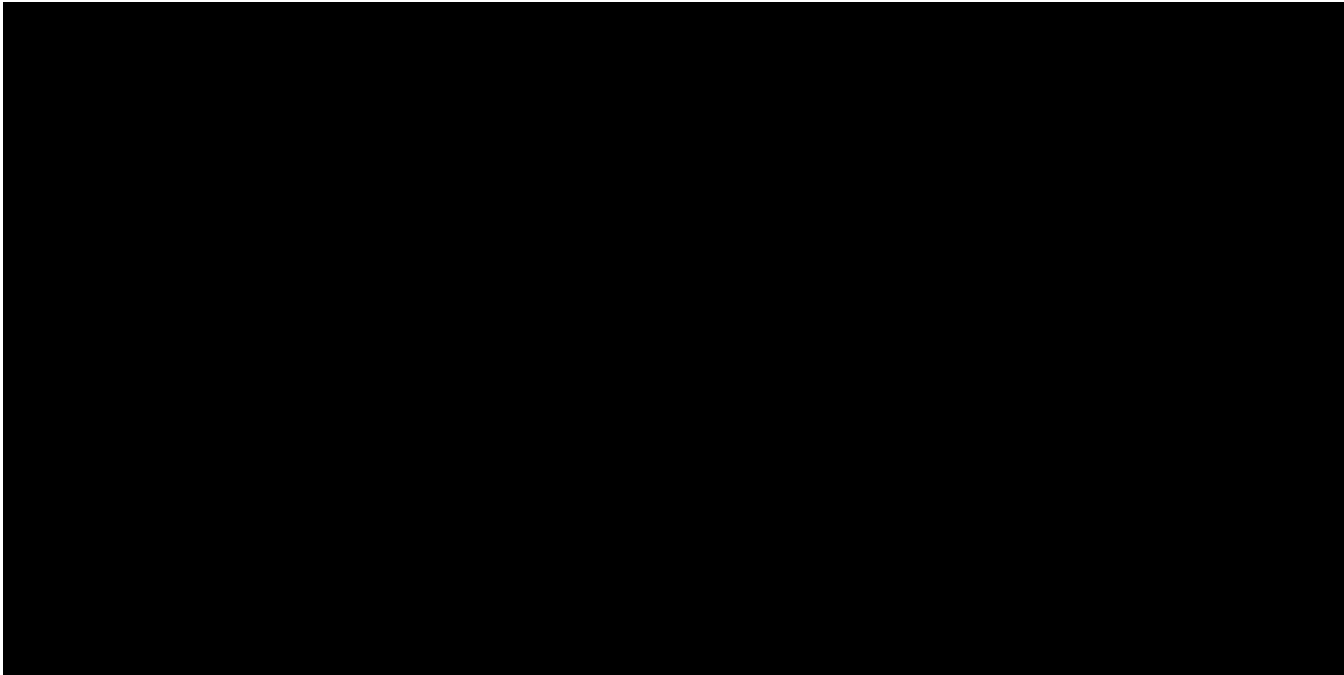
QUESTION (b) (iii) Having regard to the material included at Schedule C, document no. 11, being the 776 responses to the How Does It Make You Feel Form:

- A. what are your observations and/or comments about the impact of the Hanson Tweet on people that share any or some of the Group Attributes?
- B. does this material support your responses to the questions posed at paragraphs (b)(ii) and (b)(iii) above?





QUESTION (b) (iv) Having regard to the harm outlined at [36] of the Concise Statement, in your experience, is this harm consistent with what you would expect a person who shares any of or some of the Group Attributes to suffer after becoming aware of the Hanson Tweet?



BACKGROUND

Social psychology as a sub-discipline of Psychology

Brief historical overview

54. Psychology is the scientific study of mind, brain and behaviour with social psychology focused on the impacts of social or human influences. It concerns the impact of the real, imagined, or implied presence of others on individuals' thoughts, feelings, and behaviours.
55. It is recognised that society, culture and groups are products of human interaction and co-ordination and these also affect such interactions. An ongoing mission is to develop a detailed and robust theoretical account of how human psychology makes group/social behaviour possible and the way in which society, culture and groups come to affect the way individuals' think, feel and behave (*interactionism*; Haslam, Reicher & Reynolds, 2012).
56. Social psychology emerged as a distinct field in the late 19th Century, influenced by the works of philosophers like William James and John Dewey. The focus was on understanding individual and group behaviour in social contexts.
57. Key ideas in its history can be outlined across the early, mid, late parts of the 20th Century and the early 21st Century. In the early 20th Century, the Gestalt tradition emerged where psychologists, such as Kurt Lewin, played a crucial role in shaping social psychology. Lewin introduced the idea of field theory, emphasising the importance of considering the person and the environment as interconnected.
58. In the mid-20th Century, Behaviourism and Social Learning dominated understandings of motivation and behaviour. Social learning theory, developed by Albert Bandura, emphasised the role of observational learning and modelling. Also at this time, social psychologists like Solomon Asch, Stanley Milgram and Muzafer Sherif conducted influential experiments exploring conformity, obedience, and group dynamics. Models of norms and influence emerged that recognised groups had “supra-individual” qualities that were more than the sum of the characteristics, attributes and decisions of members.
59. In the late 20th Century there was a rise in cognition and information processing models as well as growth in experiments and controlled studies of social phenomena. With an increased focus on social issues, work on prejudice, racism, intergroup conflict and tolerance expanded especially through unconscious or implicit cognitive biases, the contact hypothesis and group categorisation processes (individual, sub-group and superordinate self-processes). Since the 1970s there has been a focus on understandings of intergroup relations and how individuals categorise themselves and other into various social groups and how these categorisations affect people's motivations, attitudes and behaviour (Tajfel & Turner, 1979; Turner et al., 1987; Turner & Reynolds, 2012).
60. In the early 21st Century, social psychology has attracted wider interest with the expansion with neuroscience, economics and health. With behavioural economics it is notable that the Nobel prize was awarded to experts drawing heavily on psychological theory and insights in understanding rationality based on expected utility, decision-making and the norms of people's social groups (Akerlof, 2001, Kahneman, 2002; Thaler, 2017). Understanding how social norms and group behaviour affect economic outcomes can inform policies aimed at addressing market failures and promoting desirable behaviours.
61. Another area of expansion since 2000, is in the area of social psychology and health including in the context of migration, racism and the COVID-19 pandemic. There has been a growth in areas such as stress, coping, social support, health behaviour change and the impact of the social determinants for health on individuals, groups and communities. There is a broader recognition of the complex interplay between structural, social, and psychological factors in health including in the areas of positive psychology and a strengths-based approach to health initiatives and interventions.

Methods of investigation

62. Social psychology researchers employ a wide range of methods to explore the complexities of human social behaviour and the factors that influence it, including in the main.

Experimental Methods: Controlled experiments are commonly used to examine causal relationships between variables in social psychology. These experiments often involve manipulating independent variables and measuring their effects on dependent variables.

Surveys and Questionnaires: Social psychologists frequently use surveys and questionnaires to collect self-report data on attitudes, beliefs, and behaviours from large samples of participants.

Observational Studies: Researchers observe and record behaviour in naturalistic settings to gain insights into social phenomena.

Correlational Studies: Correlational research examines the relationships between variables without experimental manipulation.

Field Experiments: Some social psychology studies take place in real-world settings, allowing for greater ecological validity.

Longitudinal Studies: Researchers track the same individuals or groups over an extended period to examine how social attitudes and behaviours change over time.

Quality of evidence

63. The National Health and Medical Research Committee (NHMRC) provides a framework for categorising evidence into different levels based on the type and quality of research.

NHMRC guidelines often emphasise the importance of assessing the quality of evidence when making recommendations. This assessment considers factors such as study design, risk of bias, sample size, and consistency of results. Systematic reviews and meta-analyses of randomised controlled trials are typically considered the highest level of evidence when assessing the effectiveness of interventions. The hierarchy typically includes:

Level I: Systematic reviews of high-quality randomized controlled trials (RCTs).

Level II: Well-designed RCTs.

Level III-1: Pseudorandomised controlled trials (non-random allocation methods).

Level III-2: Comparative studies with concurrent controls and allocation not randomised.

Level III-3: Non-comparative studies.

Level IV: Case series with either post-test or pre-test/post-test outcomes.

Level V: Expert opinion.

64. NHMRC also uses a grading system to indicate the strength of recommendations based on the available evidence. The grades typically include:

A: Directly based on high-quality evidence.

B: Directly based on moderate-quality evidence.

C: Directly based on low-quality evidence or expert consensus.

D: Directly based on evidence of poor quality or expert opinion.

This framework informed this opinion and the grading system will be used to draw conclusions.

Social psychology of prejudice, discrimination and racism.

65. Prejudice, discrimination and racism are topics that have central to social psychology over the last 80 years.

66. In terms of *definitions* from this field, prejudice is typically defined as a negative attitude or emotional response toward members of a particular social group based solely on their membership in that group. Prejudice involves making generalised judgments about

individuals or groups and it often involves negative stereotypes and feelings directed toward a particular group.

67. Racism is when negative prejudice is directed towards an individual or group on the basis of their ethnic, cultural (and often religious) or racial heritage and can be institutional where racism is embedded in the culture, ethos, laws and societal norms.
68. Discrimination concerns behaviour where an individual or groups' actions harm through exclusion, negative treatment, violence, or inequity in opportunities.
69. Researchers study prejudice to better understand its origins, consequences, and ways to reduce its impact on intergroup relations and societal well-being. The main foci include explaining prejudice attitudes through realistic conflict over resources, mental cognitive resources and limitations, and group psychology and intergroup relations based on social identity theory and self-categorization theory (Tajfel & Turner, 1979; Turner et al., 1987; Turner & Reynolds, 2012). These theoretical perspectives can help provide insights into racism and well-being and the mechanism through which there is a relationship between these factors (e.g., through what processes does racism impact on a target's mental health and well-being and that of the wider group of "like" members).
70. My expertise concerns social identity theory and self-categorization theory and these theories have several relevant components as follow:
 - Self-Categorization:* People naturally categorise themselves and others into various social groups based on socially relevant characteristics such as race, ethnicity, gender, religion, nationality, and more. These group categorisations are a fundamental aspect of social perception.
 - Social Identity:* When individuals identify with a particular social group (ingroup), they adopt the group's norms, values and belief (stereotypic characteristics) as part of their own self-concept. This identification can lead to a sense of belonging and self-esteem. People engage in social comparison to enhance their self-esteem. They compare their group to other groups and strive to maintain a positive social identity by emphasising the superiority of their own group.
 - Ingroup Favouritism:* People tend to evaluate their ingroup more positively than outgroups (groups to which they do not belong). This ingroup favouritism can lead to favouring of one's own group compared to other outgroups. In the 1970s Tajfel and his colleagues conducted experiments using the minimal group paradigm, where participants were assigned to arbitrary and minimal groups based on trivial criteria. Even in such minimal groupings, participants made decisions that maximised the differences between the ingroup and outgroup in ways that favoured the ingroup.
 - Outgroup Derogation:* In addition to ingroup favouritism, it is recognised that individuals may also engage in outgroup derogation, which involves negative attitudes or behaviours toward members of other groups.
71. These well-researched and validated theories argue that racism is an outcome of conflictual intergroup relations where there is tension between a person's ingroup (e.g., Anglo-Australians) and an outgroup (e.g., Muslim Australians).
72. People have been shown to have an ability to categorise oneself as an individual ("I" and "me") and as a group member ("we" and "us"). People can shift from one level of self-categorization to another and in different situations a personal or a social identity may be salient or cognitively operative. When social identity is salient people see themselves as similar and interchangeable with other ingroup members and their attitudes, emotions, motivations, and behaviours, are shaped by what it means to be an ingroup compared to an outgroup member. *What happens to one group member can generalise to the group as a whole.*

73. Social identity has been demonstrated through a substantial body of experimental work to have a powerful impact of motivation, attitudes, behaviour and, more recently, well-being. A leading expert in this area, Marilynn Brewer (2007) highlights that “the fact that individuals value, favor, and conform to their own membership groups (in-groups) over groups to which they do not belong (out-groups) is among the most well-established phenomena in social psychology” (p. 729).
74. Building on these ideas, as a function of ingroup-outgroup comparisons, outgroups can be defined in negative terms and derogated especially when there is a perception of threat to one’s own group. Riek, Mainia and Gaertner (2006) conducted a meta-analysis including 95 samples that showed *perceptions of threat are related to prejudice*.
75. In realistic conflict theory, two areas of ingroup threat from an outgroup are identified; realistic and symbolic. Realistic threat relates to material resources such as land, wealth, employment and welfare. Symbolic threat refers to when one group threatens the norms, traditions, morals, values, and beliefs of the ingroup. Often it is minority newcomer groups to a nation that have been shown to threaten the standing and valued dimensions of the dominant group and are a symbolic threat.
76. In summary, and in the context of this Report the following points need to be highlighted;
- People can view themselves as individuals and group members.
 - When a group feels threatened social identity can become salient and contextually meaningful and ingroup-outgroup relations affect attitudes, motivations and behaviour.
 - People act and interpret events as group members (e.g., real Australians vs immigrants) and seek to advance their group’s interest.
 - Discussions between individuals can be interpreted and responded to as group members where emotions, meanings and consequences generalise to the group as a whole.
 - Negative prejudice and racism towards an individual person can have a much wider impact to members who identify with that psychological ingroup.

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Curriculum Vitae Katherine Jane Reynolds

Short Biography

I am a Professor of Psychology and Learning at the Faculty of Education, University of Melbourne and was formerly at the Australian National University (ANU) Department of Psychology where I served as Associate Director (2014-2017). I am a leading expert in the areas of group processes (leadership, influence, norms) and intergroup relations (stereotyping, prejudice, conflict, cohesion) from a social identity perspective (e.g., Turner & Reynolds, 2012).

Research: I have received funding by the Australian Research Council and Federal and State Governments (>9 million in external funding) and my research has appeared in top scientific journals and received media attention (> 13,500 citations *Google Scholar h=57 i10=109*; see last page for summary of significant contributions to the field). I have published over 120 journal articles and book chapters and co-edited book volumes, including *The Psychology of Change: Life contexts, experiences and identities* (2015) and *Understanding Prejudice, Racism and Social Conflict* (2001). In 2020 I was awarded a Honoris Causa degree University Clermont Auvergne, France for a “distinguished researcher having worked closely with France at the highest academic and university level”.

The broad questions that frame my work concern the impact of group-based social identity and ingroup norms on individuals’ attitudes, well-being, and behaviour and behaviour change. Groups can be small or large and refer to when people are connected to one another by a shared characteristic, interest or purpose (ethnic, religious, political, national, attitudinal, work-based). Recently, the research team I lead demonstrated that through changing people’s group membership and/or the strength of belonging and connection to the group (school climate and school identification) it is possible to bring about person change (e.g., less prejudice, less peer aggression and greater engagement in learning in high school, better well-being). More specifically, with colleagues I have investigated how to build brighter futures for children and youth through better understanding the role of school connectedness – identification, belonging – on academic achievement, bullying and well-being. Partnering with ACT Education Directorate, this research is being successfully translated to impact on practices within schools and in policy domains.

Leadership & Service: I have been a staff elected member for ANU Council (2019-2020; re-elected 2020-2022) and representative for the ANU College of Medicine and Health Academic Board (2018-2020; 2020-2022). Recently I was elected President of the *International Society of Political Psychology* (ISPP; 2016-2018) and President of the *Society of Australasian Social Psychologists* (SASP; 2017-2019). At the University of Melbourne, I am a member of the Academic Board (2022-), Staff Reference Committee (2023) and Faculty of Education Executive Committee (2023).

I have served on several executive committees of professional societies, editorial boards and as Associate Editor of *Personality and Social Psychology Bulletin* and *Political Psychology*. In addition, I have advised the Federal Government Diversity and Social Cohesion program and Evaluation of the Cape York Welfare Reform Trial (measurement of community norms and behaviour change).

Teaching & Mentoring: I have experience teaching at all levels of undergraduate and post-graduate education in areas of social and organisational psychology with my lectures assessed as being engaging and useful by students. I have experience supervising >60 research students (52 Honours students; 13 Higher Degree by Research students with an additional 7 current students). I have mentored 9 Early Career Researchers and published with over 100 co-authors from around the world and including approximately 30 articles with current or former research students/ECRs.

Outreach: I am committed to sharing insights from social psychology and behavioural science more broadly, so they are accessible and useful to a wide audience. I have experience delivering accessible presentations, media releases, radio and TV interviews.

Nationality

Australian

Academic Qualifications

PhD, Australian National University	1997
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Academic Positions (Recent appointments)

Professor of Psychology and Learning, University of Melbourne	2022-
Professor of Psychology, ANU	2017-
Adjunct Professor, Tianjin University, China	2017
Associate Professor, ANU	2008-2014

Honours & Awards

Member of the Society of Experimental Social Psychology (SESP)	2005
Awarded an Australian Research Council QE11/ARF Fellowship (100% funded; DP0663314) “Self-categorization and personal identity: Integrating group and personality processes” with a success rate of only 10% in the year it was awarded	2006
Visiting fellowship travel grant to the University of Clermont-Ferrand, France	2012
ANU Media and Outreach Award for Improving the quality of public debate	2015
Adjunct Professor, Tianjin University, China	2017
Excellence Award, Teaching Visit Program in China	2019
Honoris Causa degree University Clermont Auvergne, France <i>Distinguished researcher having worked closely with France at the highest academic and university level.</i>	2020 awarded 2023

Professional memberships & Service**Memberships:**

<i>Society of Personality and Social Psychology</i>	1995-present
<i>Society of Australasian Social Psychologists</i>	1995-present
<i>European Association of Social Psychology</i>	1998-present
<i>Society of Experimental Social Psychology</i>	2005-present

Selected Editorial responsibilities:

Associate Editor <i>Personality and Social Psychology Bulletin</i> <i>Impact factor increased to 2.91; ranked 7/62 in social psychology</i>	2010-2012
Co-editor <i>Political Psychology</i> <i>Impact factor increased to 2.76; ranked 9/62 in social psychology</i>	2013-2015
Editorial Board:	
<i>European Review of Social Psychology</i>	2002-present
<i>European Journal of Social Psychology</i>	2002-2011, 2016-present
<i>British Journal of Social Psychology</i>	2002-present
<i>Journal of Applied Social Psychology</i>	2009-present
<i>Political Psychology</i>	2010-2015

Plenary, Keynotes & Invited talks (Selected)

I have been invited to give talks on my research around the world. The following are indicative of my recent keynote presentations.

- 2009: Australian Sociology Association Conference, Canberra
- 2012: Keynote Address: International Society of Political Psychology, Chicago
- 2013: Intergroup Processes, Germany
- 2017: Presidential Address, International Society of Political Psychology, Edinburgh
- 2018: Presidential Address: Society of Australasian Social Psychologists, Wellington
- 2018: Prime Minister & Cabinet Behavioural Insights Team Presentation: *The interface between social psychology, economics, and policy domains: The new frontier of social norms* (with Winnifred Louis).
- 2020: Keynote Address: Advancing Community Cohesion Conference, Sydney
- 2022: Address: Honoris Causa degree University Clermont Auvergne, France
- 2023: Keynote Address: Welcoming Australia *Strengthen social cohesion for future prosperity: What works and why?*
- 2023: Keynote Address: *State of trust in social and political psychology: What we know, what we don't, and where we should be looking?* Organizers: Gabriela Jiga-Boy & Olivier Klein, 30 June Krakow, Poland.

Major funding support (>14 grants, total > 9 million dollars external funding, >200,000 p.a.)

My funding profile is diverse and includes fundamental discovery (5 ARC Discovery Projects), industry partnerships (2 ARC Linkage Projects), and State Government projects (e.g., ACT Education Directorate).

ARC DP <i>The social psychology of intergroup relations: Investigating the role of individual and group factors in explaining ethnocentrism, prejudice and discrimination.</i> \$147,000 (A79905299)	1999-2001
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ARC DP <i>Social identity processes in groups and organizations: Issues of leadership and power.</i> \$158,000 (A00104571)	2001-2003
ARC DP, “ <i>From the inevitability of prejudice to the origins of social change: The emergence of perceived illegitimacy in intergroup relations.</i> ” \$728,000 (DP0342645)	2003-2007
*ARC DP, “ <i>Self-categorization and personal identity: Integrating group and personality processes.</i> ” \$670,000 (DP0663314)	2006-2010
*ARC LP, “ <i>Understanding the school as an intergroup system: Implications for school reform and improving student and staff outcomes</i> ” \$420,000 with partner ACT Education (LP0883652)	2008-2011
ARC DP <i>Leadership, social identity and the dynamics of influence in intergroup relations: A new understanding of social continuity and change.</i> \$460,000 with carry-forward 2014-2018 (DP1095319)	2010-2017
*ARC LP, <i>Building successful diverse communities: What works and why?</i> \$323,000 with partner Federal DSS (LP120100446)	2012-2014
*ACT Education Directorate <i>School climate, school identification and school outcomes.</i> \$840,000	2013-2018
*ACT Education Directorate <i>School climate, school identification and school outcomes.</i> \$480,000	2019-2021
*ACT Education Directorate <i>School climate, school identification and school outcomes.</i> \$480,000	2022-2025
*ANU Grand Challenges Project Funding: <i>Social cohesion, Diversity & Integration.</i> \$2,800,000 from Grand Challenges and College funds with Babita Bhatt, Michael Zekulin & Israr Qureshi.	2019-2023
*MNSW Community Relations Index with Nima Orazani, Ben Jones, James O’Donnell (approx 300K)	2021-2023
2023 ARC DP <i>Beyond Directional Motivated Reasoning: Social Identity and Partisan Truth</i> (DP230100040) Platow, M. J., Newman, E., Reynolds, K. J., Spears, R. (successful, \$668,696)	2023-2027
2024 ARC DP <i>The Dynamics of Racism in Australia: The Voice Referendum as a Catalyst?</i> (IN240100021) Evans. O., Cruwys, T., Reynolds, K.J. Walker, I., & Preya Selvanathan, H. (in submission)	2023-2027
2024 NISDRG ARC <i>Thwarted Identity: The Missing Link Between Psychopathology and Prejudice</i> (EINI240100078) Cruwys, T., Haslam, C., Platow, M., Reynolds, K. J., Haslam, S. A., (in submission)	2024-
*Commonwealth Education, <i>Voluntary Mental Health Check Tool</i> tender MGSE Nikki Richards, N., Hyde, C., Quach, J., Vella-Brodrick, D., Sancu, L., & Goldfeld, G. (approx \$8,500,000 (unsuccessful)	2023-2024
*ACT Well-being framework ACT-ANU partnership (approx.500K from ACT Chief Ministers and Cabinet matched ANU CHM) with Tegan Cruwys, Robert Gotts (successful) <i>The ACT has an extraordinary and unique opportunity to lead the way in metrics and analysis that underpin a successful well-being framework; one that can transform lives through the integration of policy and research expertise. Seven jurisdictions around the world have governments that are serious about advancing ‘well-being’, broadly defined, as their indicator of success with legislation and/or national targets (Ecuador, Wales, New Zealand, ACT, Italy, New Zealand. Scotland). Many more are moving in this direction and will learn from the ACT experience. There are long term savings and reduced debt to the future if the actions taken now do lead to connected, healthier and more sustainable living. To do so life-course researchers in the areas of health, developmental psychology, behaviour, education and medical and psychological clinical specialists and cutting-edge data scientists and policy makers need to work together</i>	2023-2027

*as lead investigator

Leadership & Administration (Selected; Diverse and across all levels of ANU)

Board Memberships:

University of Melbourne Staff Reference Group	2023
University of Melbourne Faculty of Education, Appointments and Promotions Committee	2023
University of Melbourne Faculty of Education, Executive Committee (AG Representative)	2023-2023
University of Melbourne, Academic Group Co-Lead Learning Intervention (Interim)	2023
University of Melbourne Academic Board	2022-

ARC National Intelligence and Security Discovery Grants Advisory Committee (NISDRG Program)	2021-2022
Behavioural Economics Team Australia Academic Advisory Panel, Prime Minister & Cabinet	2021-
Scanlon Foundation Research Institute Research Committee	2020-2022
ANU Council (elected staff member)	1/2019-9/2020
	2020-2022
ANU Academic Board representation for College of Health & Medicine	2018-2020
	2020-2022
John XXIII College Board, ANU	2020-2023
National Intelligence Community Innovation and Science Advisory Board, Office of National Intelligence, Australia	2019-2022
Social Cohesion Grand Challenges Advisory Board	2020-2022
ANU Centre Steering Group Leaders, Elections & Democracy	2021-2022
<i>Other Senior Responsibilities:</i>	
Associate Director & Executive, ANU Research School of Psychology <i>During my term RSP's media and outreach profile increased substantially as evidenced by increased media activity by staff.</i>	2014-2017
President <i>International Society of Political Psychology</i> <i>During my term membership increased for the first time in five years by 40% and the conference was one of the largest in its history.</i>	2016-2017
Past-President <i>International Society of Political Psychology</i>	2017-2018
President <i>Society of Australasian Social Psychologists</i>	2017-2019
Past-President <i>Society of Australasian Social Psychologists</i>	2019-2020
<i>Other Committee Responsibilities:</i>	
Member of the VC's Flexible Learning Working Group chaired by Professor Keith Houghton, Dean College of Economics and Business	2006
Psychology representative on the ANU Human Ethics Committee.	2007-2009
Convener of School of Psychology Seminar Program	2008-2009
Member of the College of Medicine, Biology and Environment Research Committee (leader "People, Society and Environment" research capability).	2009
Member Evaluation Reference Group Cape York Welfare Reform Trial (<i>Department of Family, Housing, Community Service and Indigenous Affairs</i>)	2009-2012
Colleges of Science Undergraduate Science Research Working Party informing the College Strategic Plan in Education.	2010
Governing Council <i>International Society of Political Psychology</i>	2011-2014
Chair: ACT Education and Training Directorate Safe and Engaging Schools Roundtable	2012-2015
Joint College Equity and Diversity Committee	2015- 2018
College HM Research Committee (Alternate) & Promotion Committee	2017
School of Psychology Alumni and Engagement & Research Committees	2020-2022

Teaching Experience & Achievements

Undergraduate Teaching (all levels of undergraduate study)

First year: Introduction to organisational psychology, Introduction to social psychology, The science and practice of well-being.

Second year: Social psychology

Third year: Advanced social psychology, Industrial and Organisational Psychology

Fourth year: Theory in psychology

Guest Lectures: Behavioural economics, Unravelling complexity, Leadership theory Australian Command & Staff College with ANU Strategic Defence Studies Centre.

Honours Supervision (n=53; italics = graduate Gov't, bold graduate Management consulting, underlined research/further study)

• 1997 Odette Vogt • 1998 *Belinda Barker* • 1999 Markus Uzubalis • 2000 Timothy Clarke • 2001 *Emily Jacka* • 2002 *Frances Dunbar* & Kate Yapp • 2003 Emina Subasic & Kylie Colless • 2004 Xuelin Teo • 2005 Katherine McHugh • 2006 Melissa Carters & *Belinda Mitchell* • 2007 Brigit Macguire • 2008 Yvonne Chow & Ben Jones • 2009 *Lisa Macnaughtan*, Ashley Backhouse, & Rebecka Hore • 2010 Kassandra Gratwick-Sarll, Melissa Floyd & Corie Lin • 2011 Isobel Turner • 2012 **Cameron Knott** (with Emina Subasic) • 2013 **Stefanio Portaluri**, Elle McIntosh, Amber Tan • 2014 Xian Liu, **Tim Hannan** & Toby Moffatt • 2015 Shuyi Chen, Sophie Maxwell, Sarah McKenna & Jim Yeow • 2016 *Loren Willis* & Tina Long • 2017 Linda McCann, Jaimee Hunt, Kate Barker & Xin Wang • 2018 Haochen Zhao, Neeraja Shankar, & Samuel Roberts • 2019 Mandira Mishra, Imogen Sykes-Bridge, *Lauren Ulrick* • 2020 Emma Dunstone, *Avalon Langdon*, Bethany Reid. • 2021 *Katelyn Durbin*, Gillian Harris • 2022 Suyi Chen • 2023 Zhonghu Fang

Francis Dunbar, Belinda Mitchell, Lisa Macnaughtan and Sophie Maxwell were awarded Honours prizes.

Mentoring and Research Training

Higher Degree Research Supervision (* = graduated, bold = current (7), n=20)

Ana-Maria Bliuc*	Opinion-based groups and political action (with Craig McGarty)
Martin Copeland	Social networks and social identity processes in organisations (with Al Klovdahl)
Mia Cotan*	Discrimination and well-being
Fiona Dunne	Predictors of non-normative violence
Kassandra Gratwick-Sarll*	Eating disorder literacy and help seeking behaviour
Chris Horan*	Resilience Training in the workplace (with Don Byrne)
Ben Jones*	Reconceptualization of scapegoating
Philip Krins*	Beyond the ‘right stuff’: The role of group processes in isolated extreme environments.
Rod Lamberts*	Communication and influence in the development of lay beliefs about mental illness (with Sue Stockelmayer)
Hanzhang (Corie) Lin*	Culture, self-identity and personality
Lisa MacNaughton	Emotional intelligence and social identity: Leader influence in a defence context
Shaistha Mohammed*	Leadership and Social Change: A Contest for Influence (with Emina Subasic)
Emma Smadbeck	Creating brighter futures: Youth well-being
Dora Sharpe-Davidson*	Self-concept structure, discrimination and well-being
Emina Subasic*	Political solidarity as a social change process: Dynamics of self-categorization in intergroup power relations
Isobel Turner*	Bullying and well-being: Social psychological factors
Kris Veenstra*	Casualisation, social identification and organizational outcomes (with Alex Haslam)
Loren Willis*	Social psychological theories and behaviour change: The case of binge drinking.
Ruth Wright*	The role of social identity processes in effective communication
Haochen Zhou*	An intergroup reconceptualisation of norms in behaviour change (August 2023)

HDR Panel Adviser (* graduated)

• Anita Miragaya (2016-) • Elizabeth Huxley (2011-2018) • Matthew Stanhope (2009-) • Michelle Quee* (2007-2013) • Daniel Skorich* (2006-2013) • Andrew Fain* (2009-2017) • Suzi Keser* (2009-2017) • Luke Musgrove* (2004-2009) • Mark Nolan* (1998-2004) • Michelle Ryan* (1998-2004) •

M.Ed.Psych. Supervision

Catherine Tiffin (2023; Master of Educational Psychology)

M.Clin.Psych. Supervision

Susan Johnson* *Management by stress: The influence of social identification in empowered teams on occupational stress and performance* (with Don Byrne)

Fulbright Scholar (2013)

• Hannah Barrett “*Hear For You: Impact on the psychosocial well-being of young adults with hearing aids and cochlear implants*”.

ANU Summer Scholars/PhB students

- Anneke Huddard “Prejudice reduction: A survey of current theoretical and empirical models” (2001-2002) • Antonio Mendoza “Epigenetics and variability in personality” (2010-2011) • Vlad Marinov “Measurement of school climate” (2014) • Lara Ollis “Explaining prejudice reduction” (2015) • Thomas Nguyen “School structure and school outcomes: Comparing primary to high school transitions” (2017); Yangxueqing Jiang “Exploring Rationalism in the United States” (2018); Lachlan Hall “Wellbeing of education staff during COVID-19” (2021)

Publications & Presentations –> 125 publications >4 p.a. >13,500 citations

Books

1. Augoustinos, M., & Reynolds, K. J., (Eds.) (2001) *Understanding Prejudice, Racism and Social Conflict*. London, UK: Sage.
2. Reynolds, K. J. & Branscombe, N. (Eds.) (2015) *The Psychology of Change: Life Contexts, Experiences, and Identities*. London, UK: Psychology Press.
3. Branscombe, N. & Reynolds, K. J. (Eds.) (2025) *Research Handbook of Social Identity*. Elgar Publishing.
4. Reynolds, K.J., Subasic, E. & Tindall, K. (forthcoming) *Social Behaviour Change: New trajectories in transforming the person*.

Chapters

1. Reynolds, K.J., (in press) Has political psychology successfully engaged with social identity and group psychology? K. Munroe (Ed). Oxford University Press.
2. Reynolds, K. J., Branscombe, N. R., Subasic, E., & Willis, L. (2020). Changing behavior using social identity processes. In M. S. Hagger, L. D. Cameron, K. Hamilton, N. Hankonen & T. Lintunen (Eds.), *The handbook of behavior change* (pp. 225-236). New York, NY: Cambridge University Press.
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Other Publications

- Reynolds, K. J. (2021) *Tajfel Real Problems and Real Theories: Tajfel's Fears and Legacy in Putting the Two Together*. Book Review Essays, Evaluating the legacy and place of fallible, brilliant men. *Political Psychology*, 42(2), 333-335. doi: 10.1111/1/pops.12712
- Reynolds, K. J., (2020) *How the group can reduce the spread of COVID-19*, Australian Strategic Policy Institute. 8 April, 2020

Research Outputs

- Community Relations report 2022, NSW Parliament. MNSW In 2022, Multicultural NSW entered into a research partnership with a team from the Australian National University (ANU) Social Cohesion Grand Challenge (ASCEND) to deliver a scoping study on measuring community relations.
- Orazani, N., O'Donnell, J., Richardson, L., Jones, B.M., & Reynolds, K.J. (2021). The foundations for a NSW Community Relations Index: A synthesis of relevant theory, research and measurement tools. Draft report (Phase One) to the NSW Government Multicultural NSW, October 2021.
- Orazani, N., O'Donnell, J., Richardson, L., Jones, B.M., & Reynolds, K.J. (2021). The foundations for a NSW Community Relations Index: A synthesis of relevant theory, research and measurement tools. Draft report (Phase Two) to the NSW Government Multicultural NSW, January 2022.
- Cardenas, D., & Reynolds, K.J. (2021). National youth well-being Report for Federal Government.
- Bingley, W., Reynolds, K. J., Haslam, S.A., (2020) Report for Office of National Intelligence. Australian National University
- Reynolds, K. J. & Dunstone, E. (2020) Report for Defence Directorate. Australian National University.
- Cardenas, D., Klik, K., & Reynolds, K.J. (2019) *Three year longitudinal models determining key predictors of student and staff outcomes across time: The role of school climate and school identification*. Report for ACT

Education Directorate

- Cardenas, D., & Reynolds, K.J. (2019) *Leadership and staff well-being: Three year longitudinal models examining the role of school climate and school identification*. Report for ACT Education Directorate
- Final Report: *Building successful diverse communities: What works and why?* Australian Research Council Linkage project with the Department of Social Services Katherine Reynolds, Luisa Batalha, Ben Jones, Kathleen A. Klik & Mia Cotan Utomo
- Targeted Review: Preventing Radicalisation of Australian Youth* (Australian Intervention Support Hub) Katherine Reynolds, Kathleen A. Klik & Sara McKenna
- Understanding and strengthening student resilience to radicalisation and violent extremism in schools* (Education Services Australia) Katherine Reynolds, Clarke Jones, Kathleen A. Klik, Sophie Saydan, Diana Rahman & Kerryne Chia
- Reynolds, K. J., Subasic, E. & Jones, B. (2011) *Assessing and explaining community change through the Northern Territory Intervention*. Department of Family, Housing, Community Services and Indigenous Affairs.
- Reynolds, K. J., Subasic, E. & Newbigin, C. (2010) *Evaluation of programs to build social cohesion, harmony, and security*. Report for Department of Immigration and Citizenship.
- Reynolds, K. J., & Thomas E. (2008) *Understanding social norm change and social norm measurement: A social psychological perspective*. Department of Family, Housing, Community Services and Indigenous Affairs.

Recent Outreach Activities (Selected) bold=Television

- Talk University Colleges Australia Forum 2023 26-28 September, Hyatt 'The whole-person'
Inclusive leadership and why it matters in a changing world. 2023
The world is more diverse and global with increased potential for contact, learning and misunderstandings to emerge between minority and majority groups in society. Competence in leading diverse organisations and teams is a critical skill for leadership. This talk will explore the latest evidence-based leadership models relevant to educational contexts and explore their implications for building a community that is inclusive and connected.
- Australian Cohesion Index 2023 Launch Q&A with The Hon. Andrew Giles MP, Minister for Immigration, Citizenship and Multicultural Affairs.** 2023
20 September
The Australian Cohesion Index is a biannual analysis of multiple data sources. It is a comprehensive assessment that provides insights into the multifaceted landscape of Australia's societal well-being. It encompasses trust, belonging, economy, and health, revealing a nuanced mix of progress and challenges.
- A workshop on the use of psychological science to deal with pressing societal issues Universite
Clermont Auvergne. 7 February. 2023
Address ***Is this a new era for psychology?: COVID-19 and models of behaviour change.***
All the major challenges humanity faces - climate adaptation, social cohesion, technology adoption, healthy lifestyles depend on behaviour change. COVID-19 has propelled interest in understanding human behaviour and focused attention on 'social' psychology. Across the globe during the COVID-19 crisis, there is evidence many policy makers, officials, and political leaders had the 'wrong' psychology. Real challenges emerged for more individualistic and rational choice approaches. The upswell in COVID-19 behavioural research confirms the importance of group psychology (collective identity, social norms, cohesion). In this talk key social and behavioural insights will be highlighted (Ruggeri et al., 2022) along with details of a nationally representative longitudinal research project (N=3030) on social identity and social cohesion (Cardenas et al., 2021; O'Donnell et al., 2022; Zhou et al., 2023). The implications for behaviour change models and future directions for the field will be outlined.
- National Keynote at the Welcoming Australia Symposium on 10 May 2023. Welcoming Australia** 2023
Welcoming Australia eighth national symposium in Melbourne at Zinc on Fed Square. The Symposium has established its place as the premier event for practitioners, policy-makers, researchers, business innovators and civic leaders working across migration and social cohesion.
- Strengthen social cohesion for future prosperity: What works and why?**
COVID-19 has highlighted worldwide the importance of a strong social and political fabric. Those countries that fared best were ones where there was community connection, belonging, a volunteering ethos and a belief in the legitimacy of official institutions, all deemed critical aspects of social cohesion. It has become clear that understanding and strengthening social cohesion in times of stability is critical to successfully navigate crisis. Despite its importance, evidence from many countries indicates that this important 'social glue' is fragile and at risk, requiring consistent investments to maintain and strengthen it. Governments and communities around the world are looking to evidence-based strategies to strengthen social cohesion but it remains less clear what works to attenuate social cohesion decline or bolster it. In this address, the results of a systematic review will be outlined in order to shed further light on the methods that effectively strengthen social cohesion and the mechanisms that underpin them. Specific intervention strategies are outlined as well as gaps and directions for future research.
- NISAB Inspire Speaker Series Innovation Hub. Thursday 10 November 2022
The science of group psychology and intergroup behaviour and why it matters.
Addressing many of the major challenges humanity faces depends on changing mindsets and behaviour. Like in many areas of science and inquiry the COVID pandemic has been a catalyst for discovery and application including with respect to en masse behaviour change. There is an embrace of a new model of the 'person' which is genuinely 'social' building on more individualistic and rational choice approaches. An openness now exists to more fully appreciate the "social/group" dimension in explaining motivation, influence and behaviour. This talk will outline what we know about the science of group psychology and intergroup behaviour and why it matters. The aim is for the audience to gain greater insight into the group-based drivers of behaviour.

Home Affairs and ANU Social Cohesion workshop - 11 May <i>Joint workshop to discuss shared priorities and how we can formally collaborate further on the evidence-base for measuring and strengthening social cohesion.</i>	2022
New podcast: <i>Voices of Australia</i> Powerful stories to prompt a more socially cohesive country. Co-hosted by Scanlon Foundation Research Institute Chief Executive Officer Anthea Hancocks and budding social commentator and community leader Lydia Tesema, the lively podcast explores the concept and reality of social cohesion from a range of perspectives.	2022
Jeff Whalan Learning Group "Understanding and Improving Social Trust"? Thursday 16 June, Royal Canberra Golf Club, Yarralumla. Group leader Gordon de Brouwer	2022
Behavioural Insights Connect Conference, (2021) United we stand, divided we fall: Social cohesion and COVID-19 health behaviours and vaccination. Prime Minister & Cabinet with Diana Cardenas, 4 th November. <i>Most health models emphasise individual factors in predicting health behaviour. However, in the context of COVID-19, where collective efforts and change are required, other sociopolitical factors need to be considered. Two longitudinal research programs will be outlined that demonstrate the importance of neighbourhood and national social cohesion, while controlling for other factors in compliance with health advice. There is evidence that to better promote health behaviours sociopolitical factors need to be more prominent in public policy and health behaviour models.</i>	2021
Prime Minister & Cabinet Behavioural Insights Team <i>Social norms and behaviour change: What are the opportunities and barriers?</i> with Loren Willis, 4 June. <i>The problems humans face as a species—from social cohesion to health and energy consumption—all require behaviour change as part of the solution. Thus, there is a need for comprehensive models that not only explain behaviour but also how to modify it. The current focus in public policy is on behavioural economics, which applies psychological insights into human behaviour to explain how individuals perceive, understand, and respond to events (i.e., nudge theory). One of the most promising trajectories of research focuses on the role of social norms; that is, how what others do, and approve of, shapes behaviour. In this talk the current state of norms research will be outlined including the benefits of integration with group psychology and social identity research. Examples of when and how to use social norms to predict and influence behaviour will be discussed. In conclusion, there will be an emphasis on gaps and directions for future research to inform policy and practices.</i>	2021
ABC Catalyst, Mars: Our second home? 23rd February Team performance and cohesion	2021
RN Life Matters 25 th January 2021. Panel discussions "Is Australia divided?"	2021
Selection Committee Panel Head of College John XXIII, December	2020
Strategic Awareness for Vetting Practitioners, <i>Demography and Future Workforce</i> (with Profs James Rayner & Nicholas Biddle) National Security College, November, 2020	2020
'Better Cohesive' Workshop ANU Student leadership residential hall/colleges, 23 November	2020-2022
'Technology & Work' Panel <i>Strategic Awareness for vetting practitioners</i> National Security College, 24 th November	2020
ABC Radio Interview Stress and Christmas/End of Year, 10 November	2020
ANU National Security College Roundtable <i>The Future of Army and its place in Australian Society</i> , 5 November with Chief of Army.	2020
Peer Review on usage of COVIDSafe report for "Rapid Research Information Forum" to advise Prime Minister and Ministers co-ordinated by Chief Scientist. 8 May.	2020
ABC News Expert interview on hoarding shopping behaviour context COVID-19 18 March	2020
ABC PM Program Expert commentary "Morrison does not rule out compulsory tracking" 17 April	2020
ABC PM "Leaders behaving badly" 30 April	2020
Appear at Senate Standing Committee Inquiry "Nationhood, national identity and democracy" 6 th February	2020
Expert commentary Six-part series "Adolf Hitler's War" documentary particular focus on Eastern Front. Director Michael Cove Wild Bear entertainment	2019
Presentation of report findings 'Social Science Research & Intelligence in Australia' produced for the Australian Office National Intelligence, 29 th October	2019
Presentation National Education Data Strategy Group, <i>High quality school wellbeing and climate data adds value: Examples from a 10-year partnership between ANU and the ACT</i> , 29 th October	2019
Panel member ASSA & ONI Report Social Science Research & Intelligence in Australia	2019
World Science Festival Brisbane: We will be Martians. 20 th March <i>"Our stellar group of interdisciplinary experts will explore the technological, physiological, and psychological challenges of sending humans to Mars, perhaps one day to live there permanently".</i>	2019
Speaker <i>Space Health</i> Canberra Moon Week Event 20 th July (with Emma Tucker) <i>"Panel of Australia's leading experts on space health for an interactive talk about the physical and mental health issues astronauts have encountered and what it means for future space explorers".</i>	2019
Panel: Social Cohesion. Australian Psychological Society Congress, Sydney, October. https://www.psychology.org.au/for-the-public/Psychology-topics/Tragic-events-community-violence/Creating-stronger-communities <i>"Psychological science can help people deal with their fears of community violence and build social cohesion in their communities. The more that people feel connected and that they matter and belong in our communities, the happier and safer we all become".</i>	2018
ANU Grand Challenges Scheme Public Pitch: Social cohesion, diversity & integration. September	2018

Prime Minister & Cabinet Behavioural Insights Team The interface between social psychology, economics, and policy domains (with Winnifred Louis) May. <i>"This lecture will outline the progress and the limits surrounding social norms in shaping behaviour. Social norms promise effective interventions that are low-cost, rapid, and potentially scalable to a national level, but more work is needed. It is necessary to investigate areas such as, (a) the underlying mechanisms that explain when and how social norms lead to behaviour change, (b) tools to assess when to use and not use social norms, and for which targets and situations they will work best, and (c) how to design effective interventions".</i>	2018
US Office of the Director of National Intelligence and Academies of Sciences <i>Social Identity</i> panel that over 12 months aims to bring hard-to-reach behavioural science to the intelligence community.	2018
Roundtable: Building Support for Social Psychologists at Risk. <i>European Association of Social Psychology</i> conference Granada, 6 July.	2017
Is social cohesion the answer to alienation (and extremism)? <i>Australian Psychological Society</i> Social Cohesion Roundtable Melbourne 20 May, 2016	2016
Chair of the ACT Education Directorate Safe Schools Roundtable (2012-2015)	2015
Harnessing the benefits of diversity in the workplace (what the science says) Department of Agriculture, Canberra	2015
Improving student outcomes: School climate and school identification. ACT Public Colleges Conference. January	2014
Future Forum ABC 24 "What makes us human?" 24th May, 2012. Panel Discussion with Peter Singer, Paul Davies, Juilo Lucinio, Glenn Wighwick, Liesel Capper-Beiby	2012
Doing it for 'us': Leadership and public sector change. ANZSOG Course, Melbourne	2012
iLEAD ACT Education and Training Directorate Leadership Conference 10-11 May	2012
Leadership and public sector change. Invited presentation Department of Foreign Affairs and Trade senior executives, 2 nd December (with Emina Subasic)	2011
Planning community improvement through the Northern Territory Emergency Response. Invited presentation Department of Family, Housing, Community Services and Indigenous Affairs Office of Indigenous Policy (with Emina Subasic & Benjamin Jones), 7 th December.	2010
Television panel interview on power on the program Sunday Spectrum, Australian Broadcasting Corporation (ABC)	2003

Significant contributions to the field

I am recognised as a leading expert on social identity theory and self-categorization theory which are highly influential within psychology and other fields (e.g., economics, management, political psychology). My research is focused on major questions and approaches in social psychology and is relevant across a range of topic areas. Increasingly the research is translational and oriented to informing best practice and having impact on government policy.

1. Advancing knowledge of the social identity approach: For 11 years of my career (1997-2008), I worked closely with Professor John Turner as a post-doctoral fellow and then collaborator. Many of our joint publications serve to advance knowledge of this perspective and its unique and innovative contribution to a range of areas across psychology (e.g., intergroup relations and prejudice, social change, leadership, stereotyping, behaviour change, and stigma).

2. Social identity and education: Schools are increasingly recognised as key facilitators of well-being helping to develop young people who can flourish across the life span. Since 2008 myself and colleagues have been investigating the key predictors of youth well-being and learning including school (group) climate and school identification in a multiyear longitudinal project. The project is novel through the inclusion of factors from across educational, social, and health and clinical domains.

3. The intersection of personality and social identity processes: My and colleagues research has advanced knowledge on the relationship between social identity processes and issues of personal identity, personality and individuality. This body of research helped better understand the interdependence between personal identity and social identity and expand the scope and relevance of the theories to individual-level phenomena (personality, well-being, behaviour change).

4. Social cohesion and quality of life: Strengthening social cohesion in communities will improve quality of life especially in the context of increasing ethnic diversity, emergencies and crisis, and social change. I am leading an interdisciplinary project (2019-2023) on social cohesion with a focus on the development of robust measures, policy and law audits and case studies to assess current 'best-practice' in strengthening social cohesion, identification of communities for co-design activities and the development of a trial intervention.