Promoting Student Inclusion: An Evidence-Based Program for Transforming Purdue’s Climate

Program Overview
While underrepresented minority (URM) students question whether they belong and are respected at Purdue, majority group (MG) students lack intergroup experience and are prone to implicit bias. Our DTA project will use an evidence-based approach—drawing from relevant social science research and extensive experimental testing—to develop a Diversity and Inclusion Orientation Program. This program has three aims:

1) **Acknowledge** common concerns that lead to intergroup avoidance
2) **Support** students with autonomy-supportive messages that emphasize egalitarianism and mutual respect to encourage intergroup engagement, learning, and competence
3) **Model** positive intergroup behaviors and interactions from both URM and MG students’ perspectives with professionally developed videos

Representative questions of interest include:
- Do students engage in more intergroup contact across the semester?
- Are URM students who experienced the new program experiencing a greater sense of belonging at Purdue? Are they more likely to recommend Purdue to students of color?
- Are students more likely to confront others about their biases and promote positive dialogue about diversity?
- Do all students perceive the campus climate as more inclusive, welcoming of diversity?

Drawing from the research on “wise” interventions, we expect that our program will plant the seeds of positive behavior at the beginning of students’ time at Purdue, with ripple effects occurring across time. Through this program, Purdue will communicate norms of intergroup engagement and understanding on campus, which will have a positive impact on diversity and inclusion efforts and behaviors.

Team Members and Roles
Dr. Margo Monteith, Psychological Sciences: Principal Investigator
Dr. Evelyn Carter, Psychological Sciences: Co-Investigator
Dr. Erin Hennes, Psychological Sciences: Co-Investigator
Professor Richard Stockton Rand, Theater: Video production
R. Jason Doty, Information Technology: Video production
Annette Brown, Diversity Outreach Project Manager: BGR Program implementation
Dr. Zenephia Evans, Science Diversity Office: Consulting, participant recruitment
Dr. Elizabeth Holloway, Women in Engineering: Consulting, participant recruitment
Phase 1: Program Preparation and Development

December 2015 – February 2016
- Met with BGR organizers (Dan Carpenter and Kasi Jones) to establish plan for Fall 2016 data collection and Fall 2017 program implementation during BGR
- Secured IRB approval for focus group research and piloting testing of presentation
- Enlisted help from team members and campus partners for focus group recruitment
- Conducted 5 focus groups with Black, White, Latinx, Asian, and LGBTQ+ students

March 2016 – end Spring 2016 semester
- Develop 25-minute autonomy-supportive presentation addressing key themes: implicit bias and self-regulation, confrontation, approaching intergroup conversation, respectfully discussing differences
- Develop scripts for 5 videos incorporating focus group insights and presentation themes
- Complete experiments investigating effectiveness of the presentation (e.g., interesting, informative, increased intentions to engage in positive diversity and inclusion behaviors)
- Meet with BGR organizers to finalize measures to include for Fall 2016 BGR data collection

Summer 2016
- Video production (Richard Rand, Jason Doty)
- Data collection of baseline measures pre- and post-BGR
- Secure IRB approval for efficacy study to be conducted during Fall 2016

Phase 2: Efficacy Research

Fall 2016-Spring 2017
- Conduct longitudinal study among subset of first-years to test program efficacy. Data will be collected at three timepoints: in the lab immediately after viewing the presentation (or not), end of Fall 2016 semester, end of Spring 2017 semester.
- Collect data at two timepoints (Fall 2016, Spring 2017) with BGR attendees to establish a large-scale control group
- Conduct experiment on intergroup dialogue with subset of efficacy study participants

Summer 2017
- Data analysis and manuscript preparation
- Preparation for Phase 3 (BGR implementation, social media components)

Phase 3: Full Program Implementation in BGR and Evaluation

Fall 2017-Spring 2018
- Implement new Diversity and Inclusion Orientation program during BGR
- Longitudinal data collection of BGR program participants (pre- and post-BGR, end of Fall 2017, end of Spring 2018)
- Data analysis
- Develop strategy for program expansion to students from all years
- Establish and monitor social media components of program