Purdue Identities Project:
Building a Positive Campus Diversity Climate through the Inclusion of Individuals with Concealable Identities

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Purdue Identities Project

What is PIP?
PIP is a broad inclusion initiative meant to increase and strengthen campus resources for minority identity individuals, allies, and the broader campus community with an emphasis on those with concealable/invisible identities (e.g., disability, veteran's status, LGBTQ, or other groups that may conceal identity status due to perceived stigma).

Why “Invisible Identities”?
Significant additional burden
Less access to resources
Greater isolation

Goal: Grow an active climate of identity awareness, discussion, and exposure.
Purdue Identities Project

**PIP’s trifold approach** to changing culture on (concealable) diversity:

1) partnerships, 2) evidence-based best practices, 3) active learning

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**Compile evidence-based best practices**
- Target: Campus wide

**Partner-driven module development**
- Targets: Partners, Students

**Active learning curriculum pilots**
- Targets: Students, Partners

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**Partner-driven campus activities**
- Target: Campus & community

**Guidebook on best practices**
- Target: Partners, HR, admissions...
Partners and Best Practices

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<thead>
<tr>
<th>Social Justice and Inclusion Chairs</th>
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<tr>
<td>• Elected positions within select fraternities, sororities, and cooperatives</td>
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<td>• Special focus on internal and external inclusion and social justice</td>
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<tr>
<td>• <strong>Internal</strong>: Big/Little program</td>
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<td>• <strong>External</strong>: Training; Cross-org interaction; collaboration</td>
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Partners and Best Practices

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<th>Best Practices To-Date</th>
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<tr>
<td><strong>Research Team</strong></td>
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<td>Team of advanced undergrad students assisting with identification and review of relevant best practices</td>
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<td><strong>Research Best Practices</strong></td>
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<td>140+ reputable academic and applied sources on best practices identified and incorporated into ongoing projects</td>
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<td><strong>Applied Best Practices</strong></td>
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<td>81+ activities, trainings, and educational modules in development</td>
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<td><strong>#BoilerIdentities</strong></td>
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<td>10+ students in process of recording videos (more needed!)</td>
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<td><strong>Psych 120 Instructors</strong></td>
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<td>Secured participation from all instructors to use PIP resources</td>
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<td><strong>Campus “Lessons-learned”</strong></td>
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<td>Growing list of current effective and ineffective inclusion-related practices around campus</td>
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<td>Milestones and Timeline:</td>
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<td><strong>Summer 2016:</strong></td>
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<td>• Core content developed</td>
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<td>• All materials (e.g.,</td>
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<td>videos, manuals, etc.)</td>
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<td>• Dissemination plan finalized</td>
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<td><strong>Fall 2016:</strong></td>
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<tr>
<td>• Pilot implementation</td>
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<td>• Preliminary evaluation data collected</td>
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<td>• Materials adjusted</td>
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<td>• Continuance planning</td>
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Promoting Student Inclusion:
An Evidence-Based Program for Transforming Purdue’s Climate

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Promoting Student Inclusion

**Goal**: Create a climate that underrepresented minority (URM) and majority group (MG) students experience as inclusive and supportive of diversity

**Strategy**: Use an evidence-based student orientation program to transform Purdue’s climate

- Desire for & feelings about intergroup contact; support for multiculturalism; diversity engagement
- Belonging; identification; academic self-esteem and performance; retention intentions

**Wise Intervention**: Psychologically precise and brief intervention aimed to alter self-reinforcing processes that unfold across time and have large and lasting effects
Contributors to “Chilly” Campus Climate

**URM Students**
- Numerical minority
- Attributional ambiguity

  **Goal:**
  Be respected

  **Concern:**
  Being target of bias

**MG Students**
- Limited intergroup contact
- Prone to implicit bias

  **Goal:**
  Be liked

  **Concern:**
  Appearing biased

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**Anxiety Avoidance**

**Marginalization Exclusion**

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Purdue Diversity Climate Survey (2006)
- Black,
- GLBT, &
- Native American students perceived climate less favorably than other students

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Bauman et al., 2014; Bergsieker et al., 2010; Inzlicht et al., 2006; Monteith & Spicer, 1998; Monteith et al., 2001; 2010; Purdie-Vaughns et al., 2008; Trawalter & Richeson, 2008; Walton & Cohen, 2007
Our Program: Essential Tools for Climate Change

I. Acknowledge
Acknowledge and normalize intergroup interaction concerns

II. Support
Instill approach motivation using autonomy-supportive language
Instill incremental mindset

III. Model
Model positive intergroup behaviors and interactions

Diversity & Inclusion Program
• Presentation content addressing diversity and inclusion issues & goals, emphasizing approach motivation
• Professionally-developed videos integrated into presentation
  o Engaging, relatable depictions; represent URM & MG student perspectives
  o Example Themes: Implicit bias, confrontation, respectfully asking about & discussing differences

Apfelbaum, Sommers, & Norton, 2008; Crocker & Major, 1989; Czopp, Monteith, & Mark, 2006; Legault, Gutsell, & Inzlicht, 2011; Ryan & Deci, 2000, 2012
Project Timeline

• **Year 1**
  - Develop program
  - Large-scale, longitudinal efficacy study (Fall 2016)
Project Timeline

Year 1: A Closer Look

Work completed
• Meetings w/campus partners (BGR, University Residences)
• Student focus groups: content transcribed, analyzed
• Program development
• Scriptwriting for 3/6 videos

Summer 2016
• Complete video production
• Complete presentation
• Pilot testing of presentation
• Preparation for large-scale efficacy study
Project Timeline

- **Year 2**
  - Implement program in BGR (Fall 2017)
  - Longitudinal assessment of effectiveness