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

Dr. Margo Monteith  
Professor  
Psychological Sciences

Dr. Evelyn Carter  
Research Scientist  
Office of Equity, UCLA

Dr. Erin Hennes  
Assistant Professor  
Psychological Sciences

Jason Doty, MFA  
Video Producer/Director  
Video & Multimedia Services

Richard Rand, MFA  
Professor  
Theater

Annette Brown, M.A.Ed.  
Diversity Outreach Project Manager  
Office of the Provost

Dr. Zenephia Evans  
Director  
Science Diversity Office
Contributors to “Chilly” Campus Climate

**Anxiety Avoidance**

**Marginalization Exclusion**

**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

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

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
Boiler Inclusion Project

• **Goal**: Foster 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 (BGR) program to foster transformation of Purdue’s climate

• **Measured Outcomes (examples)**:
  • Desire for and engagement in intergroup interactions; motivations to avoid biased responses; support for multiculturalism
  • Belonging; identification; self-esteem; performance; retention intentions
Psychology and Wise Interventions

- Use the scientific literature to design programs
- Use the scientific method for carefully planned, piloted, and validated programs
- Involve a brief intervention → large and lasting effects

Stephens, Hamadani, & Destin, 2014; Walton, 2014; Yeager et al., 2012, 2014
Our Program: Essential Tools for Climate Change

I. Acknowledge

Acknowledged and normalize intergroup interaction concerns

II. Support

Instill approach motivation using autonomy-supportive language

III. Model

Model positive intergroup behaviors and interactions

Presentation Includes:

• content addressing diversity and inclusion issues & goals, 5 major themes
• 5 professionally-developed videos to address major themes
  o Engaging, relatable depictions; represent URM & MG students’ perspectives

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

In addition to addressing diversity and social identities; diversity at Purdue; benefits of positive engagement with people who differ from the self,

5 major themes:
1. Incremental Process
2. Pluralistic Ignorance
3. Implicit Bias
4. Self-regulation of Bias
5. Confrontation and Dialoguing
Boiler Inclusion Project

Research Program

Longitudinal Efficacy Study
- Wave 1: Aug 2016
  ~300 Freshmen
  - Presentation measures
  - Measures only (control)
- Wave 2: Nov. 2016
- Wave 3: April 2017

BGR Pre-Arrival Homework
(Baseline, Summer 2016)
- Baseline, Nov. 2016
- Baseline, April 2017

BGR Longitudinal Study
- Wave 1: Aug 2017
  All BGR Students
- Wave 2: Nov. 2017
- Wave 3: April 2018
Diversity Engagement Intentions

• How motivated are you to get to know students who have different backgrounds, cultures, ideologies and identities?

• How willing or unwilling would you be to do each of the following actions?
  • Work on a class project or study with a student from a different background than you?
  • Strike up a conversation after class with a student from a different background than you?
  • Attend a party or social event with a student from a different background than you?
  • Attend an event sponsored by a Purdue Cultural Center
  • Become a member of an identity-based organization (e.g., Black Student Union, LGBTQ+ Alliance)
RESULTS: Diversity Engagement Intentions

White:
- Control: 4.5
- Intervention: 5

Nonwhite:
- Control: 5
- Intervention: 5.5

Interaction: $F(1,270) = 3.21, p = .07, \eta_p^2$

Whites: $t(188) = 2.76, p < .01, d = .40$

Non-Whites: $t(82) .67, p = .50, d = .15$
Motivation to Self-Regulate

• I am motivated to be on guard so that stereotypes do not affect my judgments about others.

• Frankly, I am not worried about monitoring my words and actions so that they are non-prejudiced. (R)

• I am willing to experience some guilt if it will help me to learn not to be biased toward others.

• I want to become aware of any stereotypes I may hold about groups that could influence my reactions.
RESULTS: Motivation to Self-Regulate

Main Effect: $F(1, 267) = 4.34, p = .04, d = .29$

Control Intervention
Self-Esteem

• On the whole, I am satisfied with myself.
• I feel that I am a person of worth, at least on an equal plane with others.
• I feel that I have a number of good qualities.
• All in all, I am inclined to feel that I am a failure. (R)
• I am able to do things as well as most other people.
• I take a positive attitude towards myself.
• I wish I could have more respect for myself. (R)
• I certainly feel useless at times. (R)
• I feel that I do not have much to be proud of. (R)
• At times I think I am no good at all. (R)
RESULTS: Self-Esteem

Main Effect: $F(1,266) = 5.59, p = .02, d = .22$
Thank You

Questions?