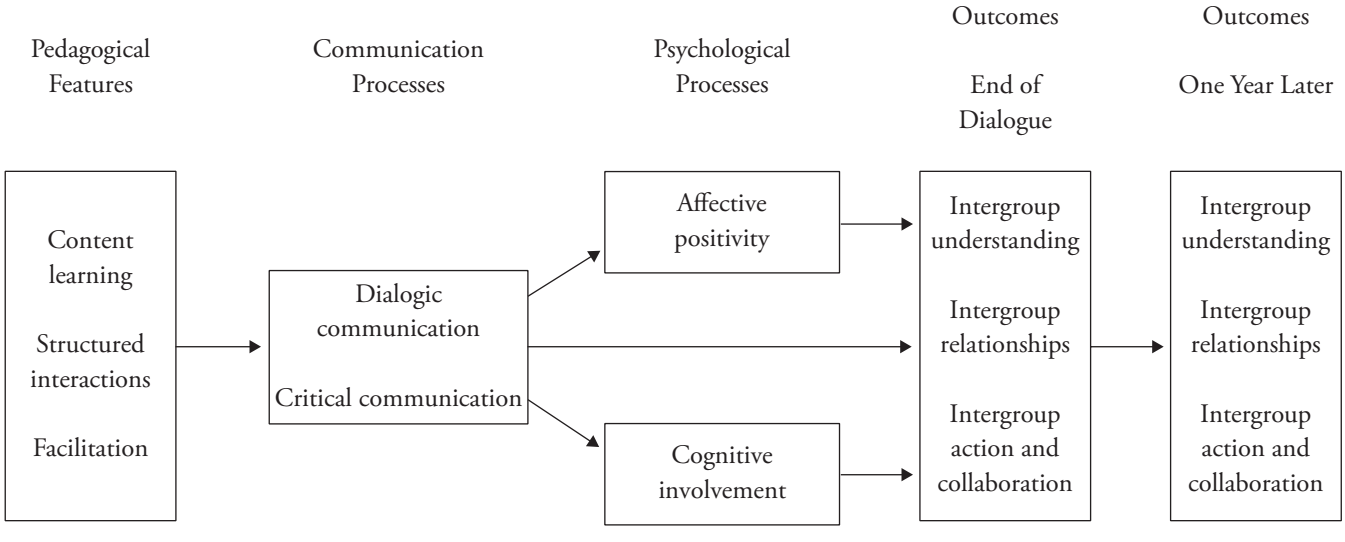
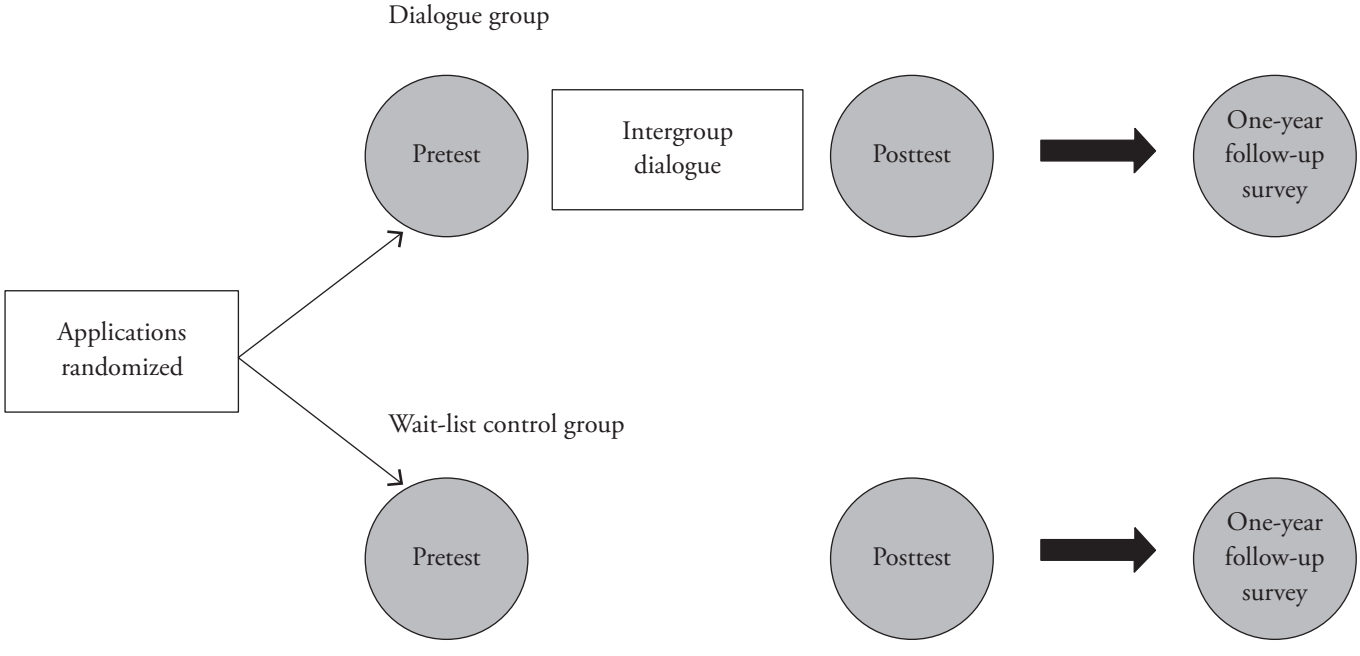
Figure 3.1 A Critical-Dialogic Theoretical Framework of Intergroup Dialogue



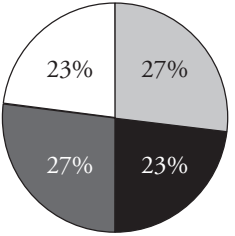
Source: Authors' compilation.

Figure 4.1 Research Design

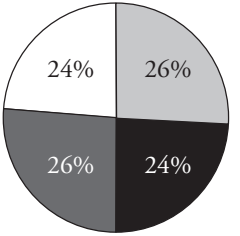


Source: Authors' compilation.

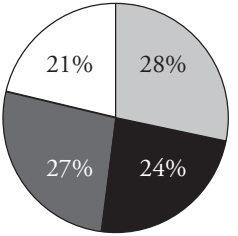
Figure 4.2 Participants



Waitlist Control
(n = 717)



Dialogue
(n = 720)

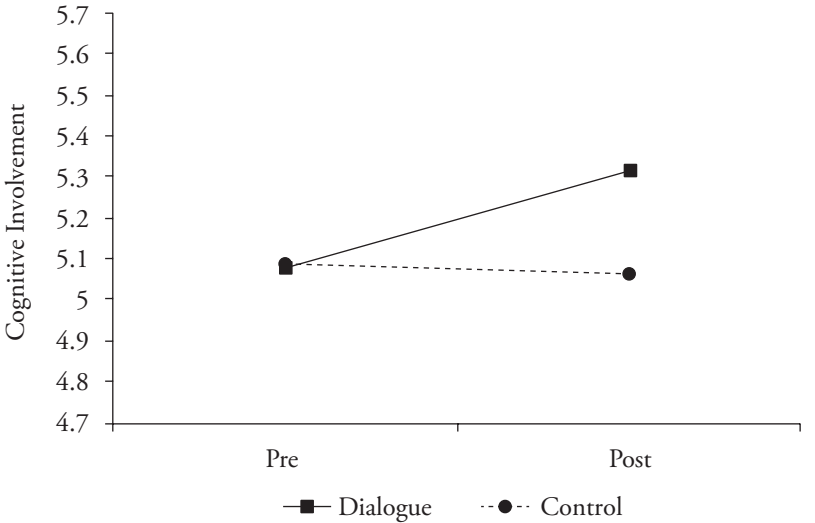


Social Science Comparison
(n = 438)

White Women
Women of Color
White Men
Men of Color

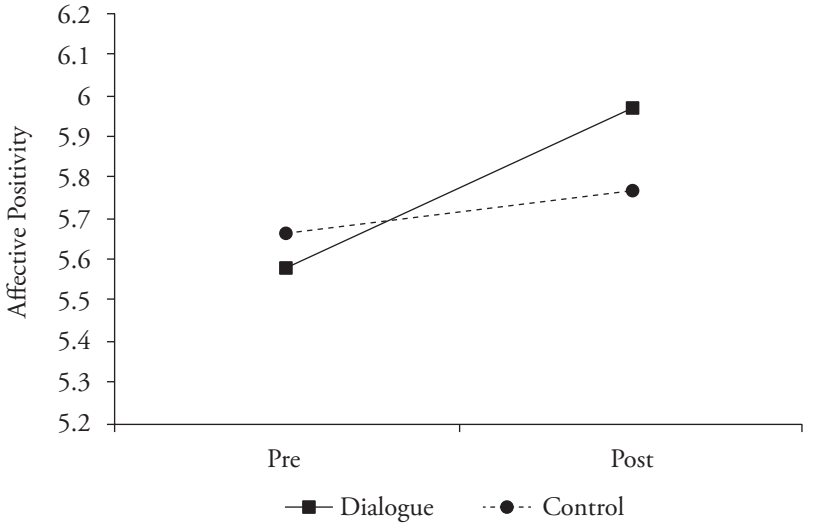
Source: Authors' compilation.

Figure 5.1 **Effects of Participation in Intergroup Dialogue on Cognitive Involvement**



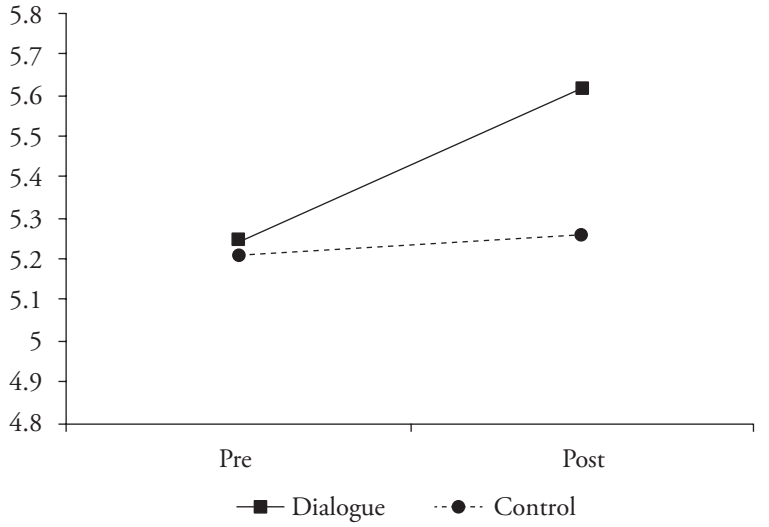
Source: Authors' compilation.

Figure 5.2 Effects of Participation in Intergroup Dialogue on Affective Positivity



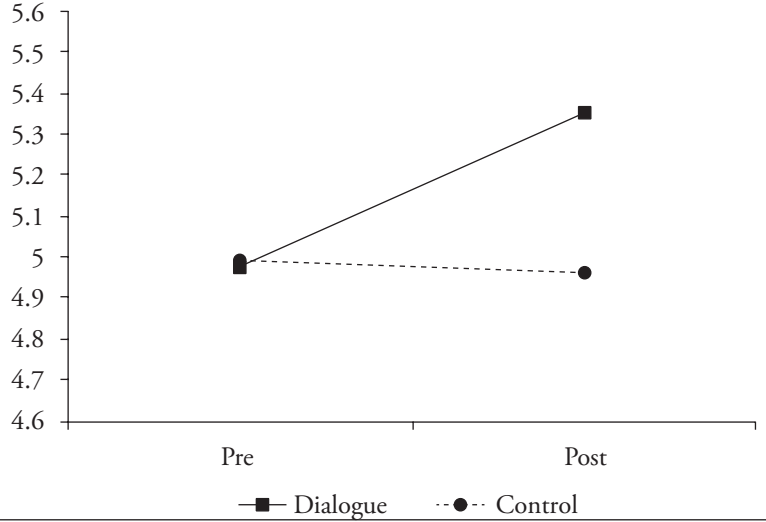
Source: Authors' compilation.

Figure 5.3 Effects of Participation in Intergroup Dialogue on Structural Understanding of Inequality



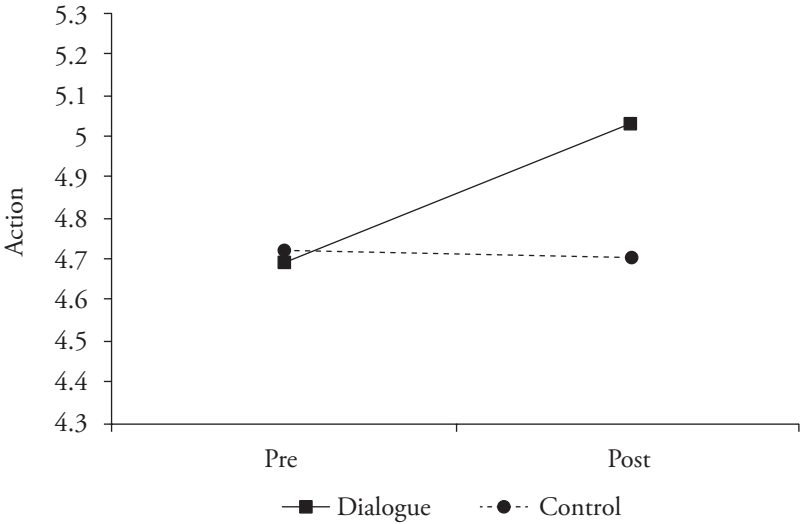
Source: Authors' compilation.

Figure 5.4 Effects of Participation in Intergroup Dialogue on Intergroup Empathy



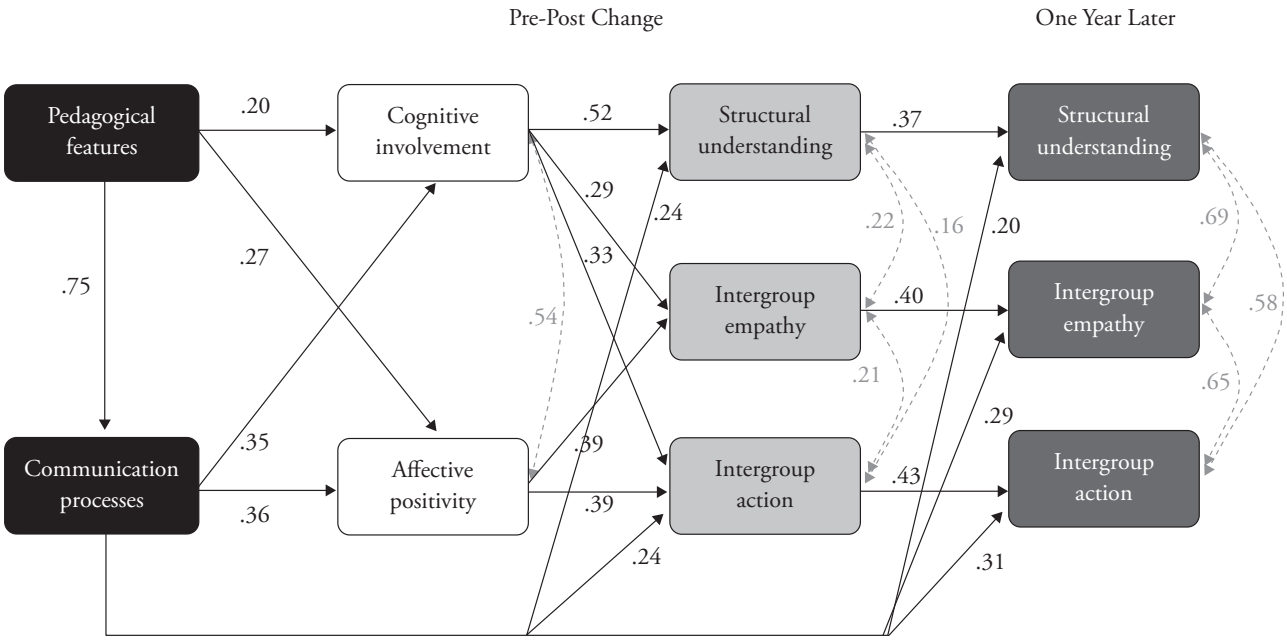
Source: Authors' compilation.

Figure 5.5 Effects of Participation in Intergroup Dialogue on Action



Source: Authors' compilation.

Figure 5.6 Structural Equation Model Test of a Process Model for Intergroup Dialogue



Source: Authors' compilation.

Note: RMSEA < .05, GFI = .87, TLI = .89, CFI = .90, $\chi^2/df = 2.75$. Estimates are standardized (or correlations in light gray). Only significant pathways are presented. Rounded rectangles represent latent variables, each containing multiple indicators. Dashed lines represent correlated error terms. The model estimated all possible direct pathways from latent variables presented earlier in the model (to the left) to latent variables presented later in the model (to the right), with the exception of outcomes at one-year follow-up. Because the theoretical model did not hypothesize direct relationships between the cognitive and affective mediators (cognitive involvement, affective positivity) and outcomes one year later, we tested only the direct effects of pre-post change in each outcome over the course of the dialogue on where students end up one year later, and direct effects of the IGD pedagogical features and communication processes on these longer-term outcomes.

Table 5.1 Summary of Findings

Measure	End of Course		One Year Later
	Effect of Intergroup Dialogue	Comparison with Social Science Courses at Posttest	Effect of Intergroup Dialogue
Affective positivity			
Frequency of positive interactions	✓		✓
Positive emotions	✓		
Comfort			✓
Cognitive involvement			
Complexity of thinking			✓
Thinking about society	✓		✓
Consideration of multiple perspectives		✓	
Identity involvement	✓	✓	✓
Intergroup understanding			
Structural race	✓	✓	✓
Structural gender	✓	✓	✓
Individual race	✓		✓
Individual gender	✓	✓	✓
Critique of inequality	✓	✓	✓
Attitudes toward diversity	✓	✓	✓
Intergroup relationships			
Intergroup empathy	✓	✓	✓
Motivation to bridge differences	✓	✓	✓
Intergroup action			
Frequency of self-directed action	✓	✓	✓
Frequency of other-directed action	✓	✓	✓
Frequency of intergroup collaboration	✓	✓	✓
Confidence in self-directed action	✓	✓	✓
Confidence in other-directed action	✓	✓	✓
Confidence in intergroup collaboration	✓		
Postcollege involvement	✓	✓	✓
Involvement in social justice activities	✓	✓	✓
Skills in dealing with conflict			✓
Negative interactions			
Frequency of negative interactions	✓	✓	
Negative emotions		✓	

Source: Authors' compilation.

Table 5.2 Direct Effects

	β	*SE*	*Z*
Pedagogical features			
communication processes	0.77 (0.75)	0.06	13.75****
affective positivity	0.16 (0.27)	0.07	2.38**
cognitive involvement	0.10 (0.20)	0.04	2.36**
Communication processes			
affective positivity	0.20 (0.36)	0.06	3.22****
cognitive involvement	0.17 (0.35)	0.04	4.14****
structural understanding (pre-postΔ)	0.18 (0.24)	0.07	2.70***
intergroup action (pre-postΔ)	0.14 (0.24)	0.05	2.87***
structural understanding (one year later)	0.21 (0.20)	0.08	2.58***
intergroup empathy (one year later)	0.38 (0.29)	0.09	4.32****
intergroup action (one year later)	0.26 (0.31)	0.06	4.36****
Cognitive involvement			
structural understanding (pre-postΔ)	0.78 (0.52)	0.17	4.53****
intergroup empathy (pre-postΔ)	0.45 (0.29)	0.17	2.70***
intergroup action (pre-postΔ)	0.39 (0.33)	0.13	3.07***
Affective positivity			
intergroup empathy (pre-postΔ)	0.53 (0.39)	0.22	2.46**
intergroup action (pre-postΔ)	0.41 (0.39)	0.17	2.47**
Structural understanding			
structural understanding (one year later)	0.50 (0.37)	0.07	7.15****
Intergroup empathy			
intergroup empathy (one year later)	0.66 (0.40)	0.07	9.23****
Intergroup action			
intergroup action (one year later)	0.63 (0.43)	0.07	9.13****

Source: Authors' compilation.

Note: Reported estimates are unstandardized; standardized estimates presented in parentheses. *p </= .10, **p </= .05, ***p </= .01, ****p </= .001.

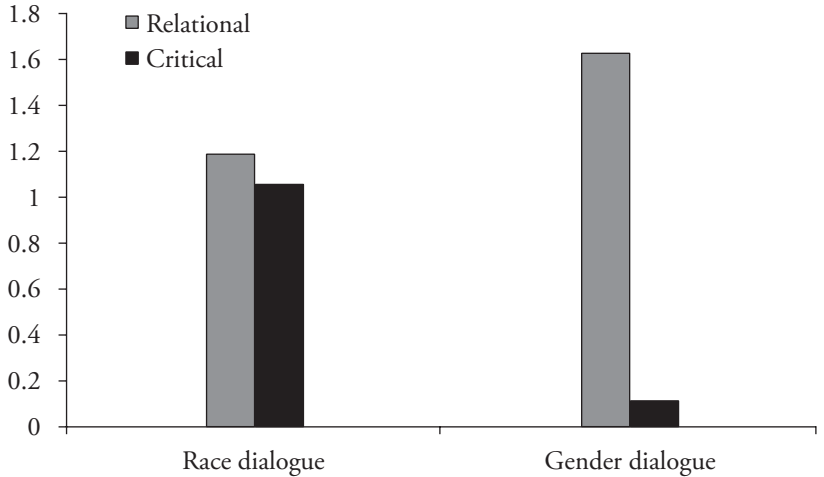
Table 5.3 Indirect Effects

	β	*SE*	*95% CI*
Pedagogical features			
cognitive involvement	0.13 (0.26)	0.04	(0.07, 0.21)****
affective positivity	0.16 (0.27)	0.05	(0.06, 0.27)***
structural understanding (pre-postΔ)	0.32 (0.40)	0.07	(0.18, 0.47)***
intergroup empathy (pre-postΔ)	0.33 (0.42)	0.08	(0.21, 0.51)****
intergroup action (pre-postΔ)	0.33 (0.54)	0.05	(0.24, 0.46)***
structural understanding (one year later)	0.27 (0.26)	0.07	(0.14, 0.41)****
intergroup empathy (one year later)	0.49 (0.37)	0.09	(0.34, 0.68)****
intergroup action (one year later)	0.36 (0.40)	0.06	(0.26, 0.49)****
Communication processes			
structural understanding (pre-postΔ)	0.13 (0.17)	0.05	(0.04, 0.22)**
intergroup empathy (pre-postΔ)	0.19 (0.24)	0.07	(0.10, 0.33)****
intergroup action (pre-postΔ)	0.15 (0.25)	0.05	(0.08, 0.26)****
structural understanding (one year later)	0.16 (0.15)	0.04	(0.09, 0.25)****
intergroup empathy (one year later)	0.17 (0.13)	0.04	(0.09, 0.26)****
intergroup action (one year later)	0.18 (0.21)	0.04	(0.12, 0.27)****
Cognitive involvement			
structural understanding (one year later)	0.39 (0.19)	0.14	(0.18, 0.69)***
intergroup empathy (one year later)	0.30 (0.12)	0.19	(–0.02, 0.57)*
intergroup action (one year later)	0.25 (0.14)	0.14	(–0.01, 0.43)*
Affective positivity			
intergroup empathy (one year later)	0.35 (0.16)	0.27	(0.13, 0.96)***
intergroup action (one year later)	0.26 (0.17)	0.19	(0.09, 0.70)***

Source: Authors' compilation.

Note: Reported estimates are unstandardized; standardized estimates presented in parentheses.
*p </= .10, **p </= .05, ***p </= .01, ****p </= .001

Figure 6.1 Counts of Empathy in Race-Ethnicity and Gender Dialogues



Source: Authors' calculations.

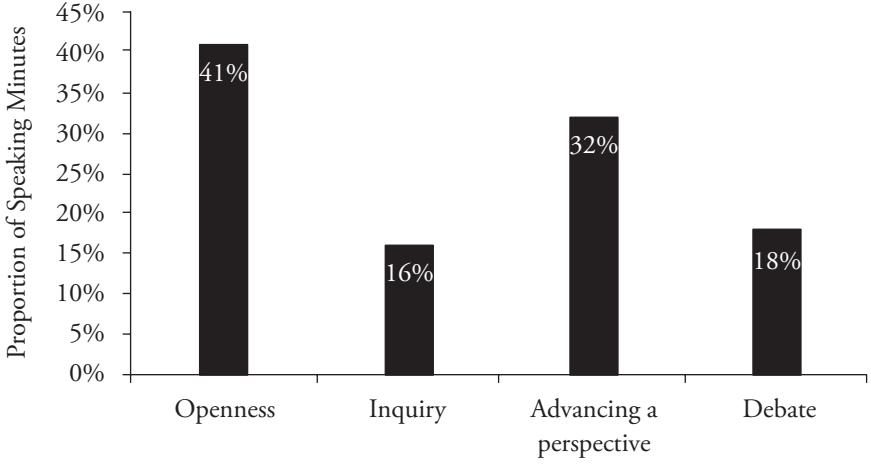
Table 7.1 Frequency of Speaking, Listening, and Active Thinking Codes per Interview (N = 248)

Engagement Code	Speaking	Listening	Active Thinking
Number of interviews with at least one instance of each type of engagement	178	239	247
Percentage of participants with at least one instance (race-ethnicity and gender dialogue)	72	96	99
Average number of references per participant	1.52	3.57	8.35
Average number of instances by demographic group			
Women of color (n = 66)	1.74	3.86	8.88
White women (n = 57)	1.25	3.88	8.77
Men of color (n = 58)	2.02**	3.22	8.21
White men (n = 48)	1.15	3.48	8.73
Average number of instances by topic of dialogue			
Race-ethnicity dialogues	1.52	3.45	8.95
Gender dialogues	1.53	3.70	8.17

Source: Authors' calculations.

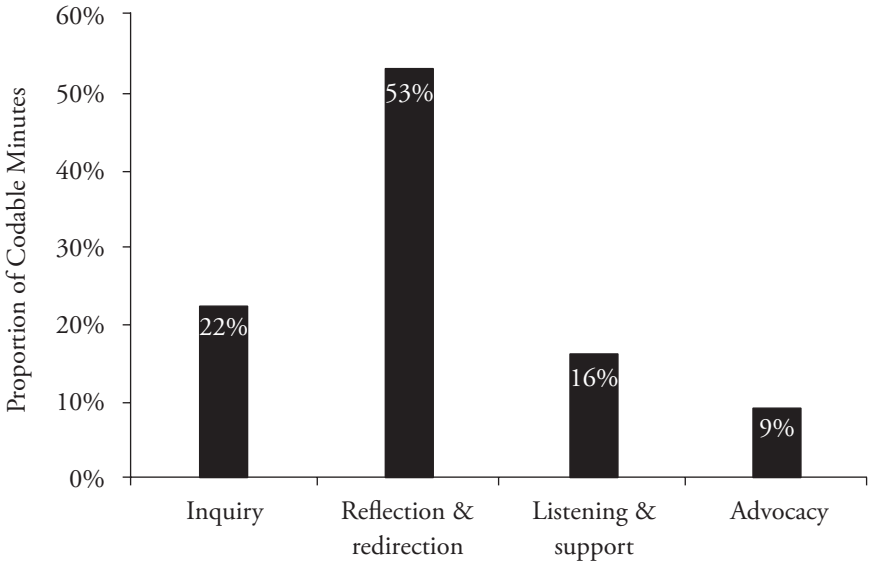
**Statistically significant difference from other groups at $p < .01$. This was the only significant difference among the four groups.

Figure 8.1 Types of Student Communications Observed



Source: Authors' calculations.

Figure 8.2 Observed Facilitation Styles



Source: Authors' calculations.

Table 8.1 Correlations of Videotape Measures of Student Behaviors with Interview Measures

	Initiative	Openness	Inquiry	Advancing a Perspective	Debate
Number of emotions	0.174**	0.167**	0.186*	ns	–0.325**
Awareness of other's emotions	ns	ns	0.218**	ns	ns
Emotional empathy	0.156*	0.156*	ns	ns	ns
Cognitive empathy	0.131**	ns	ns	ns	–0.254**
Relational empathy	0.184**	0.184**	ns	ns	–0.173*
Critical empathy	0.163**	0.163**	0.204**	ns	ns

Source: Authors' calculations.

*$p < .05$; **$p < .01$; ***$p < .001$

Table 8.2 Influences on Student Behaviors

	Topic[a]	Session[b]	Activity Type[c]
Speaking initiative	ns	$F = 10.36^{***}$	$F = 9.49^{***}$
Openness	ns	ns	$F = 5.21^{**}$
Inquiry	$F = 3.95^{*}$	$F = 4.40^{*}$	$F = 4.07^{*}$
Advancing a perspective	ns	$F = 12.88^{***}$	$F = 12.10^{***}$
Debate	$F = 5.47^{**}$	ns	ns

Source: Authors' calculations.

[a]Inquiry and debate were both significantly greater in race than in gender dialogues.

[b]Verbal initiative and inquiry were both significantly greater in the fishbowl session than in the social identity and hot topics sessions. Advancing a perspective was significantly greater in the hot topics session than in both of the other two sessions.

[c]Verbal initiative, advancing a perspective, and openness were significantly greater during the activity. Inquiry was significantly greater in both reflection periods (reflection on the activity and reflection on the entire dialogue) than during the activity.

$^{*}p < .05$; $^{**}p < .01$; $^{***}p < .001$

Table 8.3 Correlations Between Facilitator and Student Behaviors

	Facilitator Behaviors			
Student Behaviors	Reflect-Redirect	Inquiry	Listening-Support	Advocacy
Speaking initiative	0.135*	0.258**	ns	ns
Openness	ns	ns	ns	ns
Inquiry	0.217**	0.202**	ns	–0.208**
Advancing a perspective	ns	–0.216**	ns	ns
Debate	ns	ns	0.485***	0.220*

Source: Authors' calculations.

*$p < .05$; **$p < .01$; ***$p < .001$

Table A.1 Affective Positivity

	Reverse Coded	Pretest α	Posttest α
Positive interactions across difference (Matlock, Wade-Golden, and Gurin 2007)		.776	.784
In interactions with people from racial-ethnic (genders) groups different from your own, how frequently have you done or experienced the following since you have been at the university? (Mark one for each item) (1 = Not at all; 7 = Very much) • had meaningful and honest discussions outside of class about race and ethnic (gender) relations • shared our personal feelings and problems • had close friendships			
Positive emotions in interactions across difference (adapted from Stephan and Stephan 1985)		.698	.718
How do you generally feel when interacting with people from racial-ethnic (gender) groups different from your own? Look at the pairs of emotions below and place yourself somewhere on that continuum. (Mark one for each pair). (Scale: 1–10) • trusting (1 = Not trusting at all; 10 = Extremely trusting)			

Table A.1 (continued)

	Reverse Coded	Pretest α	Postest α
• excited (1 = Not at all excited; 10 = Extremely excited) • open (1 = Not at all open; 10 = Extremely open) • engaged (1 = Not at all engaged; 10 = Extremely engaged)			
Comfort in communicating with people of other groups (Nagda and Zúñiga 2003; Zúñiga et al. 1995)		.696	.732
For each item below, indicate how well you think it describes your motivation and skills in learning about people of racial-ethnic (gender) groups different from your own and interacting with them. (Mark one for each item) (1 = Not at all like me; 7 = Very much like me)			
• I find it hard to challenge opinions of people in other racial-ethnic (gender) groups.	*		
• I have difficulty expressing myself when discussing sensitive issues with people in other racial-ethnic (gender) groups.	*		
• I feel comfortable asking people of other racial-ethnic (gender) groups about their perspectives on issues involving their groups.			
• I avoid conversations with people of other racial-ethnic (gender) groups who hold really different perspectives from my own.	*		
• I worry about offending people from a different gender/race when I disagree with their points of view.	*		

Source: Authors' compilation.

*Indicates reverse coding.

Table A.2 Cognitive Openness

	Reverse Coded	Pretest α	Posttest α
The following statements concern your thinking about people, society, and the world. For each statement, indicate how well each statement describes you. (1 = Not at all like me; 7 = Very much like me)			
Complexity of thinking (adapted from Cacioppo and Petty 1982; Fletcher, Danilovics, Fernandez, Peterson, and Reeder 1986)		.793	.818
• I like tasks that require little thought once I've learned them.	*		
• I prefer simple rather than complex explanations for people's behavior.	*		
• I would rather do something that requires little thought than something that is sure to challenge my thinking abilities.			
• The world is too complicated for me to spend time trying to figure out how it operates.	*		
• I don't like to have the responsibility of handling a situation that requires a lot of thinking.	*		
Thinking about society (adapted from Lopez, Abboushi, and Reifmann 1992)		.729	.735
• I think a lot about the influence that society has on my behaviors.			
• I am fascinated by the complexity of the social institutions that affect people's lives.			
• I think a lot about the influence that society has on other people.			
• I really enjoy analyzing the reasons or causes for people's behavior.			
Openness to multiple perspectives (adapted from Davis 1983)		.737	.760
• I strive to see issues from many points of view.			
• If I am sure about something, I don't waste too much time listening to other people's arguments.	*		
• I believe there are many sides to every issue and try to look at most of them.			

Table A.2 (continued)

	Reverse Coded	Pretest α	Posttest α
• I am willing to listen to the variety of views that can emerge in talking about social issues and problems. • I sometimes find it difficult to see things from the "other person's" point of view.	*		
Identity involvement (Gurin and Markus 1989; Luhtanen and Crocker 1992)		.833	.853
Thinking about the racial-ethnic (gender) identity group that you mentioned as your primary racial-ethnic (gender) identification, please indicate how much you agree or disagree with the following statements. (1 = Disagree strongly; 7 = Agree strongly) • I have spent time trying to find out more about my racial-ethnic (gender) identity group. • To learn more about my racial-ethnic (gender) group, I have often talked to other people about it. • I participate in activities that express my racial-ethnic (gender) group. • I think a lot about how my life will be affected by my race/ethnicity (gender). • I think a lot about how the group history and traditions of my racial-ethnic (gender) group have influenced me.			

Source: Authors' compilation.

*Indicates reverse coding.

Table A.3 Intergroup Understanding

	Reverse Coded	Pretest α	Posttest α
Attributions for race and gender inequality Please indicate how much you agree or disagree with the following statements about gender, racial-ethnic issues. (1 = Disagree strongly; 7 = Agree strongly)			
Structural attribution for racial-ethnic inequality (Gurin, Miller, and Gurin 1980) • What one can achieve in life is still limited by one's race or ethnicity. • Prejudice and discrimination in the educational system limit the success of people of color. • Unfair hiring and promotion practices help keep many people of color from gaining positions of power. • Most people of color are no longer discriminated against in this country.	*	.771	.796
Structural attribution for gender inequality (Gurin, Miller, and Gurin 1980) • In the United States there is still great gender inequality. • Discrimination in the workplace still limits the success of many women. • It is harder for women candidates to raise campaign funds than it is men candidates. • Most women are no longer discriminated against in the country.	*	.728	.756
Individual attributions for racial-ethnic inequality (Gurin, Miller, and Gurin 1980) • People of color are responsible for their lack of accomplishments in society. • People of color aren't as successful in the workplace as whites because they don't have the same work ethic.		.669	.729
Individual attributions for gender inequality (Gurin, Miller, and Gurin 1980) • Women are responsible for their lack of accomplishments in society.		.618	.674

Table A.3 (continued)

	Reverse Coded	Pretest α	Posttest α
• Women are less willing to make the personal sacrifices needed to make it in American society.			
Critique of inequality[a]		.645	.694
• Racial-ethnic profiling is a serious problem in our society.			
• There should be stronger legislation against perpetrators of hate crimes.			
• The biases built into the legal and justice systems contribute to the inequality in our country.			
Attitudes toward diversity (Matlock, Wade-Golden, and Gurin 2007)		.693	.731
Below are statements about the value of diversity in higher education. How much do you agree or disagree with each of them? (1 = Disagree strongly; 7 = Agree strongly)			
• The focus on diversity in colleges and universities puts too much emphasis on differences between racial-ethnic groups.	*		
• A diverse student body is essential to teaching students the skills they need to succeed and lead in the work environments of the twenty-first century.			
• The emphasis on diversity means I can't talk honestly about ethnic, racial, and gender issues.	*		
• Leaders in science and engineering should reflect the racial-ethnic diversity of the United States.			
• The current focus on diversity undermines the common ties that bind us as a nation.	*		
• Exposure to diverse peers makes college graduates better-informed participants in public life.			

Source: Authors' compilation.

*Indicates reverse coding.

[a]Measure developed for this study.

Table A.4 Intergroup Relationships

	Reverse Coded	Pretest α	Posttest α
Intergroup empathy[a]		.863	.882
Here is another way of describing your feelings in conversations with people from racial-ethnic (gender) groups different from your own. (1 = Not at all like me; 7 = Very much like me) • When people feel frustrated about racial-ethnic (gender) stereotypes applied to their group, I feel some of their frustration too. • When people feel proud of the accomplishments of someone of their racial-ethnic (gender) group, I feel some of their pride as well. • When people express regret about the racial-ethnic (gender) biases they were taught, I can empathize with their feelings. • When I learn about the injustices that people of different races/ethnicities (genders) have experienced, I tend to feel some of the anger that they do. • When I hear others use their positions of privilege to promote greater racial-gender equality, I feel hopeful. • I feel despair when I hear about the impact of racial-gender inequalities on others in our society. • I feel hopeful hearing how others have overcome disadvantages because of their race or gender. • I feel angry when people don't acknowledge the privileges they have in society because of their race or gender.			
Motivation to bridge differences (adapted from Nagda and Zúñiga 2003; Nagda, Kim, and Truelove 2004)		.766	.788
For each item below, indicate how well you think it describes your motivation and skills in learning about people of racial-ethnic (gender) groups different from your own and interacting with them. (Mark one for each item) (1 = Not at all like me; 7 = Very much like me) • It is important for me to educate others about my racial-ethnic (gender) group.			

Table A.4 (continued)

	Reverse Coded	Pretest α	Posttest α
• I like to learn about racial-ethnic (gender) groups different from my own.			
• Sharing stories and experiences of my racial-ethnic (gender) groups with others matters a lot to me.			
• I want to bridge differences between different racial-ethnic groups (women and men).			
• As I learn more about other racial-ethnic (gender) groups, I find myself wanting to learn more about people of my own racial-ethnic (gender) group.			
• I don't feel the need to help people from different racial-ethnic (women and men) groups learn from each other.	*		
• I don't care if other people understand my racial-ethnic/gender group.	*		
• I don't enjoy getting into unfamiliar situations involving members of other racial-ethnic (gender) groups.	*		

Source: Authors' compilation.

*Indicates reverse coding.

[a]Measure developed for this study.

Table A.5 Intergroup Collaboration and Action

	Reverse Coded	Pretest α	Posttest α
Confidence and frequency of action			
People can take a variety of actions to address issues of prejudice, discrimination, and injustices. Listed below are different actions. First, indicate how confident you feel about your abilities in each of the actions listed. (1 = Not at all confident; 7 = Extremely confident). Second, indicate how often you have engaged in each of the actions during the last few months. (1 = Never; 7 = Very often)			
Self-directed action (Nagda, Kim, and Truelove 2004)			
confidence		.713	.755
frequency		.704	.755
• Recognize and challenge the biases that affect my own thinking			
• Avoid using language that reinforces negative stereotypes			
• Make efforts to educate myself about other groups			
• Make efforts to get to know people from diverse backgrounds			
Other-directed action (Nagda, Kim, and Truelove 2004)			
confidence		.692	.707
frequency		.681	.700
• Challenge others on derogatory comments			
• Reinforce others for behaviors that support cultural diversity			
Intergroup collaboration[a]			
confidence		.880	.890
frequency		.861	.887
• Join a community group/organization that promotes diversity			
• Get together with others to challenge discrimination			
• Participate in a coalition of different groups to address some social issues			

Table A.5 (continued)

	Reverse Coded	Pretest α	Posttest α
Composite of action items			
confidence		.870	.885
frequency		.849	.862
Postcollege involvement (Gurin, Dey, Hurtado, and Gurin 2002)		.883	.893
How important do you think the following activities will be to you personally after college? (Mark one for each item). (1 = Not at all important; 7 = Extremely important) • Influencing the political structure (for example, voting, education campaigns, and get-out-the-vote) • Influencing social policy • Working to correct social and economic inequalities • Helping promote inter-racial-inter-ethnic understanding • Working to achieve greater gender equality			
Involvement in social justice activities[a]		.717	.739
To what extent have you been involved in the following campus activities and organizations while at college? • Groups and activities reflecting my own cultural-ethnic background (such as Black Student Union, La Raza, and Asian American Association) • Groups and activities reflecting other cultural-ethnic backgrounds • Groups promoting gender awareness and equality (such as antisexual harassment and violence) • Lesbian, gay, bisexual, transgendered people, and allies (LGBTA)			

Table A.5 (continued)

	Reverse Coded	Pretest α	Posttest α
Skills in dealing with conflict[a]		.739	.758
Please indicate how much you agree or disagree with these statements about how you deal with conflict. By conflict, we mean situations or interactions in which there are important and emotionally charged disagreements and differences in points of view (1 = Disagree strongly; 7 = Agree strongly)			
• I generally try to avoid conflict.	*		
• I can help people from different groups use conflict constructively.			
• I clam up (freeze) when conflict involves strong emotions.	*		
• I can work effectively with conflicts that involve me.			
• I am usually uncertain how to help people learn from conflicts.	*		
• I learn a lot about myself in conflict situations.			
• I'd like for groups to just get along rather than deal openly with their conflicts.	*		
• I can help people from different groups deal with conflicts that break out between groups.			

Source: Authors' compilation.

*Indicates reverse coding.

[a]Measure developed for this study.

Table A.6 Negative Processes

	Reverse Coded	Pretest α	Posttest α
Negative emotions (adapted from Stephan and Stephan 1985)		.843	.872
How do you generally feel when interacting with people from racial-ethnic (gender) groups different from your own? Look at the pairs of emotions below and place yourself somewhere on that continuum. (Scale: 1–10) • Worried (1 = Not at all worried; 10 = Extremely worried) • Anxious (1 = Not at all anxious; 10 = Extremely anxious) • Tense (1 = Not at all tense; 10 = Extremely tense) • Fearful (1 = Not at all fearful; 10 = Extremely fearful)			
Negative interactions (Matlock, Wade-Golden, and Gurin 2007)		.792	.774
In interactions with people from racial-ethnic (gender) groups different from your own, how frequently have you done or experienced the following since you have been at the university? (1 = Not at all; 7 = Very much) • Been put down, made to feel uncomfortable • Had tense, somewhat hostile interactions • Had guarded, cautious interactions • Felt excluded, ignored			

Source: Authors' compilation.

Table A.7 Pedagogy

	Reverse Coded	Pretest α	Posttest α
Listed here are different educational features that characterize courses or programs. How much did each component contribute to your learning? (Mark one for each item) (1 = Not at all; 7 = Very much; 9 = Does not apply)			
Content (Lopez, Gurin, and Nagda 1998; Nagda, Kim, and Truelove 2004) • Assigned readings • Journals or reflection papers • Other written assignments			.776
Structured interactions (Nagda, Kim, and Truelove 2004; Nagda and Zúñiga 2003) • Structured activities and exercises • Ground rules for discussion • A small group of students • A diverse group of students • Collaborative projects with other students			.786
IGD facilitator effectiveness (Nagda 1999)			.955
How effective were your facilitators/instructors in the following areas: (1 = Not at all effective; 7 = Extremely effective) • Facilitators/instructors • Creating an inclusive climate • Modeling good communication skills • Actively involving me in learning experiences • Intervening when some group or class members dominated discussion • Encouraging group or class members to talk to each other, not just to the facilitators/instructors • Intervening when some group or class members were quiet • Handling conflict situations • Helping to clarify misunderstandings • Offering their perspectives in a helpful way • Bringing in a different perspective when everyone seemed to be agreeing • Encouraging us to continue discussion when it became uncomfortable			

Source: Authors' compilation.

Table A.8 Communication Processes

	Reverse Coded	Pretest α	Posttest α
A variety of learning and communication processes are found in courses and programs involving group discussions. Listed below are a number of such processes. Indicate the extent to which each of the communication processes occurred during your course/program. (1 = Not at all; 7 = Very much).			
Engaging self (Nagda 2006) • Being able to disagree • Sharing my views and experiences • Asking questions that I felt I wasn't able to ask before • Addressing difficult issues • Speaking openly without feeling judged			.836
Appreciating difference (Nagda 2006) • Hearing different points of view • Learning from each other • Hearing other students' personal stories • Appreciating experiences different from my own			.837
Critical reflection (Nagda 2006) • Examining the sources of my biases and assumptions • Making mistakes and reconsidering my opinions • Thinking about issues that I may not have before • Understanding how privilege and oppression affect our lives			.807
Alliance building (Nagda 2006) • Working through disagreements and conflicts • Other students' willingness to understand their own biases and assumptions • Listening to other students' commitment to work against injustices • Understanding other students' passion about social issues • Talking about ways to take action on social issues • Sharing ways to collaborate with other groups to take action • Feeling a sense of hope about being able to challenge injustices			.915

Source: Authors' compilation.

Table B.1 Scores on Affective Positivity

	Pretest		Posttest		One Year Later		Effect of Dialogue at Posttest				Effect of Dialogue One Year Later			
	M	*SD*	*M*	*SD*	*M*	*SD*	γ	*SE*	*t*	*d*	γ	*SE*	*t*	*d*
Frequency of positive interactions														
dialogue	4.80	1.47	5.28	1.30	5.07	1.44	0.18	0.04	4.46****	0.07	0.11	0.05	2.27**	0.05
control	4.87	1.47	5.00	1.41	4.94	1.50								
Positive emotions														
dialogue	6.35	1.55	6.66	1.49	6.55	1.61	0.12	0.05	2.61**	0.16	0.07	0.06	1.26	0.09
control	6.46	1.47	6.53	1.48	6.52	1.53								
Comfort in communicating across difference														
dialogue	5.11	0.98	5.06	0.92	5.24	0.96	0.04	0.03	1.35	0.08	0.12	0.03	3.93****	0.24
control	5.23	0.99	5.11	0.98	5.11	1.02								

Source: Authors' calculations.

*$p < .10$; **$p < .05$; ***$p < .01$; ****$p < .001$

Table B.2 Scores on Cognitive Involvement

	Pretest		Posttest		One Year later		Effect of Dialogue at Posttest				Effect of Dialogue One Year Later			
	M	*SD*	*M*	*SD*	*M*	*SD*	γ	*SE*	*t*	*d*	γ	*SE*	*t*	*d*
Complexity of thinking														
dialogue	5.06	1.07	5.09	1.16	5.24	1.13	0.04	0.03	1.51	0.07	0.08	0.03	2.51**	0.15
control	5.06	1.10	4.99	1.12	5.08	1.20								
Thinking about society														
dialogue	5.50	1.15	5.65	1.13	5.58	1.19	0.11	0.03	4.16****	0.19	0.05	0.03	1.73*	0.09
control	5.55	1.15	5.48	1.17	5.52	1.21								
Consideration of multiple perspectives														
dialogue	5.40	0.93	5.45	0.93	5.48	0.97	0.03	0.02	1.30	0.06	0.01	0.03	0.54	0.02
control	5.39	0.95	5.37	0.97	5.43	1.03								
Identity involvement														
dialogue	4.36	1.50	5.07	1.31	4.79	1.46	0.32	0.04	8.47****	0.42	0.16	0.04	4.12****	0.21
control	4.35	1.55	4.42	1.47	4.48	1.53								

Source: Authors' calculations.

*$p < .10$; **$p < .05$; ***$p < .01$; ****$p < .001$

Table B.3 Scores on Intergroup Understanding

	Pretest		Posttest		One Year Later		Effect of Dialogue at Posttest				Effect of Dialogue One Year Later			
	M	*SD*	*M*	*SD*	*M*	*SD*	γ	*SE*	*t*	*d*	γ	*SE*	*t*	*d*
Structural race														
dialogue	5.20	1.28	5.58	1.21	5.48	1.23	0.16	0.03	4.82****	0.25	0.13	0.03	3.85****	0.20
control	5.16	1.30	5.23	1.27	5.20	1.37								
Structural gender														
dialogue	5.31	1.15	5.67	1.06	5.53	1.12	0.16	0.03	5.61****	0.28	0.15	0.03	4.53****	0.26
control	5.26	1.13	5.30	1.17	5.20	1.29								
Individual race														
dialogue	2.08	1.19	1.97	1.19	1.93	1.22	–0.08	0.03	–2.39**	–0.13	–0.1	0.04	–2.62***	–0.16
control	2.18	1.33	2.24	1.37	2.24	1.38								
Individual gender														
dialogue	2.26	1.26	2.16	1.24	2.14	1.25	–0.09	0.04	–2.28**	–0.14	–0.09	0.04	–2.34**	–0.14
control	2.26	1.24	2.33	1.28	2.33	1.39								
Critique of inequality														
dialogue	5.46	1.18	5.69	1.16	5.62	1.14	0.14	0.03	4.51****	0.24	0.07	0.03	2.15**	0.12
control	5.44	1.15	5.39	1.20	5.46	1.27								
Attitudes toward diversity														
dialogue	5.08	0.98	5.25	1.05	5.28	1.08	0.05	0.03	2.03**	0.10	0.06	0.03	2.06**	0.12
control	5.01	0.99	5.07	1.03	5.10	1.10								

Source: Authors' calculations.

*$p < .10$; **$p < .05$; ***$p < .01$; ****$p < .001$

Table B.4 Scores on Intergroup Relationships

	Pretest		Posttest		One Year Later		Effect of Dialogue at Posttest				Effect of Dialogue One Year Later			
	M	*SD*	*M*	*SD*	*M*	*SD*	γ	*SE*	*t*	*d*	γ	*SE*	*t*	*d*
Intergroup empathy														
dialogue	4.97	1.16	5.35	1.05	5.17	1.20	0.21	0.03	7.78****	0.36	0.10	0.03	3.31***	0.17
control	4.99	1.15	4.96	1.16	4.98	1.19								
Motivation to bridge differences														
dialogue	4.73	1.20	5.28	1.08	5.02	1.19	0.27	0.03	9.69****	0.45	0.15	0.03	4.44****	0.25
control	4.70	1.18	4.70	1.20	4.69	1.26								

Source: Authors' calculations.

*$p < .10$; **$p < .05$; ***$p < .01$; ****$p < .001$

Table B.5 Scores on Intergroup Collaboration and Action

	Pretest		Posttest		One Year Later		Effect of Dialogue at Posttest				Effect of Dialogue One Year Later			
	M	*SD*	*M*	*SD*	*M*	*SD*	γ	*SE*	*t*	*d*	γ	*SE*	*t*	*d*
Frequency of self-directed action														
dialogue	4.88	1.17	5.39	1.14	5.27	1.16	0.28	0.03	9.28****	0.47	0.17	0.03	4.99****	0.29
control	5.05	1.19	4.99	1.20	5.11	1.23								
Frequency of other-directed action														
dialogue	4.32	1.45	4.76	1.45	4.80	1.47	0.25	0.04	5.67****	0.34	0.12	0.05	2.59**	0.16
control	4.37	1.48	4.32	1.45	4.62	1.46								
Frequency of intergroup collaboration														
dialogue	3.16	1.68	3.75	1.77	3.63	1.78	0.32	0.05	6.52****	0.38	0.13	0.05	2.67**	0.15
control	3.22	1.73	3.19	1.70	3.42	1.83								
Confidence in self-directed action														
dialogue	5.42	0.94	5.65	0.97	5.64	0.99	0.10	0.03	3.57****	0.21	0.07	0.03	2.54**	0.15
control	5.47	0.98	5.49	0.97	5.54	1.02								

Table B.5 (continued)

	Pretest		Posttest		One Year Later		Effect of Dialogue at Posttest				Effect of Dialogue One Year Later			
	M	*SD*	*M*	*SD*	*M*	*SD*	γ	*SE*	*t*	*d*	γ	*SE*	*t*	*d*
Confidence in other-directed action														
dialogue	5.13	1.25	5.38	1.22	5.41	1.20	0.10	0.04	2.67***	0.16	0.10	0.04	2.65***	0.16
control	5.13	1.32	5.19	1.24	5.22	1.31								
Confidence in intergroup collaboration														
dialogue	4.79	1.56	5.04	1.51	5.03	1.49	0.09	0.04	2.15**	0.12	0.07	0.05	1.45	0.09
control	4.73	1.56	4.81	1.54	4.85	1.60								
Postcollege involvement														
dialogue	4.91	1.44	5.13	1.39	5.24	1.29	0.15	0.03	4.27****	0.21	0.11	0.04	2.81***	0.15
control	4.89	1.44	4.80	1.47	4.99	1.39								
Involvement in social justice activities														
dialogue	2.37	1.28	2.58	1.38	2.55	1.39	0.13	0.03	4.25****	0.20	0.10	0.04	2.71***	0.16
control	2.45	1.29	2.41	1.30	2.44	1.39								
Skills in dealing with conflict														
dialogue	4.78	0.89	4.92	0.93	4.97	0.92	0.04	0.02	1.64	0.09	0.07	0.02	3.11***	0.15
control	4.76	0.94	4.79	0.94	4.79	0.97								

Source: Authors' calculations.

*$p < .10$; **$p < .05$; ***$p < .01$; ****$p < .001$

Table B.6 Summary of Treatment Effects Moderated by Dialogue Topic or Status

Outcomes	Time × Condition Effect Moderated by	
	Race-Gender Topic	More Prv or Less Prv Status
Affective positivity		
Frequency of positive interactions	ns	**
Positive emotions	ns	ns
Comfort	ns	*
Cognitive involvement		
Complexity of thinking	ns	ns
Thinking about society	ns	ns
Openness to multiple perspectives	ns	ns
Identity involvement	ns	***
Intergroup understanding		
Structural race	ns	ns
Structural gender	ns	ns
Individual race	ns	ns
Individual gender	ns	ns
Critique of inequality	*	ns
Attitudes toward diversity	ns	ns
Intergroup relationships		
Intergroup empathy	ns	ns
Motivation to bridge differences	ns	**
Intergroup action		
Frequency of self-directed action	**	ns
Frequency of other-directed action	**	ns
Frequency of intergroup collaboration	ns	ns
Confidence in self-directed action	ns	ns
Confidence in other-directed action	ns	ns
Confidence in intergroup collaboration	ns	ns
Postcollege involvement	ns	**
Involvement in social justice activities	ns	ns
Skills in dealing with conflict	ns	*
Negative interactions		
Frequency of negative interactions	ns	**
Negative emotions	ns	*

Source: Authors' calculations.

Note: Moderation was tested using three-way interactions with topic (time by condition by topic) or status (time by condition by status).

*$p < .10$; **$p < .05$; ***$p < .01$; ****$p < .001$

Table B.7 Comparison of Intergroup Dialogues to Social Science Courses

	Pretest		Posttest		Effect of Dialogue at Posttest			
	M	*SD*	*M*	*SD*	γ	*SE*	*t*	*d*
Affective positivity								
Frequency of positive interactions								
Dialogue	4.89	1.44	5.33	1.30	0.03	0.05	0.51	0.04
SS comparison	4.52	1.48	4.92	1.42				
Positive emotions								
Dialogue	6.50	1.52	6.76	1.47	0.07	0.05	1.35	0.10
SS comparison	6.49	1.39	6.59	1.44				
Comfort								
Dialogue	5.10	0.94	5.09	0.90	0.01	0.03	0.20	0.02
SS comparison	5.01	1.00	5.00	0.99				
Cognitive involvement								
Complex thinking								
Dialogue	5.15	1.07	5.18	1.14	0.01	0.03	0.46	0.02
SS comparison	4.92	1.08	4.93	1.15				
Analytical thinking about society								
Dialogue	5.64	1.11	5.78	1.09	0.05	0.03	1.45	0.09
SS comparison	5.44	1.11	5.47	1.18				
Consideration of multiple perspectives								
Dialogue	5.47	0.90	5.54	0.91	0.06	0.03	1.91*	0.13
SS comparison	5.35	0.90	5.31	0.91				
Identity involvement								
Dialogue	4.44	1.53	5.14	1.29	0.27	0.04	6.15****	0.36
SS comparison	4.13	1.49	4.29	1.46				
Intergroup understanding								
Structural race								
Dialogue	5.24	1.28	5.70	1.19	0.18	0.04	4.38****	0.31
SS comparison	5.35	1.14	5.49	1.15				
Structural gender								
Dialogue	5.40	1.08	5.75	1.01	0.12	0.04	3.40***	0.23
SS comparison	5.39	1.05	5.50	1.04				
Individual race								
Dialogue	1.99	1.13	1.78	1.06	–0.07	0.04	–1.65	–0.12
SS comparison	2.08	1.22	2.02	1.18				
Individual gender								
Dialogue	2.22	1.29	1.95	1.10	–0.12	0.04	–2.65***	–0.20
SS comparison	2.24	1.20	2.20	1.17				

Table B.7 (Continued)

	Pretest		Posttest		Effect of Dialogue at Posttest			
	M	*SD*	*M*	*SD*	γ	*SE*	*t*	*d*
Critique of inequality								
Dialogue	5.51	1.17	5.83	1.09	0.16	0.04	4.46****	0.30
SS comparison	5.52	1.04	5.52	1.07				
Attitudes toward diversity								
Dialogue	5.13	0.97	5.35	1.02	0.10	0.03	2.99***	0.21
SS comparison	5.02	0.95	5.02	1.01				
Intergroup relationships								
Intergroup empathy								
Dialogue	5.15	1.14	5.50	1.00	0.12	0.04	3.16***	0.21
SS comparison	4.95	1.11	5.07	1.09				
Motivation to bridge differences								
Dialogue	4.87	1.20	5.37	1.10	0.17	0.03	5.24****	0.30
SS comparison	4.55	1.13	4.69	1.10				
Intergroup collaboration and action								
Frequency of self-directed actions								
Dialogue	4.96	1.12	5.54	1.06	0.33	0.04	8.23***	0.60
SS comparison	4.99	1.09	4.89	1.12				
Frequency of other-directed actions								
Dialogue	4.34	1.42	4.73	1.42	0.20	0.05	3.73****	0.27
SS comparison	4.16	1.49	4.17	1.40				
Frequency of intergroup collaboration								
Dialogue	3.29	1.70	3.84	1.81	0.26	0.06	4.38****	0.32
SS comparison	2.88	1.58	2.92	1.61				
Confidence in self-directed actions								
Dialogue	5.38	0.95	5.69	0.95	0.11	0.03	3.41***	0.23
SS comparison	5.34	0.95	5.41	0.94				
Confidence in other-directed actions								
Dialogue	5.09	1.24	5.35	1.20	0.09	0.05	1.79*	0.13
SS comparison	4.92	1.39	5.00	1.26				
Confidence in intergroup collaboration								
Dialogue	4.86	1.49	5.11	1.52	0.08	0.06	1.46	0.10
SS comparison	4.44	1.59	4.52	1.54				

Table B.7 (Continued)

	Pretest		Posttest		Effect of Dialogue at Posttest			
	M	*SD*	*M*	*SD*	γ	*SE*	*t*	*d*
Postcollege involvement								
Dialogue	4.96	1.42	5.20	1.41	0.13	0.04	2.96***	0.19
SS comparison	4.77	1.36	4.76	1.39				
Involvement in social justice activities								
Dialogue	2.52	1.35	2.71	1.42	0.15	0.04	3.84***	0.25
SS comparison	2.24	1.14	2.18	1.12				
Skills in dealing with conflict								
Dialogue	4.83	0.91	4.97	0.98	0.02	0.03	0.69	0.04
SS comparison	4.54	0.90	4.62	0.89				
Negative interactions								
Frequency of negative interactions								
Dialogue	2.94	1.31	3.35	1.28	0.15	0.04	3.31***	0.25
SS comparison	2.63	1.17	2.75	1.18				
Negative emotions								
Dialogue	3.27	1.59	3.36	1.63	0.11	0.06	1.87*	0.14
SS comparison	3.25	1.61	3.15	1.56				

Source: Authors' calculations.

*$p < .10$; **$p < .05$; ***$p < .01$; ****$p < .001$

Table B.8 Scores on Negative Interactions

	Pretest		Posttest		One Year Later		Effect of Dialogue at Posttest				Effect of Dialogue One Year Later			
	M	*SD*	*M*	*SD*	*M*	*SD*	γ	*SE*	*t*	*d*	γ	*SE*	*t*	*d*
Frequency of negative interactions														
dialogue	3.01	1.32	3.37	1.29	2.91	1.32	0.16	0.04	4.50****	0.24	–0.03	0.04	–0.63	–0.05
control	2.97	1.30	3.03	1.30	2.95	1.36								
Negative emotions														
dialogue	3.24	1.58	3.39	1.64	3.12	1.68	0.04	0.04	1.02	0.05	–0.04	0.05	–0.81	–0.05
control	3.12	1.59	3.20	1.71	3.09	1.71								

Source: Authors' calculations.

*$p < .10$; **$p < .05$; ***$p < .01$; ****$p < .001$