First-generation students (e.g., students who do not have at least one parent with a 4-year college degree) earn lower grades and encounter more obstacles to achievement in college than continuing-generation students (e.g., students who have at least one parent with a 4-year degree). One important source of this social class achievement gap is the experience of a cultural mismatch between the middle-class, independent norms institutionalized in American universities and the working-class, interdependent norms that first-generation students are often socialized with before college. In this talk, I will first present a series of studies that document the nature of this cultural mismatch and how it can undermine first-generation students’ academic performance. Second, I will present two social psychological interventions that reduce this mismatch by creating more inclusive cultures, and in turn, improve students’ academic performance.

Nicole M. Stephens is an Associate Professor of Management and Organizations at Kellogg School of Management. She received her PhD in psychology from Stanford University. As a social and cultural psychologist, her research highlights the role of culture as a powerful and frequently neglected factor in motivating and explaining human behavior. Her current research examines the role of culture as both a source of and solution to inequality in schools and workplaces.