Climate Matters

January 9, 2019
Campuses as Social Systems

Institutional History/Core Values

Vision/Mission

Institutional Policies

Social Contexts

Structural Framework

Students, Faculty, Staff, Alumni

Harper & Hurtado, 2009; Smith, 2010
Climate In Higher Education

Assessing Campus Climate

What is it?
- Campus Climate is a construct

Definition?
- Climate is defined by R&A as the current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, which influence the level of respect for individual needs, abilities, and potential

How is it measured?
- Personal Experiences
- Perceptions
- Institutional Efforts
How students experience their campus environment influences both learning and developmental outcomes.  

Discriminatory environments have a negative effect on student learning.  

Research supports the pedagogical value of a diverse student body and faculty on enhancing learning outcomes.

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2. Cabrera, Nora, Terenzini, Pascarella, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 2005
The personal and professional development of employees are impacted by campus climate.¹

Faculty members who judge their campus climate more positively are more likely to feel personally supported and perceive their work unit as more supportive.²

Research underscores the relationships between (1) workplace discrimination and negative job and career attitudes and (2) workplace encounters with prejudice and lower health and well-being.³

¹ Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009; Settles, Cortina, Malley, & Stewart, 2006
² Costello, 2012; Griffin, Pérez, Holmes, & Mayo, 2010; Kaminski & Geisler, 2012; Sears, 2002
³ Silverschanz, Cortina, Konik, & Magley, 2007
Climate Matters
Climate Matters
Academic Freedom

Hate Speech
Responses to Unwelcoming Campus Climates

What are students’ behavioral responses?
30% of respondents have seriously considered leaving their institution

What do students offer as the main reason for their departure?

Source: R&A, 2015; Rankin et al., 2010; Strayhorn, 2012
Student Departure

- Experienced Harassment/Victimization
- Lack of Social Support
- Feelings of hopelessness
- Suicidal Ideation or Self-Harm

Source: Liu & Mustanski, 2012
Why Assess?
What is the Process?
Where Do We Start?
Campus Climate & Successful Outcomes

Positive Experiences with Campus Climate + Positive Perceptions of Campus Climate = Success

For Students:
- Positive educational experiences
- Healthy identity development
- Overall well-being

For Faculty & Staff:
- Productivity
- Sense of value & community
- Overall well-being

Persistence & Retention
The University of Washington educates a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship.

Source: http://www.washington.edu/about/visionvalues/
The University of Washington
Core Values

- Integrity
- Diversity
- Excellence
- Collaboration
- Innovation
- Respect

Source: http://www.washington.edu/about/visionvalues/
The University of Washington Diversity Blueprint

- Cultivate an Inclusive Campus Climate,
- Attract, Retain, and Graduate a Diverse and Excellent Student Body,
- Attract and Retain a Diverse Faculty,
- Attract and Retain a Diverse Staff,
- Assess Tri-Campus Diversity Needs, and
- Improve Accountability and Transparency.

Source: http://www.washington.edu/diversity/diversity-blueprint/
Campus Climate and Inter-group Relations

Representation (Access & Success)

DIMENSIONS OF CAMPUS DIVERSITY

Institutional Transformation (Viability & Vitality)

Education & Scholarship (Curriculum, Teaching, & Learning)

Smith, 1999, 2009
Historical Legacy of Inclusion/Exclusion

Psychological Climate (Feelings and Emotions)

Behavioral Dimension (Interactions and Practices)

Compositional Diversity

Organizational/Structural (Campus Policy)

Components of Campus Climate

Government/Policy Context

Sociohistorical Context

NASPA/NGLTFF Grants

Underrepresented/underserved faculty/staff/students

30 Campuses

Survey Instrument

Meta-analysis of diversity assessment tools from 35 institutions

Paper/Pencil only
Recent Climate Research

1999-2019 Campus Climate Assessments
2010 State of Higher Education for LGBTQ People
2011 NCAA Student-Athlete Climate Study
2014 International Athlete Survey
2016 United States Transgender National Survey
Student-Athlete Climate Study

This project is supported by a grant from the NCAA
SACS Conceptual Framework

CLIMATE
- Experiences with Athletic Personnel
- Perceptions of Personal & Institutional Climate
- Perceptions of Respect
- Institutional Actions
- Faculty-Student Interaction
- Beliefs about Diversity & Team Success
- Personal Comfort with Team Diversity

CHARACTERISTICS
- Student-Athlete Characteristics
- Demographics
- Institutional Characteristics

OUTCOMES
- Academic & Intellectual Development
- Persistence
- Athletic Success
- Athletic Identity
Women student-athletes have significantly greater levels of academic and athletic success and lower levels of athletic identity compared to men student-athletes.
Gender - Mediation Effects on Outcomes

SACS Path Diagram – Mediation Model for Gender

Women

\[ \xi_2 \]

\[ \gamma_{12} .210 \]
\[ \gamma_{22} .212 \]
\[ \gamma_{32} .217 \]
\[ \gamma_{42} .072 \]

Perceptions of Respect
\[ \eta_1 \]

\[ \beta_{81} .039 \]

Perceptions of Climate
\[ \eta_2 \]

\[ \beta_{82} .133 \]

Personal comfort with teammate diversity
\[ \eta_3 \]

\[ \beta_{83} .077 \]
\[ \beta_{84} .363 \]
\[ \beta_{104} .072 \]
\[ \beta_{105} .075 \]

Faculty-Student Interaction
\[ \eta_4 \]

\[ \beta_{94} .047 \]

Athletic Personnel Interaction
\[ \eta_5 \]

\[ \beta_{95} \]

Diversity Leadership from Athletic Personnel
\[ \eta_6 \]

\[ \beta_{106} \]

Athletic Dept Addresses Discrimination
\[ \eta_7 \]

Academic & Intellectual Development
\[ \eta_8 \]

Athletic Success
\[ \eta_9 \]

Athletic Identity
\[ \eta_{10} \]

AID .079
ASUC .003
AI -.021

p < .001

\[ \xi_4 \]
Women Student-Athletes

**Gender Matters**
- Gender significantly predicts academic success and athletic success.
- Women student-athletes report greater levels of **academic success** than men student-athletes.
- Women student-athletes report greater levels of **athletic success** than men student-athletes.

**Climate Matters**
- The following climate factors significantly influenced academic success for women student-athletes:
  - Perceptions of climate
  - Faculty-student interaction
  - Personal comfort with teammate diversity
  - Perceptions of respect
Sexual Identity – Direct Effects

LGBQ

Academic & Intellectual Development
Athletic Success
Athletic Identity
Review of Climate Assessment Process

University of Washington
The University of Washington will add to their knowledge base with regard to how students, faculty, and staff currently experience the campus climate.

The University of Washington will use the results of the assessment to inform current/on-going work regarding issues of campus climate for students, faculty, and staff.
PHASE I

Initial Proposal Meeting
Focus Groups
Identify the focus groups

Develop the protocol for the focus groups

Populate the focus groups

Focus group facilitators are selected and trained by the consultant
PHASE II

Assessment Tool Development
Communication/Marketing Plan
IRB proposal
Survey Instrument

Final instrument

- Quantitative questions and additional space for respondents to provide commentary
- Web-based survey

Sample = Population

- All members of the College community are invited to participate via an invitation from President/Chancellor at each campus
Preparing the College Community

- Talking points
- Incentives
- Invitation letter
- Subsequent invitations to participate
Institutional Review Board

- Proposal application
- Primary Investigator from the University of Washington
PHASE III

Survey Implementation
Data Analysis
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<th>Faculty</th>
<th>Man</th>
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<th>Black/African American</th>
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PHASE IV

Final Report
Presentation of Results
PHASE V

Facilitate Development of Process for Developing Strategic Actions
Next Steps
January-March 2019

- Initial meeting with Climate Working Group (CSWG)
- Plan conduct of focus groups
- Develop Marketing/Communication Plan

March-April 2019

- Conduct Focus Groups
- Begin survey development
Projected Process Forward

May-June 2019
- Complete Survey
- Complete final Marketing/communication plan

July-September 2019
- IRB application/approval
Projected Process Forward

<table>
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<tbody>
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<td>• Survey administration</td>
<td>• Data analyses</td>
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<td>• Develop report</td>
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<td>• Present results</td>
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<td>June 2020</td>
<td>• Develop action initiatives</td>
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Questions..?

Thoughts..?
Thank You!

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