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

Create and Distribute Knowledge

Community Members

Climate (Living, Working, Learning)

Assessing Campus Climate

**What is it?**
- Campus Climate is a construct

**Definition?**
- *Current attitudes, behaviors, standards, and practices of employees and students of an institution*

**How is it measured?**
- Personal Experiences
- Perceptions
- Institutional Efforts

Rankin & Reason, 2008
How students experience their campus environment influences both learning and developmental outcomes.1 Discriminatory environments have a negative effect on student learning.2 Research supports the pedagogical value of a diverse student body and faculty on enhancing learning outcomes.3

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

¹Settles, Cortina, Malley, and Stewart, 2006, Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009
²Costello, 2012; Sears, 2002; Kaminiski, & Geisler, 2012; Griffin, Pérez, Holmes, & Mayo. 2010
³Silverschanz, Cortina, Konik, & Magley, 2007
Climate Matters
Student Activism in 2016
Climate Matters

Student Activism in 2016
What Are Students Demanding?

While the demands vary by institutional context, a qualitative analysis reveals similar themes across the 76 institutions and organizations (representing 73 U.S. colleges and universities, three Canadian universities, one coalition of universities and one consortium of Atlanta HBCUs.)

Chessman & Wayt explore these overarching themes in an effort to provide collective insight into what is important to today’s students in the heated context of racial or other bias-related incidents on college and university campuses.

Source: Chessman & Wayt, 2016; http://www.thedemands.org/
Seven Major Themes

- Policy (91 percent)
- Leadership (89 percent)
- Resources (88 percent)
- Increased Diversity (86 percent)
- Training (71 percent)
- Curriculum (68 percent)
- Support (61 percent)

Source: Chessman & Wayt, 2016; http://www.thedemands.org/
What are students’ behavioral responses?
30% of respondents have seriously considered leaving their institution due to the challenging climate.

Similarly, 33% of Queer spectrum and 38% of Trans-spectrum respondents have seriously considered leaving their institution due to the challenging climate.

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

Source: R&A, 2015; Rankin, et al., 2010; Strayhorn, 2012
Suicidal Ideation/Self-Harm

Experienced Victimization

Lack of Social Support

Feelings of hopelessness

Suicidal Ideation or Self-Harm

Source: Liu & Mustanski 2012
Assessing Campus Climate

Why Assess?
What is the Process?
Where Do We Start?
Campus Climate & Successful Outcomes

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's primary commitment is to student learning and personal development through effective and innovative teaching and a wide variety of high-quality out-of-class experiences. The ultimate goal is to have students develop to their utmost the intellectual, personal, and social capabilities they need to perform as competent citizens prepared to embark on a career immediately upon graduation or after advanced study.
ACCESS AND EQUITY
We are a thriving campus community that strives for diversity among its members and equal access to educational and support resources for all. We value social equity and multiculturalism as means of promoting institutional innovation, problem solving, justice, fairness, and understanding.
Conceptual Framework for Campus Diversity Research

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
Components of Campus Climate

- Historical Legacy of Inclusion/Exclusion
- Compositional Diversity
- Organizational/Structural (Campus Policy)
- Psychological Climate
- Behavioral Dimension

### Survey Instrument

**NASPA/NGLTF Grants**

| Underrepresented/underserved faculty/staff/students | 30 Campuses |

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**Survey Instrument**

| Meta-analysis of diversity assessment tools from 35 institutions | Paper/Pencil only |
Transformational Tapestry Model©

Current Campus Climate

Access Retention
Research Scholarship
Curriculum Pedagogy
Intergroup & Intragroup Relations
External Relations

University Policies/Service

Transformation via Intervention

Symbolic Actions
Educational Actions
Administrative Actions
Fiscal Actions

Assessment

Baseline Organizational Challenges
Systems Analysis
Local / State / Regional Environments

Contextualized Campus Wide Assessment
Advanced Organizational Challenges
Consultant Recommendations

Transformed Campus Climate

Access Retention
Research Scholarship
Curriculum Pedagogy
Intergroup & Intragroup Relations
External Relations

© 2001
Recent Climate Research

1999-2017 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
R&A Campus Climate Assessments 1999-2017

Source: www.rankin-consulting.com
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 $\xi_2$

- $\gamma_{12} = .220$
- $\gamma_{22} = .212$
- $\gamma_{32} = .217$
- $\gamma_{42} = -.072$

$\eta_1$: Perceptions of Respect

- $\beta_{81} = .039$

$\eta_2$: Perceptions of Climate

- $\beta_{82} = .133$

$\eta_3$: Personal comfort with teammate diversity

- $\beta_{63} = .077$

$\eta_4$: Faculty-Student Interaction

- $\beta_{94} = .047$

$\eta_5$: Athletic Personnel Interaction

- $\beta_{10,4} = .075$

$\eta_6$: Diversity Leadership from Athletic Personnel

$\eta_7$: Athletic Dept Addresses Discrimination

$\eta_8$: Academic & Intellectual Development

$\eta_9$: Athletic Success

$\eta_{10}$: Athletic Identity

$p < .001$

$\xi_4$

$\eta_1$, $\eta_2$, $\eta_3$, $\eta_4$, $\eta_5$, $\eta_6$, $\eta_7$, $\eta_8$, $\eta_9$, $\eta_{10}$

AID .079
ASUC .003
AI -.021

$\xi_2$
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

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

Shippensburg University 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
Focus Groups

1. Identify the focus groups
2. Develop the protocol for the focus groups
3. 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 university community are invited to participate via an invitation from President Lyman
Preparing the University Community

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

- Proposal application
- Primary Investigator from Shippensburg University
PHASE III

Survey Implementation
Data Analysis
## Shippensburg University

### Spring Semester 2018

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<th>Faculty</th>
<th>Man</th>
<th>Woman</th>
<th>African American</th>
<th>Native American</th>
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PHASE IV

Final Report
Presentation of Results
Next Steps
Projected Process Forward

**February 2017**
- Initial meeting with Climate Survey Working Group (CSWG)

**March-May 2017**
- Plan Focus Groups
- Begin development of survey
### Projected Process Forward

<table>
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<th>Tasks</th>
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<td>September 2017</td>
<td>• Develop Marketing/Communication Plan</td>
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| October-November 2017 | • Conduct Focus Groups  
                          | • Complete Survey Instrument                                      
                          | • IRB application/approval                                         |
Projected Process Forward

- **January-February 2018**
  - Survey Launch

- **March-April 2017**
  - Data analysis
Projected Process Forward

May-August 2018
- Development of Report

September 2018
- Results Presentation
Projected Process Forward

October-December 2018

• Develop Actions
Questions..?

Thoughts..?
Thank You!

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