Campuses as Social Systems

- Institutional History/Core Values
- Vision/Mission
- Social Contexts
- Structural Framework
- Institutional Policies
- Students, Faculty, Staff, Alumni

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

Community Members

Create and Distribute Knowledge

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
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

¹ Source: Pascarella & Terenzini, 1991, 2005
² Source: 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, S. (2013); Jayakumar, Howard, Allen, & Han, J. 2009
²Costello, 2012; Sears, 2002; Kaminski, & Geisler, 2012; Griffin, Pérez, Holmes, & Mayo 2010
³Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999
Assessing Campus Climate

Why Assess?
What is the Process?
Where Do We Start?
To foster a caring university community that provides leadership for constructive participation in a diverse, multicultural world.

To open the doors wider for under-served constituents to create a welcoming environment.

To improve the environment for working and learning on campus.
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 is committed to excellence. It fosters a multicultural environment in which the dignity and rights of the individual are respected. Intellectual diversity, integrity, and disciplined inquiry in the search for knowledge are of paramount importance.
Conceptual Framework for Campus Diversity Research

Campus Climate and Inter-group Relations

Representation (Access & Success)

Dimensions of Campus Diversity

Education & Scholarship (Curriculum, Teaching, & Learning)

Institutional Transformation (Viability & Vitality)

Smith, 1999; 2009
Components of Campus Climate

Government/Policy Context

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

Sociohistorical Context

- Compositional Diversity

Rankin 2001
National Campus Climate Diversity Assessment

NASPA/NGLTF Grants

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

Survey Instrument

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

- Access Retention
- Research Scholarship
- Current Campus Climate
- University Policies/Service
- Curriculum Pedagogy
- Intergroup & Intragroup Relations
- External Relations

Assessment
- Baseline Organizational Challenges
- Systems Analysis
- Local / State / Regional Environments
- Contextualized Campus Wide Assessment
- Advanced Organizational Challenges
- Consultant Recommendations

Transformation via Intervention
- Symbolic Actions
- Educational Actions
- Fiscal Actions
- Administrative Actions

Transformed Campus Climate
- Access Retention
- Research Scholarship
- University Policies/Service
- Curriculum Pedagogy
- Intergroup & Intragroup Relations
- External Relations

© 2001
Recent Climate Research

1999-2014 Campus Climate Assessments
2010 State of Higher Education for LGBTQ People
2011 NCAA Student-Athlete Climate Study
2014 International Athlete Survey
2015 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 $\xi_2$

Perceptions of Respect $\eta_1$

Perceptions of Climate $\eta_2$

Personal comfort with teammate diversity $\eta_3$

Faculty-Student Interaction $\eta_4$

Athletic Personnel Interaction $\eta_5$

Diversity Leadership from Athletic Personnel $\eta_6$

Athletic Dept Addresses Discrimination $\eta_7$

Academic & Intellectual Development $\eta_8$

Athletic Success $\eta_9$

Athletic Identity $\eta_{10}$

$\beta_{81} = .039$

$\beta_{82} = .133$

$\beta_{94} = .047$

$\beta_{10,4} = -.072$

$\gamma_{12} = .220$

$\gamma_{22} = .212$

$\gamma_{32} = .217$

$\gamma_{42} = -.072$

$\xi_2 \rightarrow \eta_1 \rightarrow \eta_2 \rightarrow \eta_3 \rightarrow \eta_4 \rightarrow \eta_5 \rightarrow \eta_6 \rightarrow \eta_7 \rightarrow \eta_8 \rightarrow \eta_9 \rightarrow \eta_{10}$

$p < .001$

AID .079
ASUC .003
AI -.021
• 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.

Gender 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

Climate Matters
Review of Climate Assessment Process

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

UNCO 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

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
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 senior administrator from each campus (KU Lawrence, KU Edwards, KU Medical Center)
IDENTITY EXAMPLES

- Position Status
- Racial Identity
- Gender Identity
- Sexual Identity
- disAbility Status
- SES status
- Spiritual identity

CLIMATE

- Experiences
- Perceptions
- Institutional Actions

OUTCOMES

- Professional Success
- Intent to Persist
Communication Plan

Preparing the University Community

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

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

Survey Implementation
Data Analysis
## SAMPLE Response Rates

### Demographics of Population & Sample

<table>
<thead>
<tr>
<th>University of Kansas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester 2016</strong></td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
</tr>
<tr>
<td>Professor</td>
</tr>
<tr>
<td>Associate Professor</td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Instructor</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
</tr>
</tbody>
</table>
PHASE IV

Final Report
Presentation of Results
Next Steps
## Projected Process Forward

### November 2015
- Initial meeting with Climate Working Group (CWG)

### February-April 2015
- Plan/Implement Focus Groups
- Begin development of survey
Projected Process Forward

May - August 2016
- Complete assessment tool
- Begin Marketing/Communication Plan development

September 2016
- IRB application/approval
- Complete Marketing/Communication Plan
<table>
<thead>
<tr>
<th>October 2016</th>
<th>• Survey Launch</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2016 - January 2016</td>
<td>• Data analysis</td>
</tr>
<tr>
<td>Projected Process Forward</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>February – March 2017</strong></td>
<td></td>
</tr>
<tr>
<td>• Development of Report</td>
<td></td>
</tr>
<tr>
<td><strong>April 2017</strong></td>
<td></td>
</tr>
<tr>
<td>• Results Presentation</td>
<td></td>
</tr>
</tbody>
</table>
Projected Process Forward

- May-August 2017
- Development of Actions
Questions..?

Thoughts..?
Thank You!

For more information contact:

Susan (Sue) Rankin
Rankin & Associates, Consulting
sxr2@psu.edu