Climate Matters

August 30, 2017
Campuses as Social Systems

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

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

What is it?

- Campus Climate is a construct

Definition?

- The current attitudes, behaviors, standards, and environment of faculty, staff, administrators and students, as well as university policies that influence the level of respect for individual needs, abilities, and potential.

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**.\(^3\)

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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

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

What are students’ behavioral responses?
30% of 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?
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
Diversity at Winona State University is an indispensable component of institutional excellence. Winona State simply cannot achieve institutional excellence without paying attention to and drawing from the richness and strength reflected in the diversity of our local, national, and global communities. Diverse learning environments foster civic learning and engagement and prepare our students to live in an increasingly global and complex world. Diversity is also rooted in our mission and our overarching belief in “A community of learners improving our world.”
Conceptual Framework for Campus Diversity Research

- Campus Climate and Inter-group Relations
- Representation (Access & Success)
- Education & Scholarship (Curriculum, Teaching, & Learning)
- Institutional Transformation (Viability & Vitality)

DIMENSIONS OF CAMPUS DIVERSITY

Smith, 1999; 2009
Components of Campus Climate

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

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
- 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
- University Policies/Service
- Research Scholarship
- Curriculum Pedagogy
- External Relations
- Intergroup & Intragroup Relations

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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

AID .079
ASUC .003
AI .021

η₁ Perceptions of Respect
η₂ Perceptions of Climate
η₃ Personal comfort with teammate diversity
η₄ Faculty-Student Interaction
η₅ Athletic Personnel Interaction
η₆ Diversity Leadership from Athletic Personnel
η₇ Athletic Dept Addresses Discrimination
η₈ Academic & Intellectual Development
η₉ Athletic Success
η₁₀ Athletic Identity

β₁₁ .039
β₁₂ .133
β₂₃ .077
β₂₄ .363
β₃₄ .047
β₄₅ .072
β₅₆ .075

p < .001
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
Sexual Identity – Mediation Model

Academic & Intellectual Development

Athletic Success

Athletic Identity

Perceptions of Respect

Perceptions of Climate

Personal comfort with teammate diversity

Faculty-Student Interaction

Athletic Personnel Interaction

Diversity Leadership from Athletic Personnel

Athletic Dept Addresses Discrimination

LGBQ

AID -.034
AI -.037

\( \eta_1 \)
\( \eta_2 \)
\( \eta_3 \)
\( \eta_4 \)
\( \eta_5 \)
\( \eta_6 \)
\( \eta_7 \)
\( \eta_8 \)
\( \eta_9 \)
\( \eta_{10} \)

\( \beta_{10,7} = .150 \)

\( \beta_{81} = .039 \)

\( \beta_{82} = .133 \)
Review of Climate Assessment Process

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

Winona State 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
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 President Olson
Communication Plan

Preparing the University Community

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

- Proposal application
- Primary Investigator from Winona State
- Dr. Eri Fujieda, Director of Institutional Planning, Assessment, & Research
PHASE III

Survey Implementation

Data Analysis
SAMPLE Response Rates
Demographics of Population & Sample

Winona State University

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<th>African American</th>
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PHASE IV

Final Report
Presentation of Results
Next Steps
Projected Process Forward

August 2017
- Initial meeting with Climate Working Group (CSWG)
- Begin survey development

September-December 2017
- Complete survey
- Develop Marketing/Communication Plan
- IRB application/approval
Projected Process Forward

January – February 2018
- Survey Administration

March-April 2018
- Data Analysis
Projected Process Forward

- **May-August 2018**
  - Report Development

- **September 2018**
  - Results Presentation
Projected Process Forward

October-November 2018

• Develop Actions
Questions..?

Thoughts..?
Thank You!

For more information contact Rankin & Associates Consulting

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