

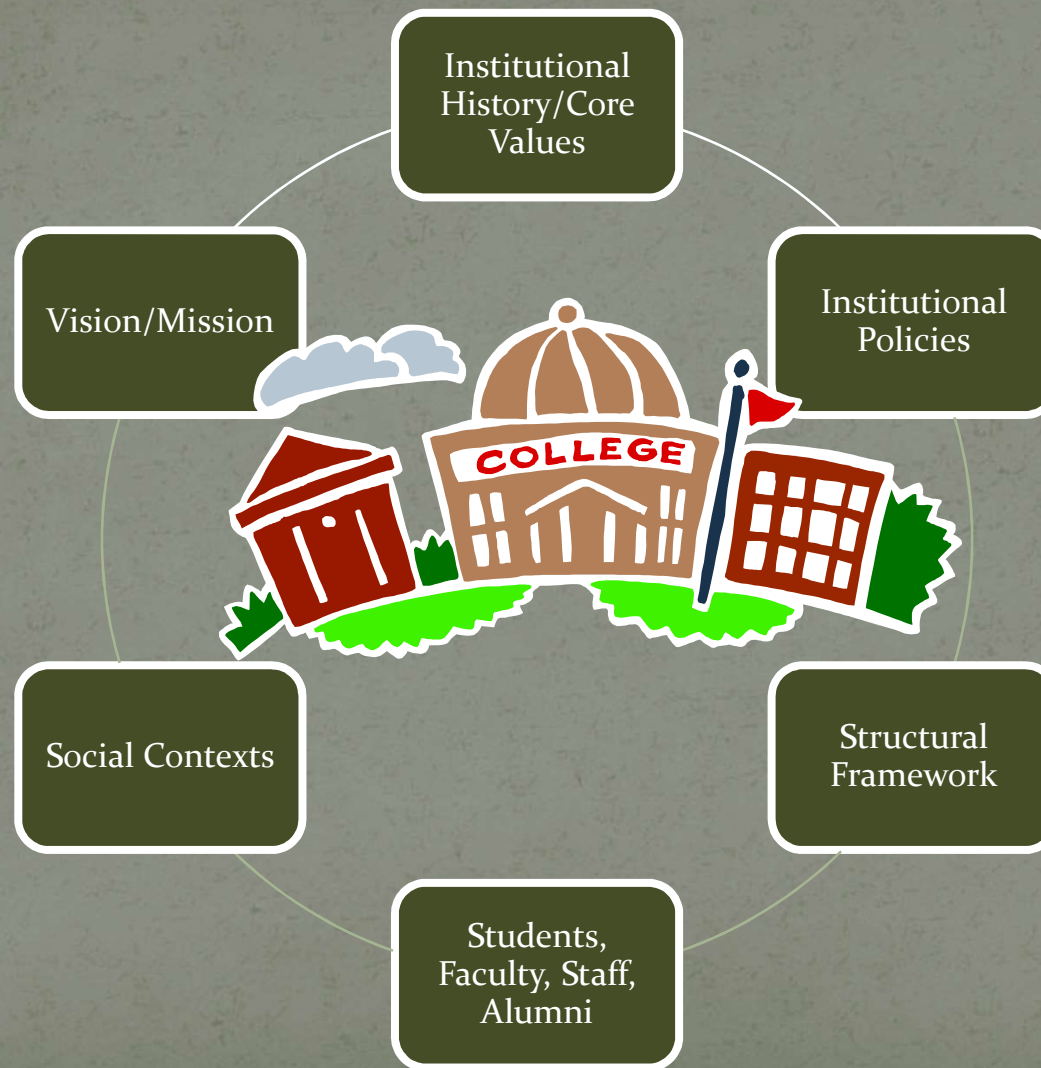


---

# Climate Matters

2015-2016

# Campuses as Social Systems





# Climate In Higher Education



Barcelo, 2004; Bauer, 1998, Kuh & Whitt, 1998; Hurtado, 1998, 2005; Ingle, 2005; Milhem, 2005; Peterson, 1990; Rankin, 1994, 1998, 2003, 2005; Rankin & Reason, 2008; Smith, 2009; Tierney, 1990; Worthington, 2008

# Assessing Campus Climate

## What is it?

- Campus Climate is a construct

## Definition?

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

## How is it measured?

- Personal Experiences
- Perceptions
- Institutional Efforts



# Campus Climate & Students



How students experience their campus environment influences both **learning and developmental outcomes.**<sup>1</sup>



Discriminatory environments have a **negative effect** on student learning.<sup>2</sup>



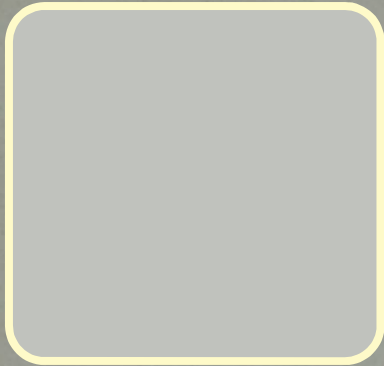
Research supports the pedagogical value of a **diverse student body** and faculty on **enhancing learning outcomes.**<sup>3</sup>

<sup>1</sup> Pascarella & Terenzini, 1991, 2005

<sup>2</sup> Cabrera, Nora, Terenzini, Pascarella, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 2005

<sup>3</sup> Hale, 2004; Harper & Quaye, 2004; Harper, & Hurtado, 2009; Hurtado, 2003.

# Campus Climate & Faculty/Staff



The personal and professional development of employees are impacted by campus climate.<sup>1</sup>



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



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.<sup>3</sup>

<sup>1</sup>Settles, Cortina, Malley, and Stewart (2006)

<sup>2</sup>Sears, 2002

<sup>3</sup>Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999



# Assessing Campus Climate

---

Why Assess?

What is the Process?

Where Do We Start?

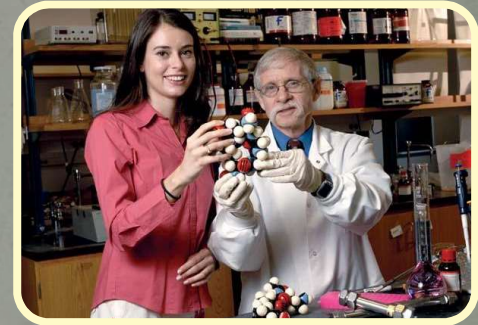
# Why conduct a climate assessment?



To foster a caring university community that provides leadership for constructive participation in a diverse, multicultural world.



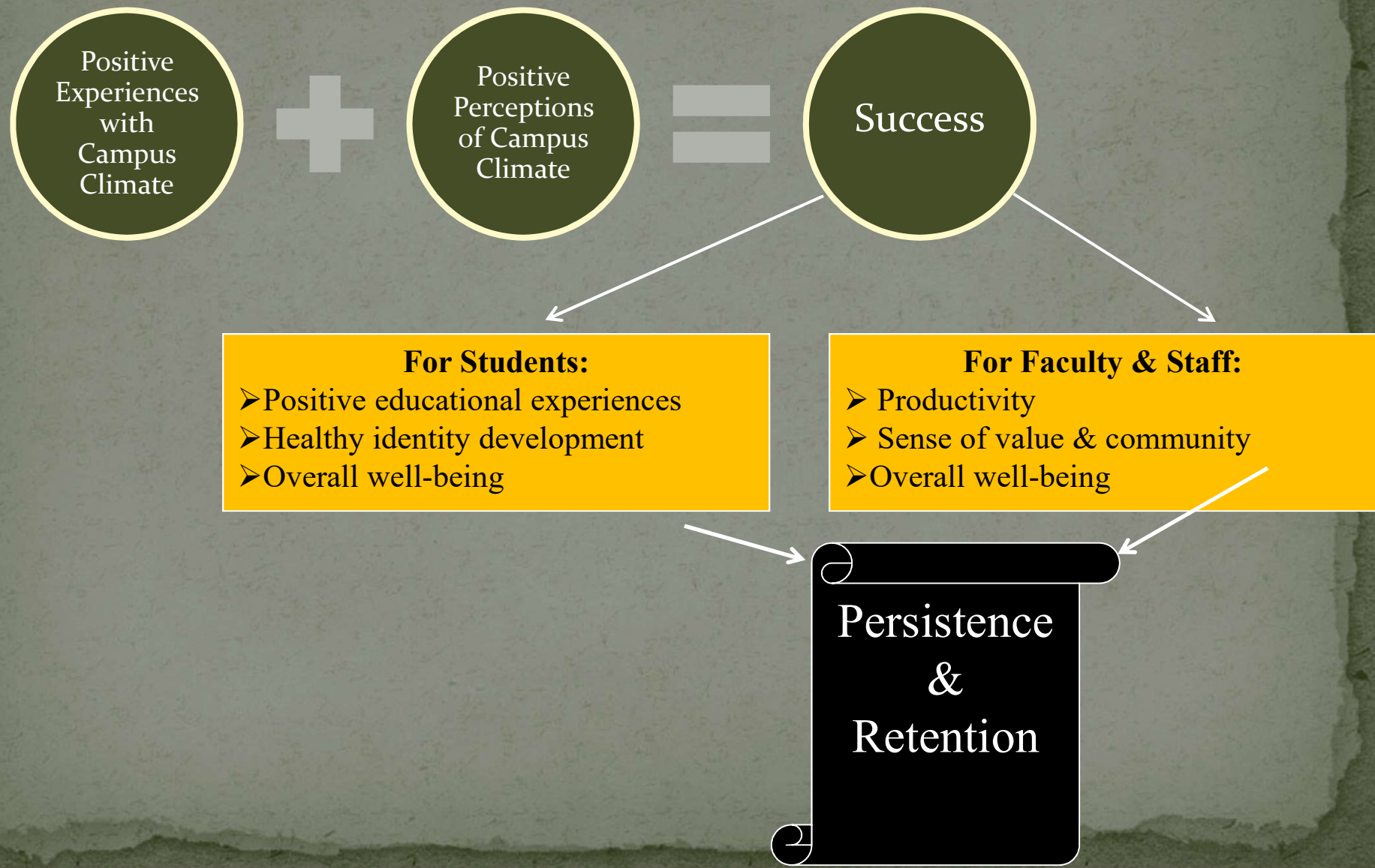
To open the doors wider for underserved constituents to create a welcoming environment.



To improve the environment for working and learning on campus.



# Campus Climate & Successful Outcomes



# College of Staten Island Mission

Grounded in the Liberal Arts tradition, the College of Staten Island is committed to the highest standards in teaching, research, and scholarship. Drawing on the rich heritage of The City University of New York that has provided access to excellence in higher education since 1847, the College of Staten Island offers that same opportunity in New York City's Borough of Staten Island. The College is dedicated to helping its students fulfill their creative, aesthetic, and educational aspirations through competitive and rigorous undergraduate, graduate, and professional programs. We embrace the strength of our diversity, foster civic mindedness, and nurture responsible citizens for our city, country, and the world.



# College of Staten Island Fundamental Principles

- *Diversity*

Drawing from the richness of our diverse community, we incorporate multiple approaches to developing and encouraging the inclusion of various world views, cultures, and experiences into the fabric of our institution.

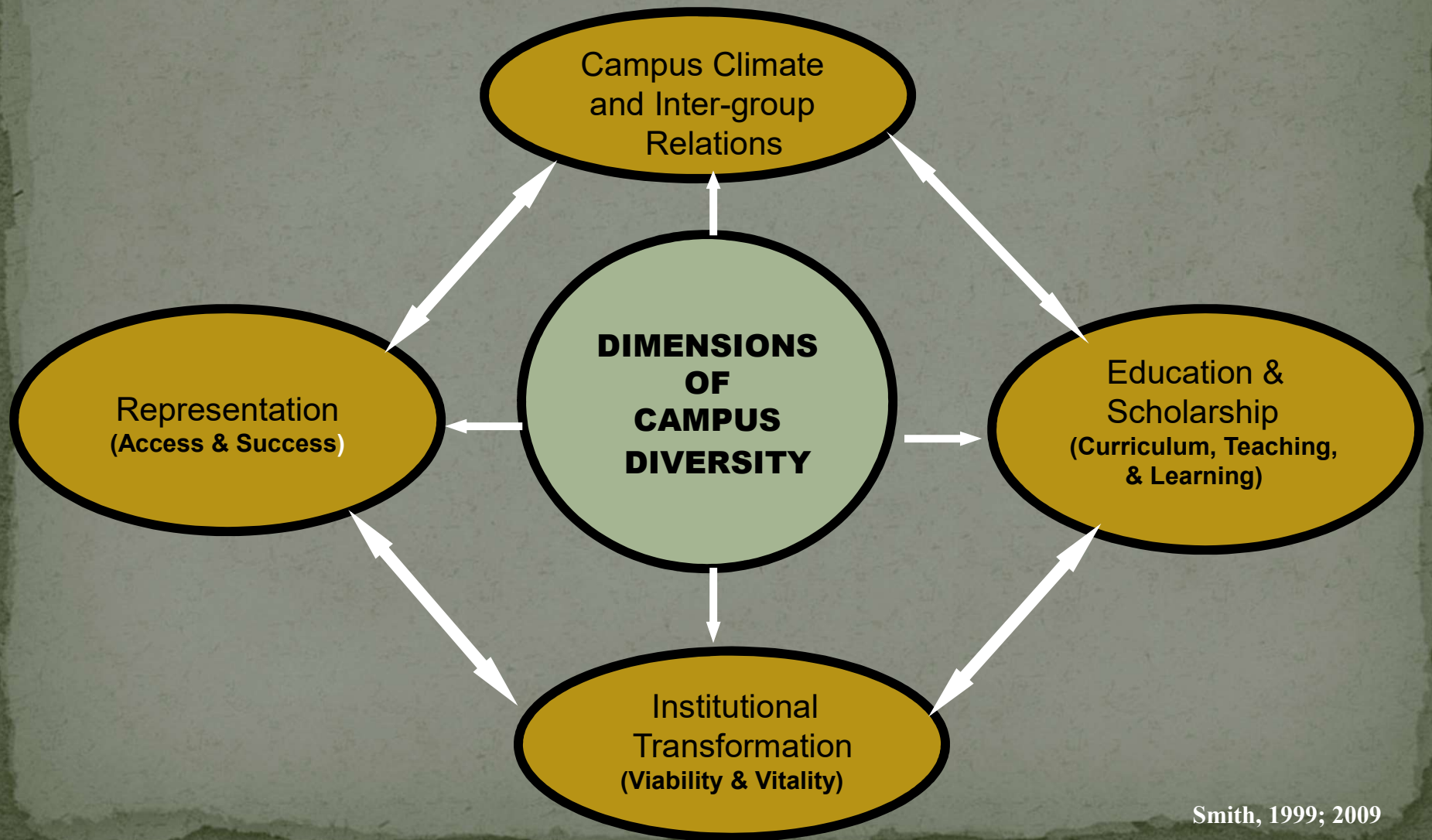
- *Respect*

In our relationships with each other, we insist on mutual respect and thoughtful dialogue. We provide forums for the exchange of ideas informed by the techniques of critical analysis and the traditions of scholarly discourse.

- *Integrity*

We uphold the highest standards of honesty and fairness in our interactions with each other.

# Conceptual Framework for Campus Diversity Research



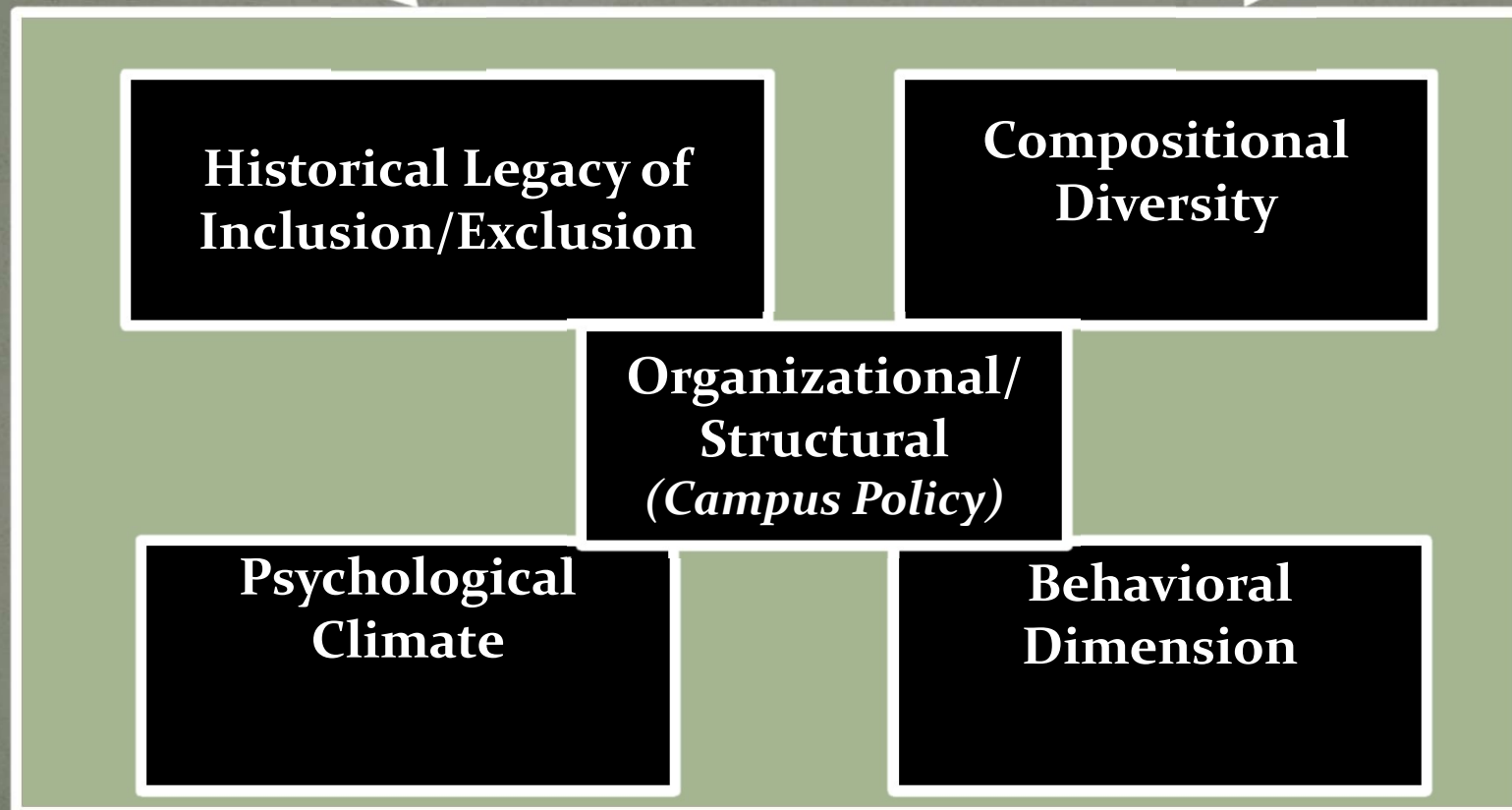
Smith, 1999; 2009



# Components of Campus Climate

Government/Policy Context

Sociohistorical Context



Milem, Chang, & Antonio (2005) adapted from Hurtado, Milem, Clayton-Pedersen, & Allen (1999)

Rankin 2001

# National Campus Climate Diversity Assessment

## NASPA/NGLTF Grants

Underrepresented/underserved  
faculty/staff/students

30 Campuses



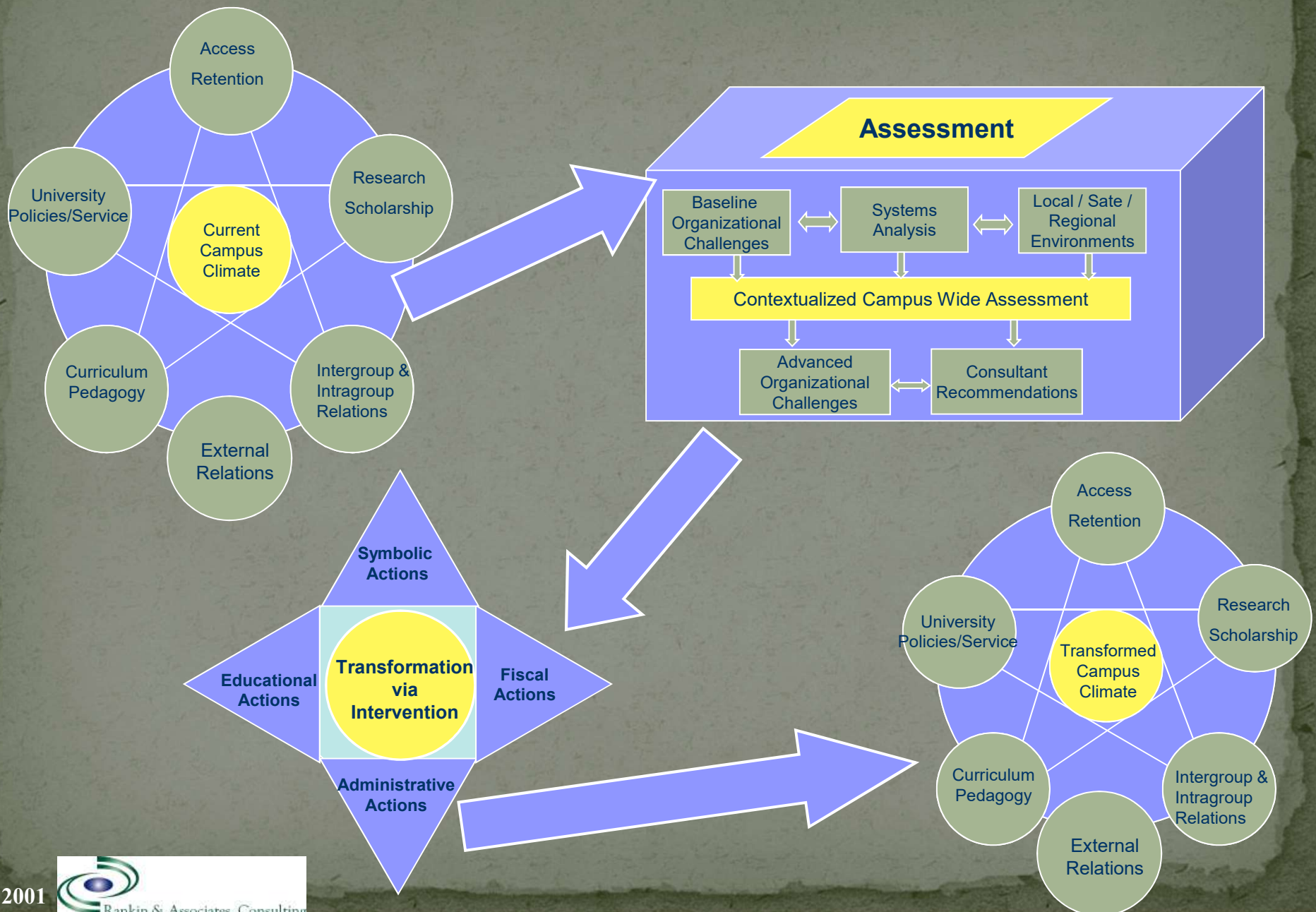
## Survey Instrument

Meta-analysis of diversity assessment  
tools from 35 institutions

Paper/Pencil only



# Transformational Tapestry Model<sup>©</sup>



# Recent Climate Research

---

1999-2014 Campus Climate Assessments

2010 State of Higher Education for LGBTQ People

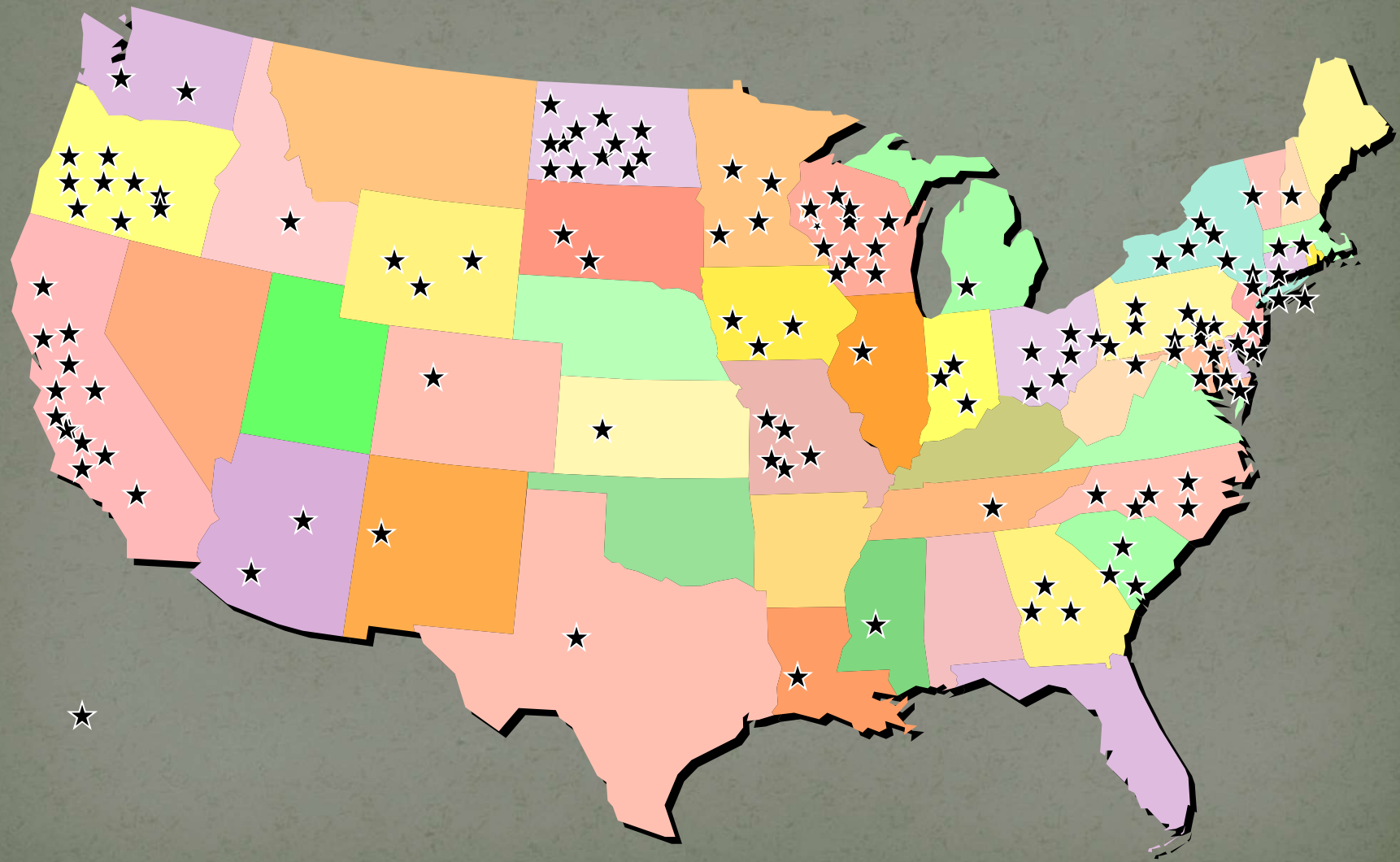
2011 NCAA Student-Athlete Climate Study

2014 International Athlete Survey

2015 United States Transgender National Survey



# R&A Campus Climate Assessments 1999-2015



Source: [www.rankin-consulting.com](http://www.rankin-consulting.com)

# STATE OF HIGHER EDUCATION

for Lesbian, Gay, Bisexual & Transgender People



## CAMPUS PRIDE

2010 National College Climate Survey

National Study by the Q Research Institute for Higher Education



Q Research  
INSTITUTE



www.campuspride.org



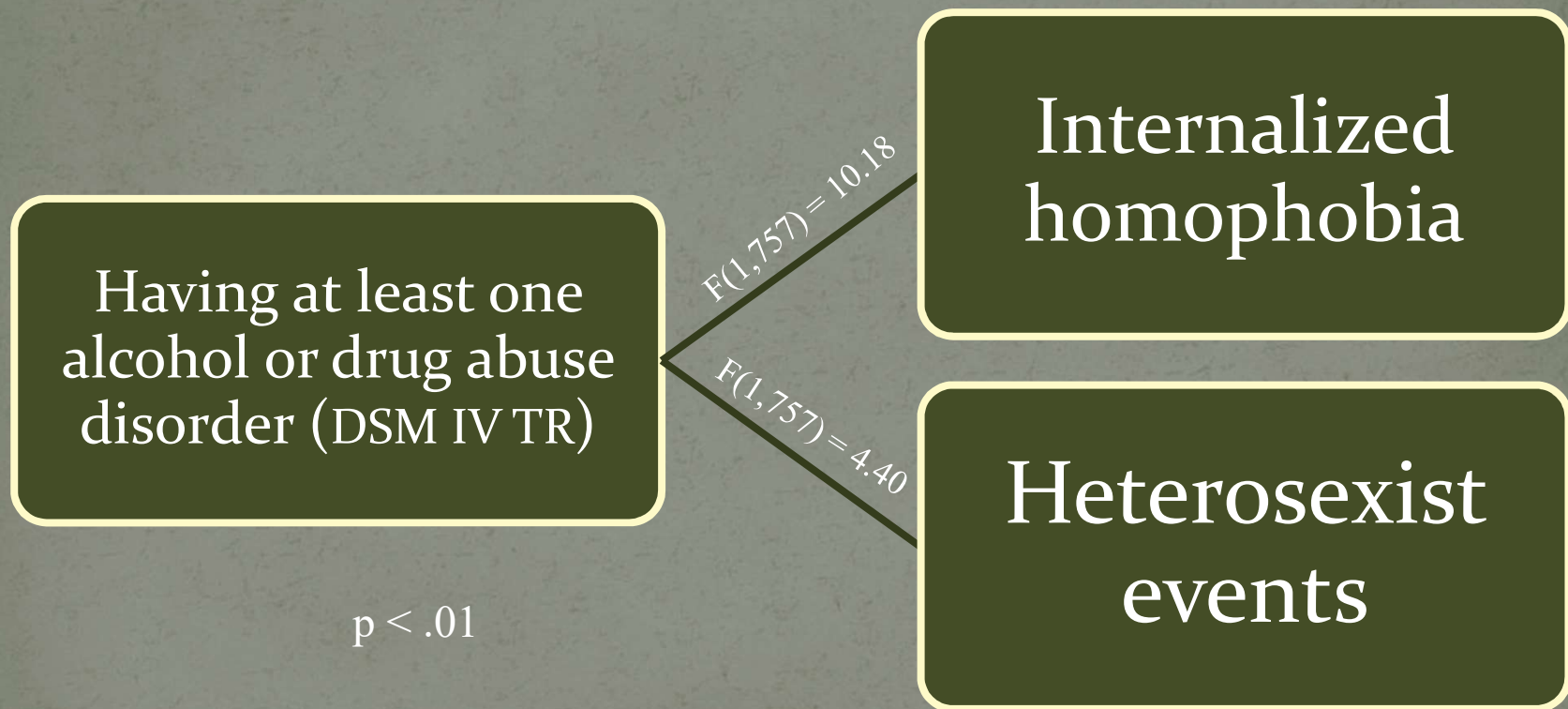
# Behavioral Responses - Persistence

Respondents seriously considered leaving their institution due to the challenging climate:

One-third of Queer spectrum respondents (33%)

One-third of Trans-spectrum respondents (38%)

# Behavioral Responses - Substance Use & Abuse



(Weber, 2008)

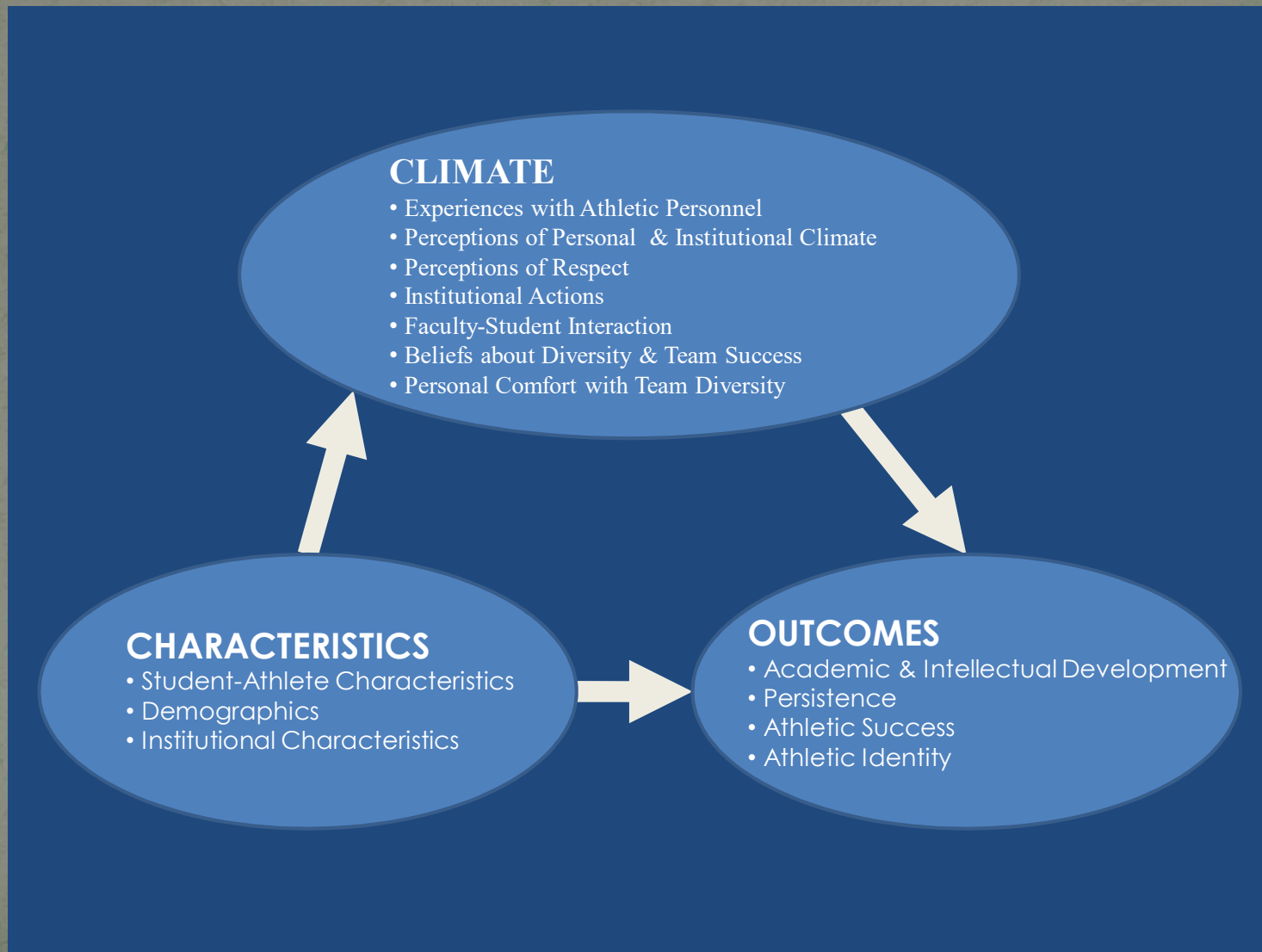


# Student-Athlete Climate Study



This project is supported by a grant from the NCAA

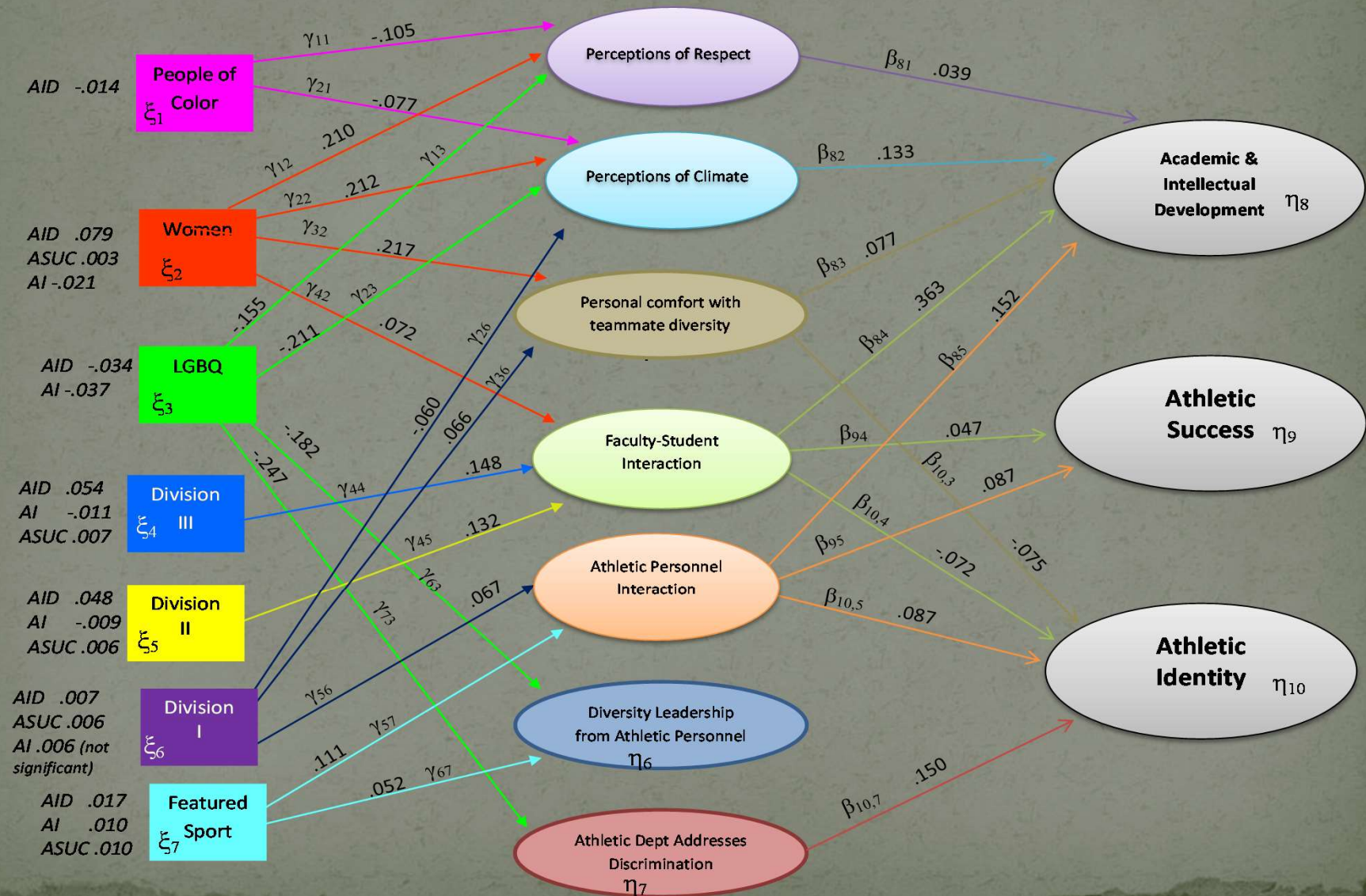
# SACS Conceptual Framework





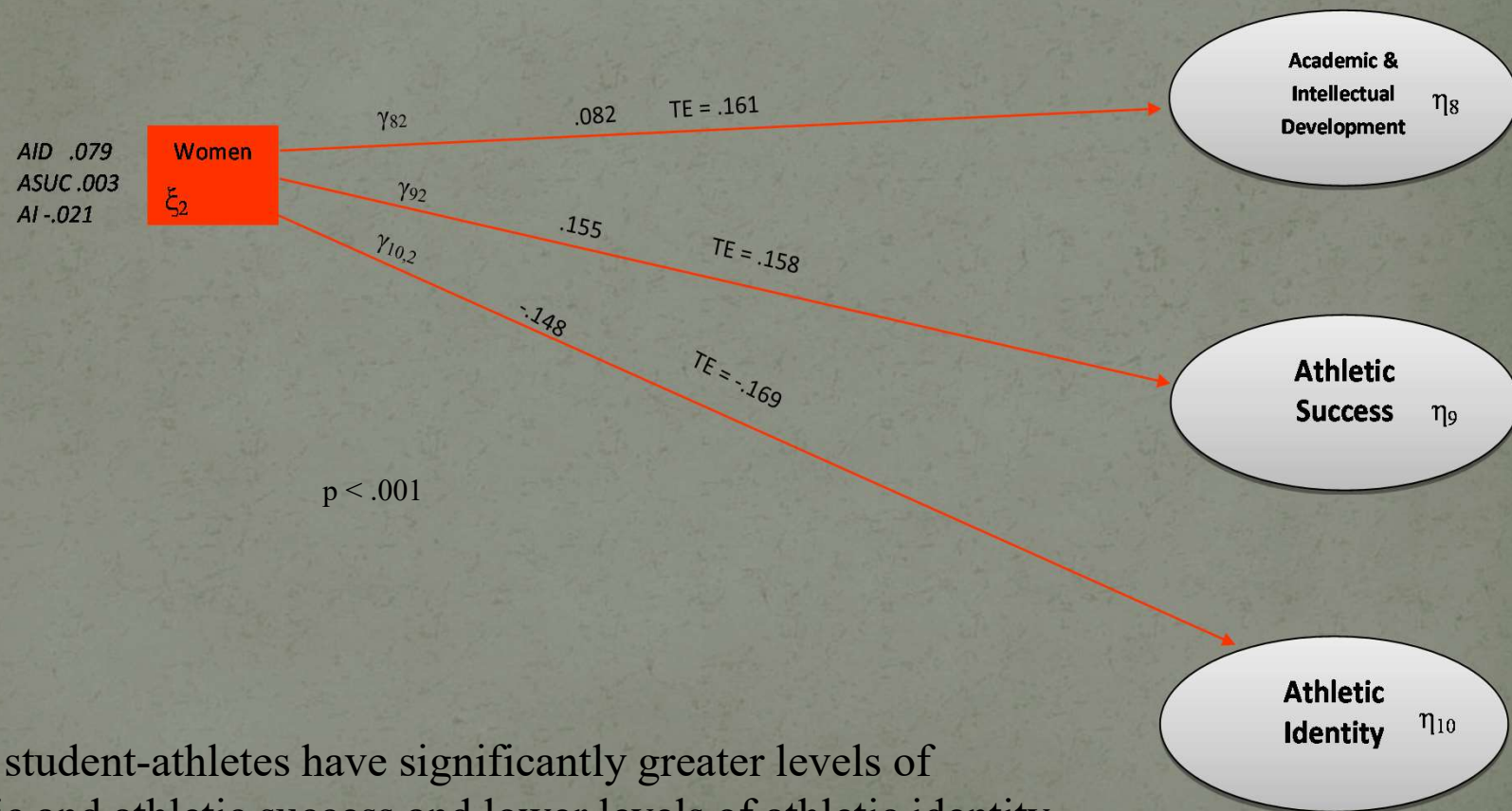
# SEM Mediation Model

SACS Path Diagram – Mediation Model



# Gender – Direct Effects Model

SACS Path Diagram – Direct Effects, Relevant Indirect Effects, Total Effects for Gender

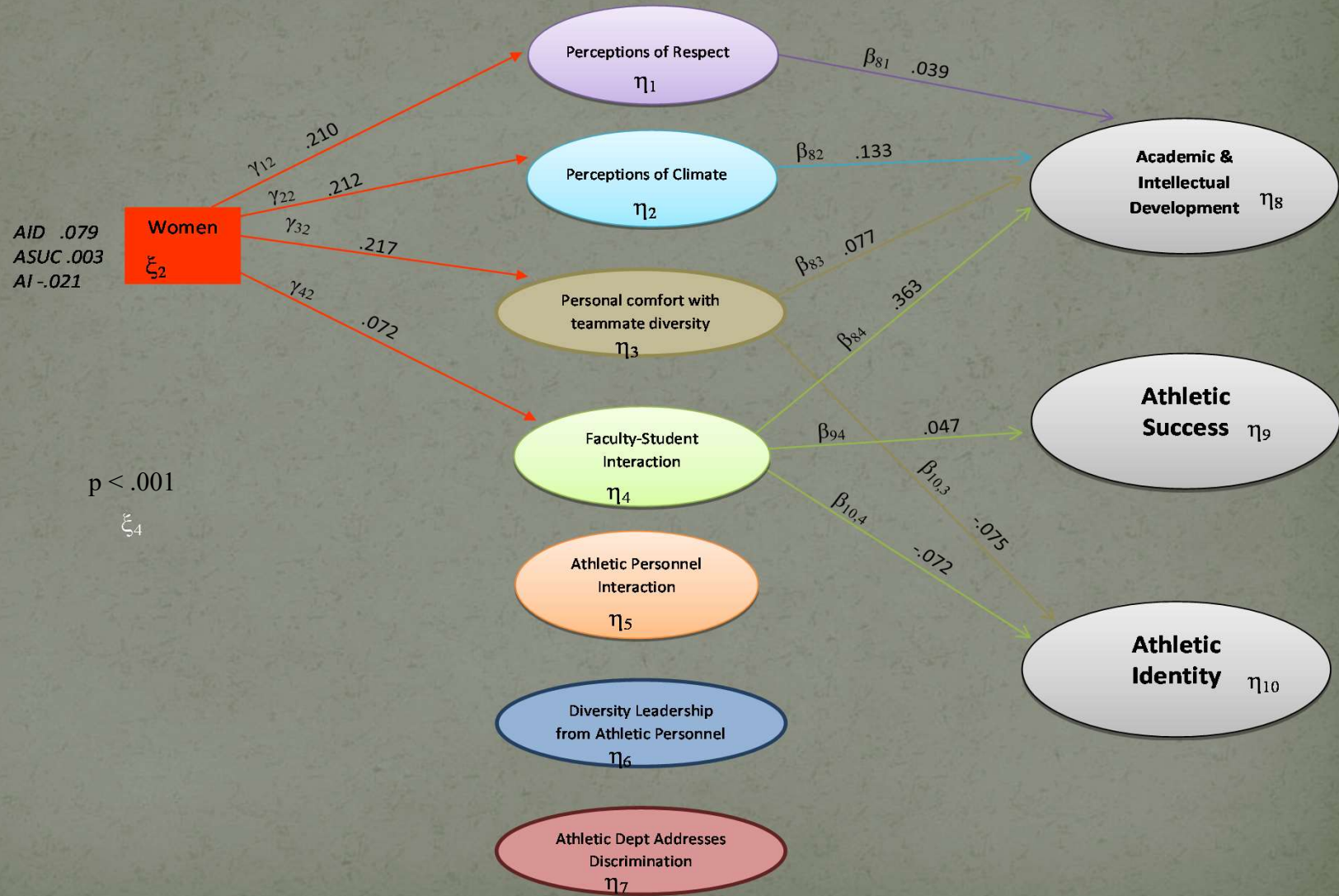


Women student-athletes have significantly greater levels of academic and athletic success and lower levels of athletic identity compared to men student-athletes



# Gender - Mediation Effects on Outcomes

SACS Path Diagram – Mediation Model for Gender



# Women 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



# Review of Climate Assessment Process

---

College of Staten Island Summary

# Project Outcomes

- College of Staten Island will add to their knowledge base with regard to how students, faculty, and staff currently experience the campus climate.
- College of Staten Island 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

Populate the  
focus groups

Develop the  
protocol for  
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 the President



# SAMPLE CONCEPT MAP

## 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 College of Staten Island

# PHASE III

---

Survey Implementation  
Data Analysis



# SAMPLE Response Rates

## Demographics of Population & Sample

College of Staten Island								
Spring 2016								
Faculty	Man	Woman	African American	Native American	Asian American	Latino(a) American	European American	Unknown
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Adjunct Faculty								

# PHASE IV

---

Final Report  
Presentation of Results



# Next Steps



# Projected Process Forward





# Projected Process Forward



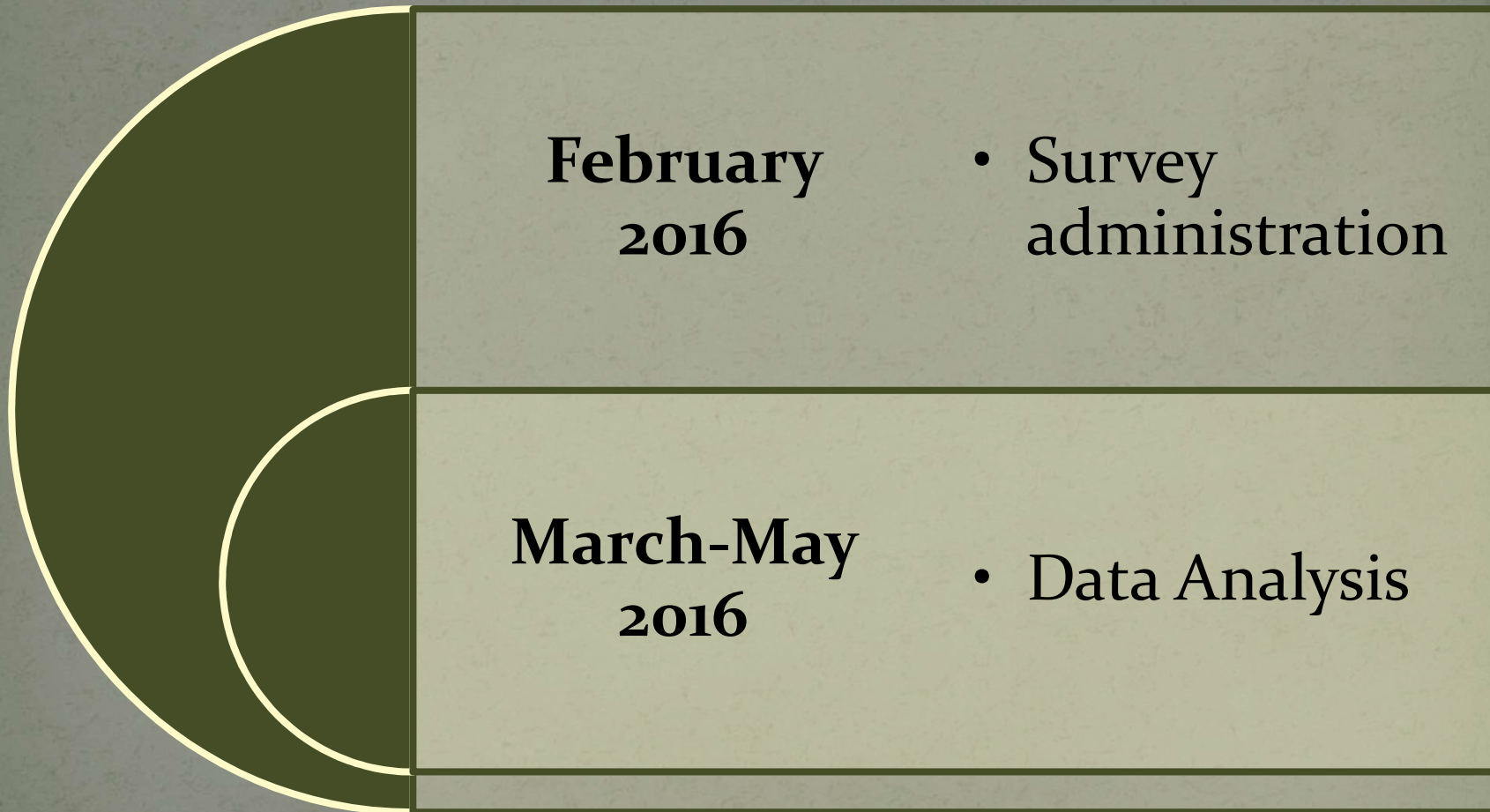
**September-  
October  
2015**

- Continue survey development
- Develop Communication plan

**November-  
December  
2015**

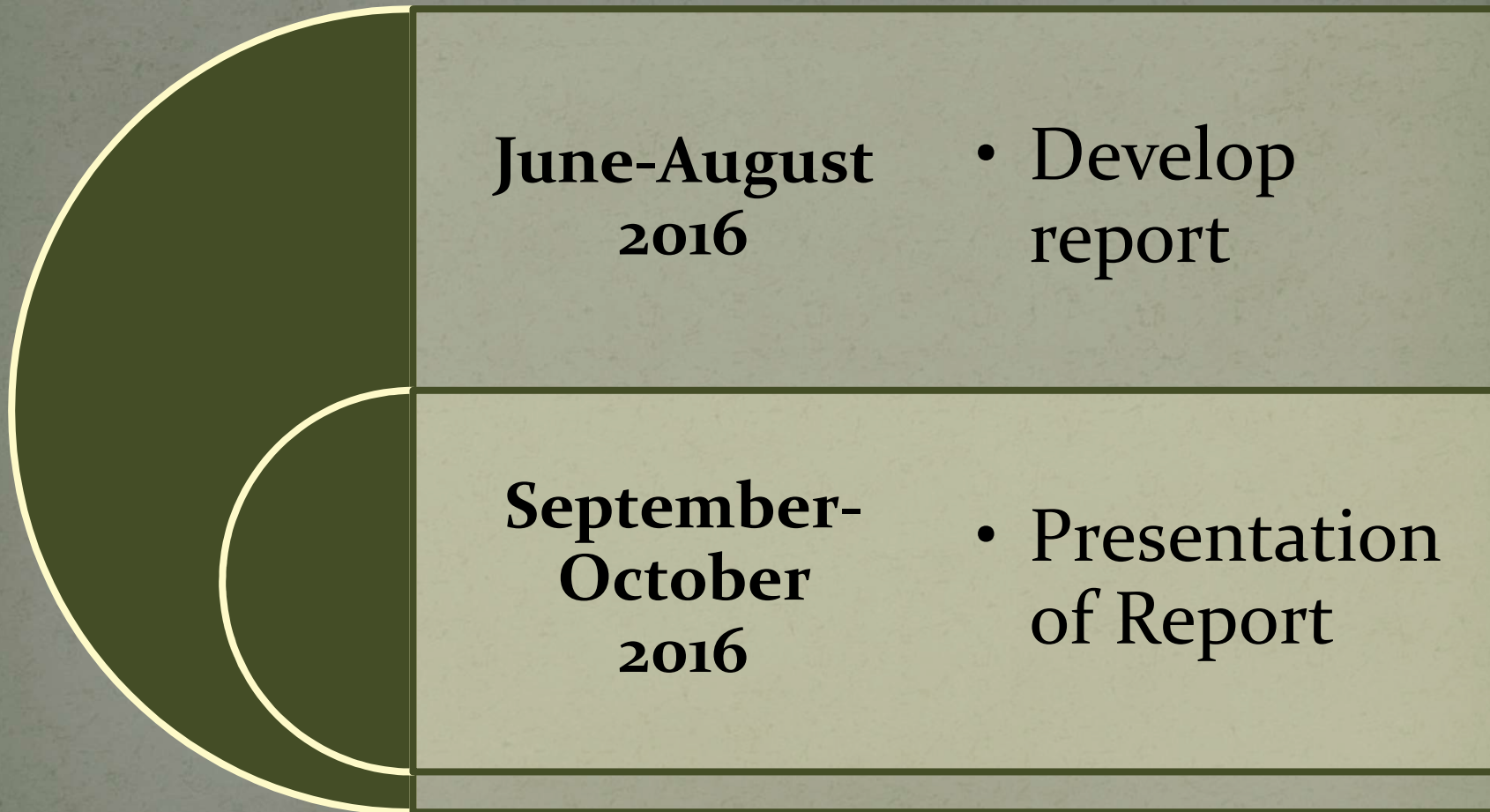
- Conduct Focus Groups
- Complete survey instrument
- Submit IRB proposal

# Projected Process Forward





# Projected Process Forward



# Projected Process Forward





Questions..?



Thoughts..?

# Thank You!

For more information contact:

Dr. Susan (Sue) Rankin  
Rankin & Associates, Consulting  
[sxr2@psu.edu](mailto:sxr2@psu.edu)

Dr. Genevieve Weber  
Rankin & Associates, Consulting  
[Genevieve.Weber@hofstra.edu](mailto:Genevieve.Weber@hofstra.edu)