

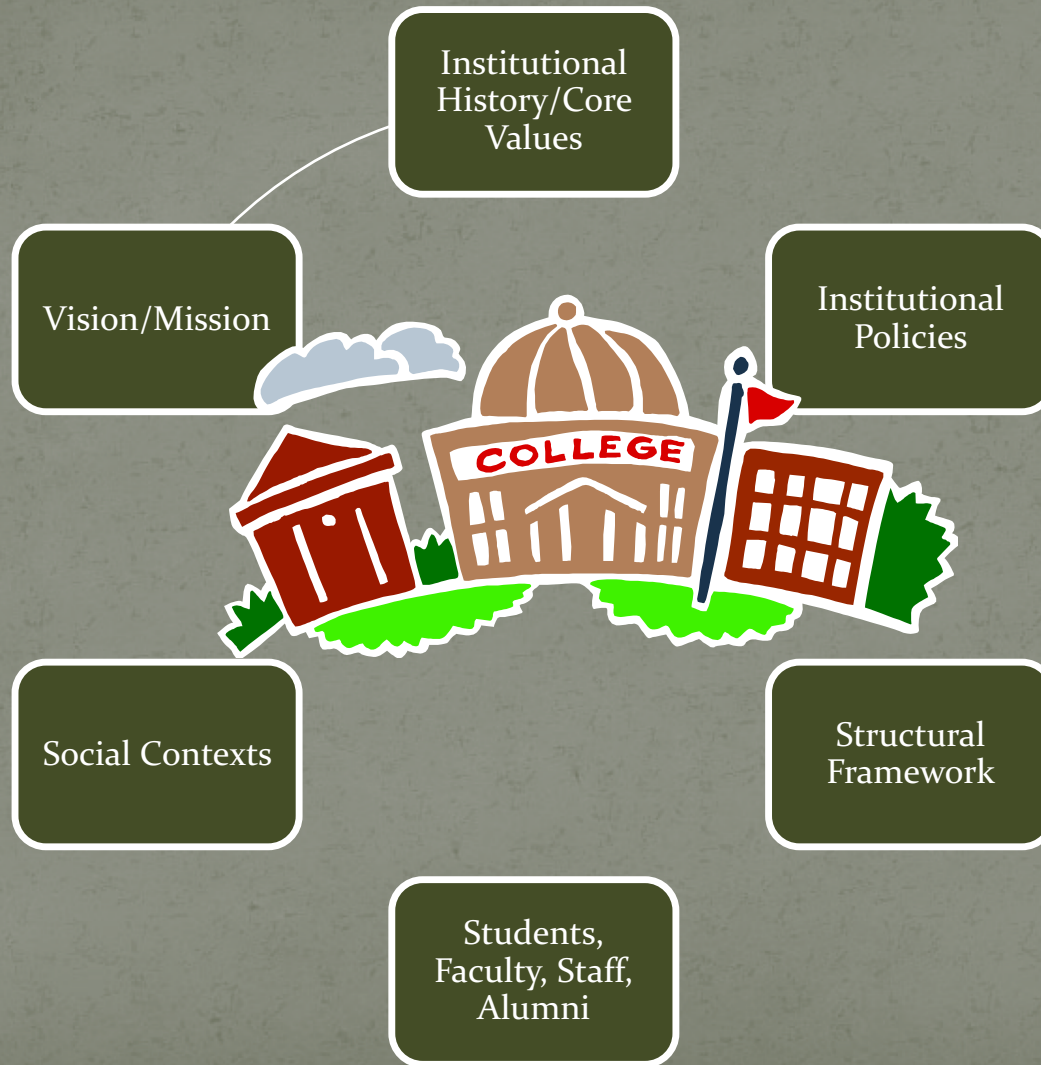


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# Climate Matters (

August 30, 2018

# Campuses as Social Systems



# Climate In Higher Education



Barcelo, 2004; Bauer, 1998; Harper, 2012; Hurtado, 1998, 2005; Ingle, 2005; Kuh & Whitt, 1998; 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?

- 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

# 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> Harper & Hurtado, 2009; Maramba. & Museus, 2011; Pascarella & Terenzini, 1991, 2005; Patton, 2011; Strayhorn, 2012

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

<sup>3</sup> Hale, 2004; Harper, & Hurtado, 2009; Harper & Quaye, 2004; Hurtado, 2003; Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013

# 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> Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009; Settles, Cortina, Malley, & Stewart, 2006

<sup>2</sup> Costello, 2012; Griffin, Pérez, Holmes, & Mayo, 2010; Kaminski, & Geisler, 2012; Sears, 2002

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



# Climate Matters (





# Climate Matters (







# Academic Freedom



# Hate Speech (



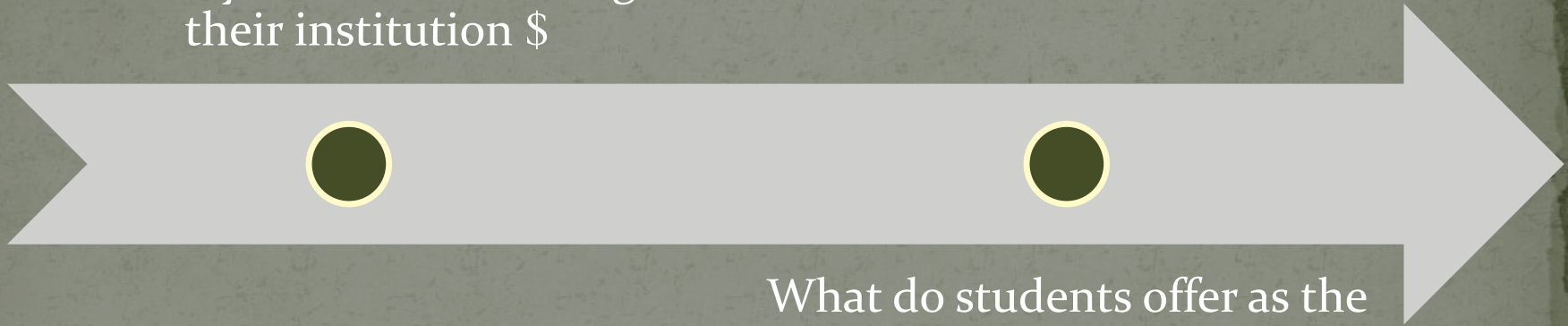
# Responses to Unwelcoming Campus Climates

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What are students' behavioral  
responses? %

# Lack of Persistence

30% of respondents have \$  
seriously considered leaving \$  
their institution \$



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

# Student Departure

Experienced \*  
Victimization \*



Suicidal Ideation or \*  
Self-Harm \*

# Assessing Campus Climate

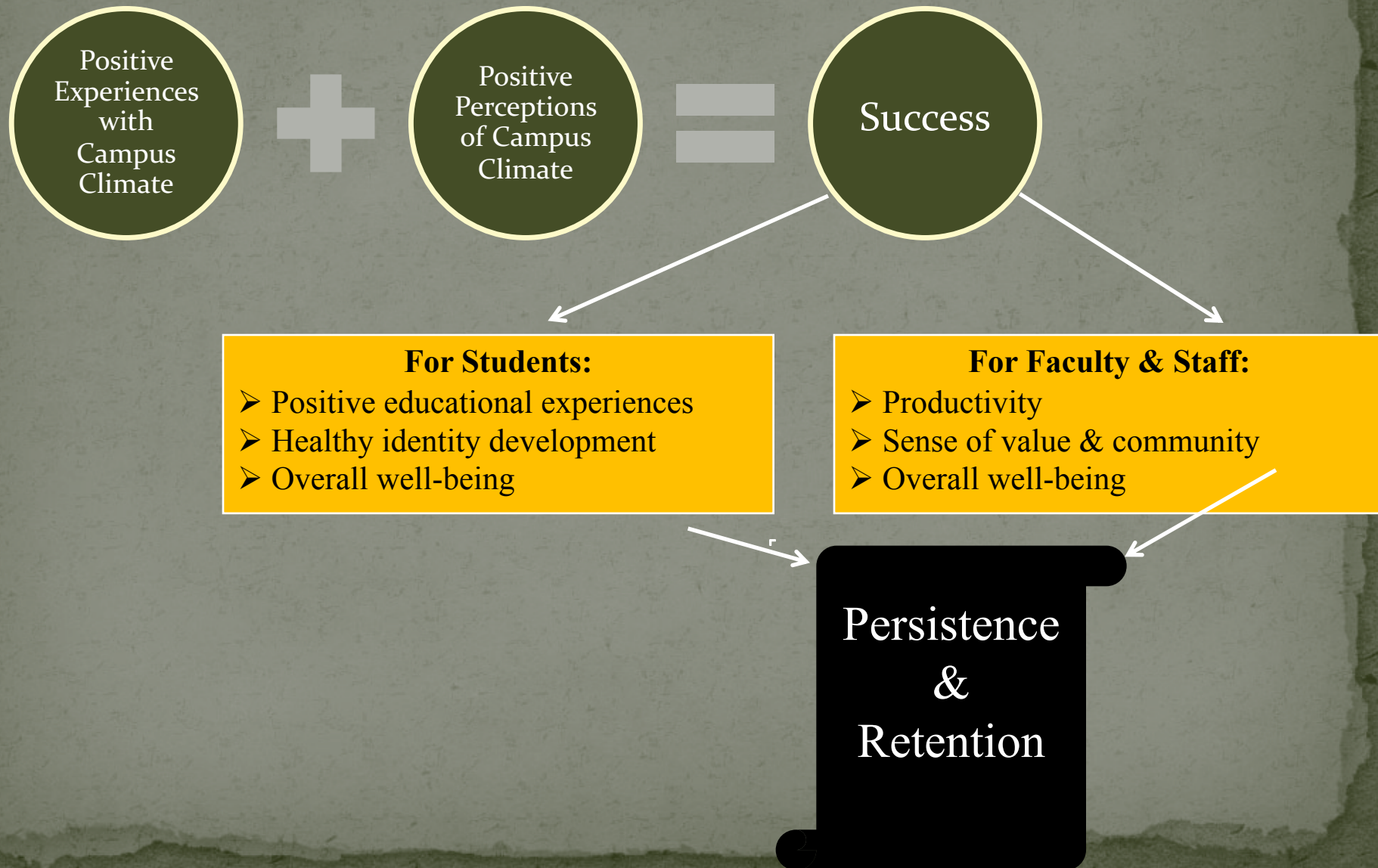
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Why Assess?

What is the Process? \$

Where Do We Start? \$

# Campus Climate & Successful Outcomes



# Finger Lakes Community College Vision

Finger Lakes Community College will build innovative programs to meet evolving educational needs, drawing on partnerships in the community and beyond. FLCC will offer an educational environment that is intentionally designed to engage our students as learners and propel them to completion

# Strategic Plan 2018-2023

## Strategic Initiatives

### Respect and Inclusion



Such evaluation requires respect for the intrinsic value of each individual to contribute to the FLCC mission through inclusive discussion and transparent, data-driven decision-making. Inclusion requires the deliberate pursuit of interconnected partnerships and a diverse and harmonious institution where all have opportunities for growth.



# Strategic Plan 2018-2023

## Objectives

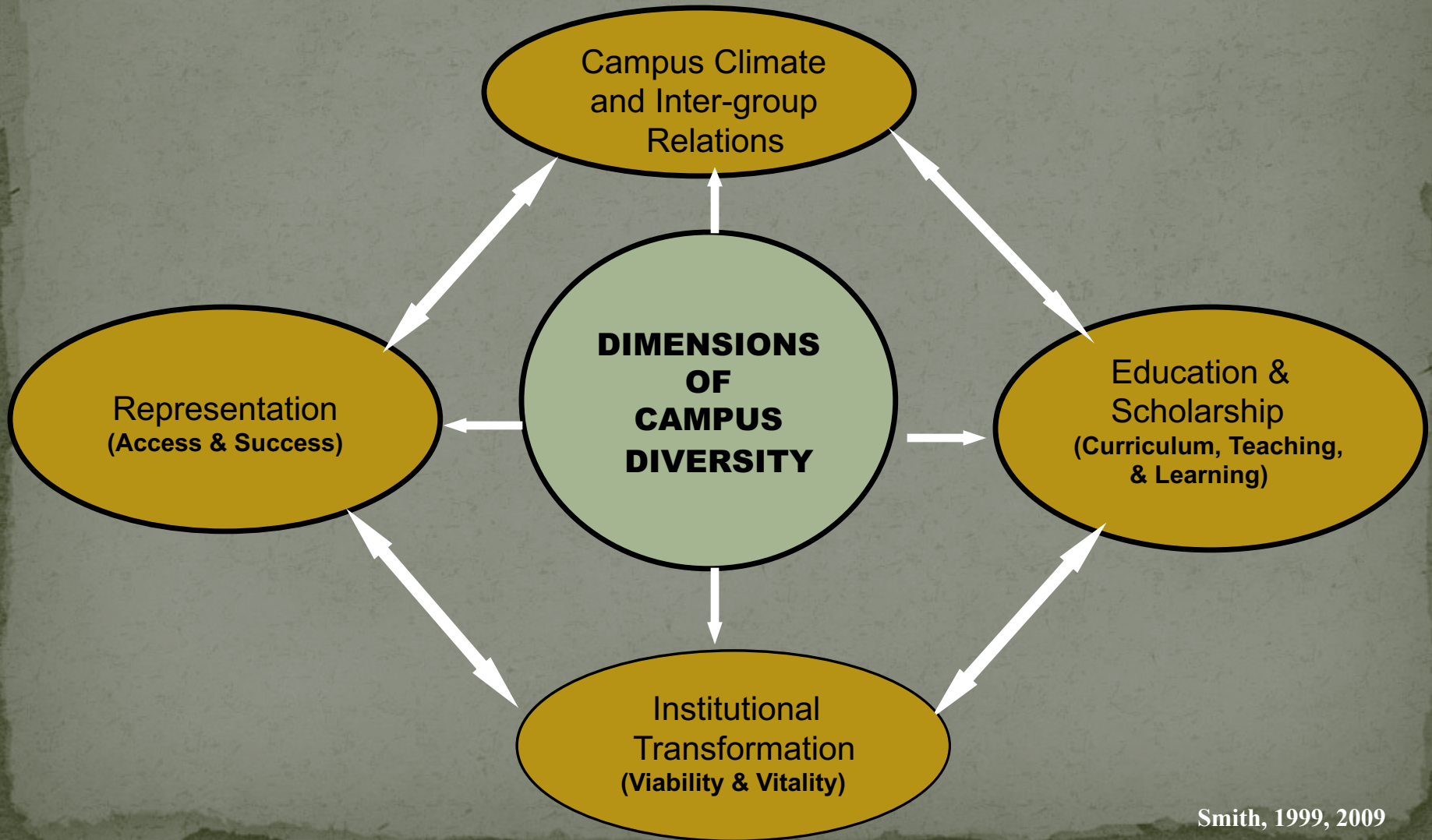
### Objective #1

- Improve student retention and persistence to achieve student success and sustainability

### Objective #2

- Meet the needs of underserved populations to achieve student success, community and industry connections and innovation and opportunity

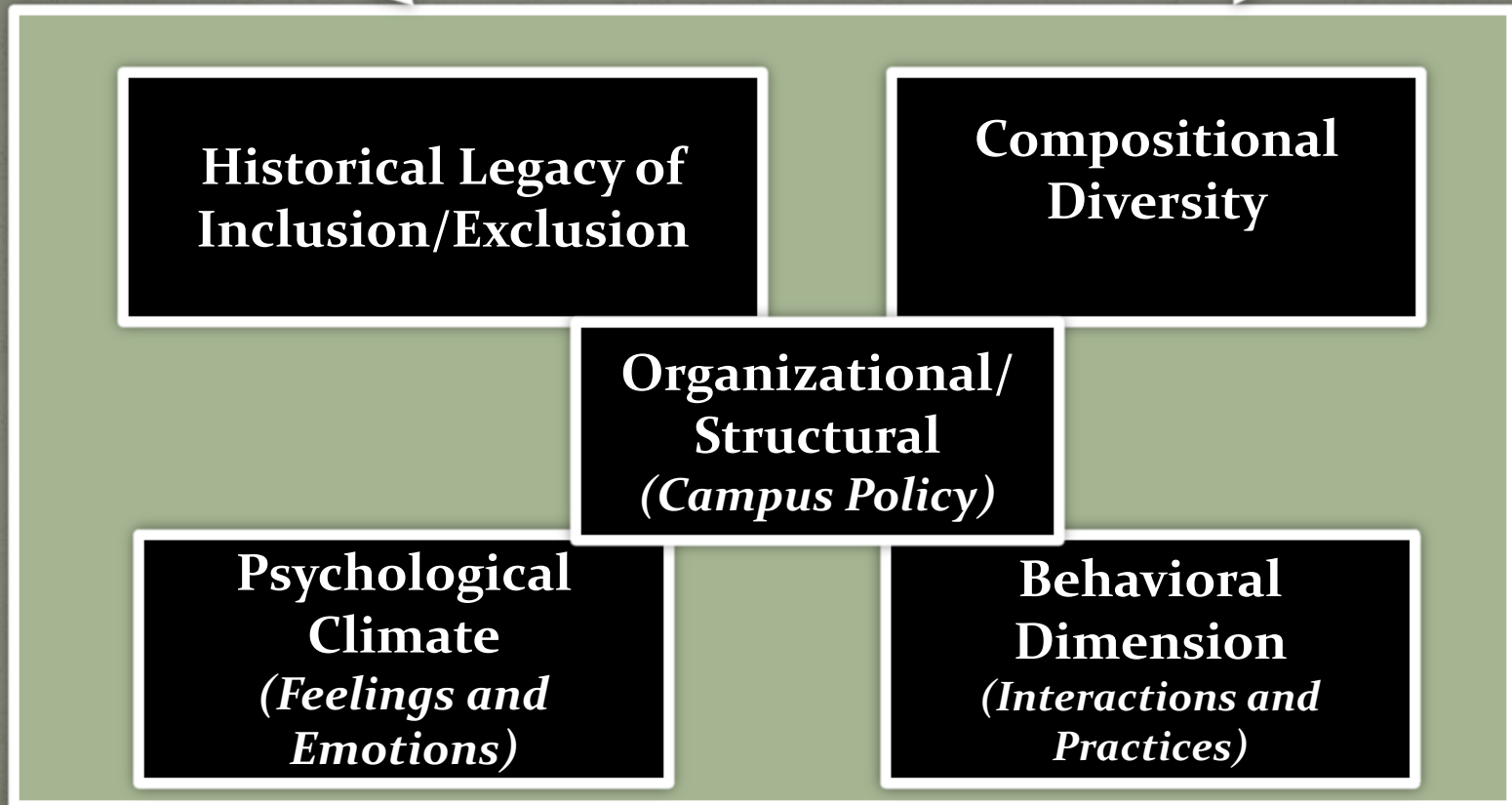
# Conceptual Framework for Campus Diversity Research



# Components of Campus Climate

Government/Policy Context

Sociohistorical Context



Rankin (2001)

# National Campus Climate Diversity Assessment

## NASPA/NGLTF Grants

Underrepresented/underserved  
faculty/staff/students

30 Campuses

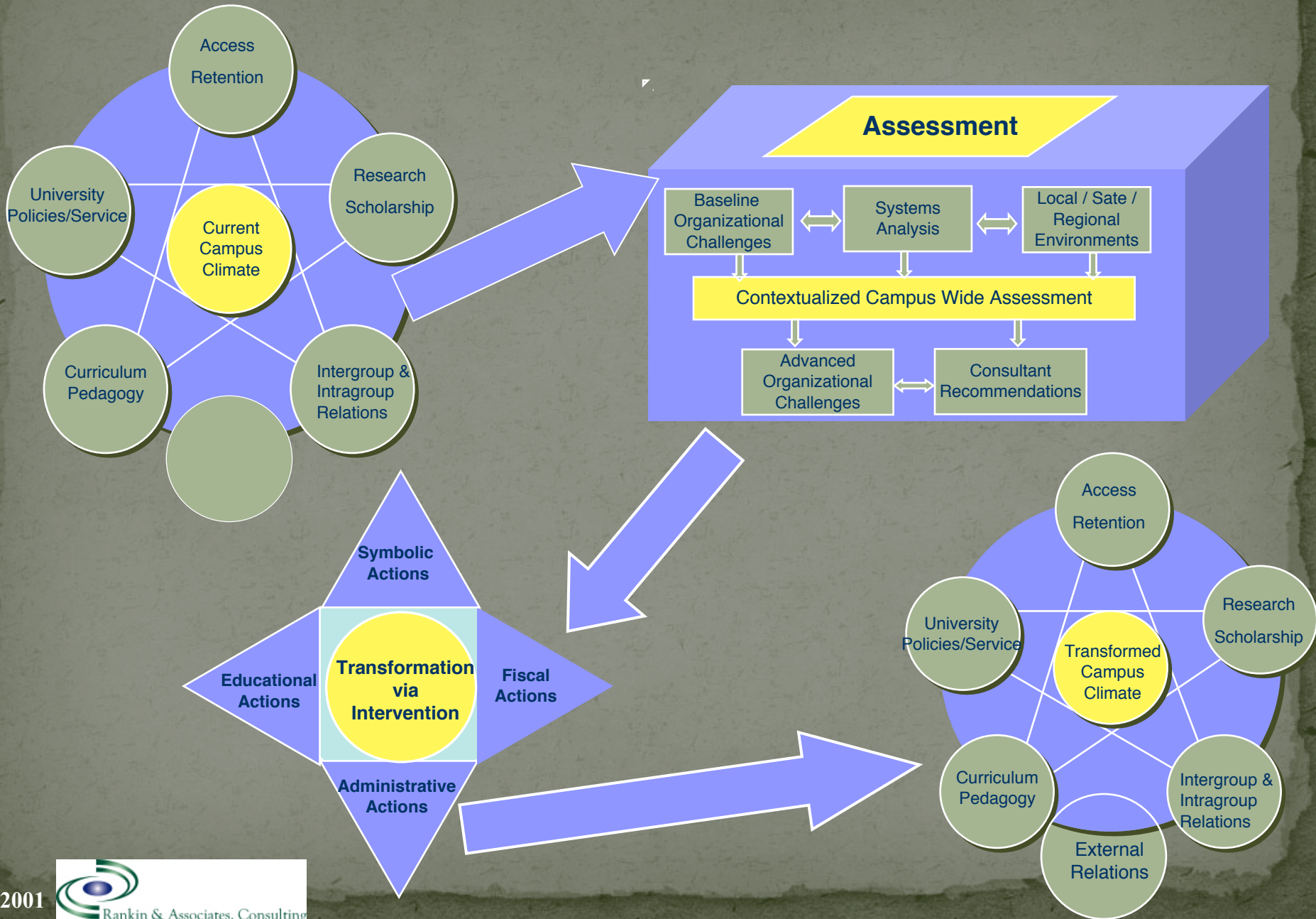


## Survey Instrument

Meta-analysis of diversity assessment  
tools from 35 institutions

Paper/Pencil only

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

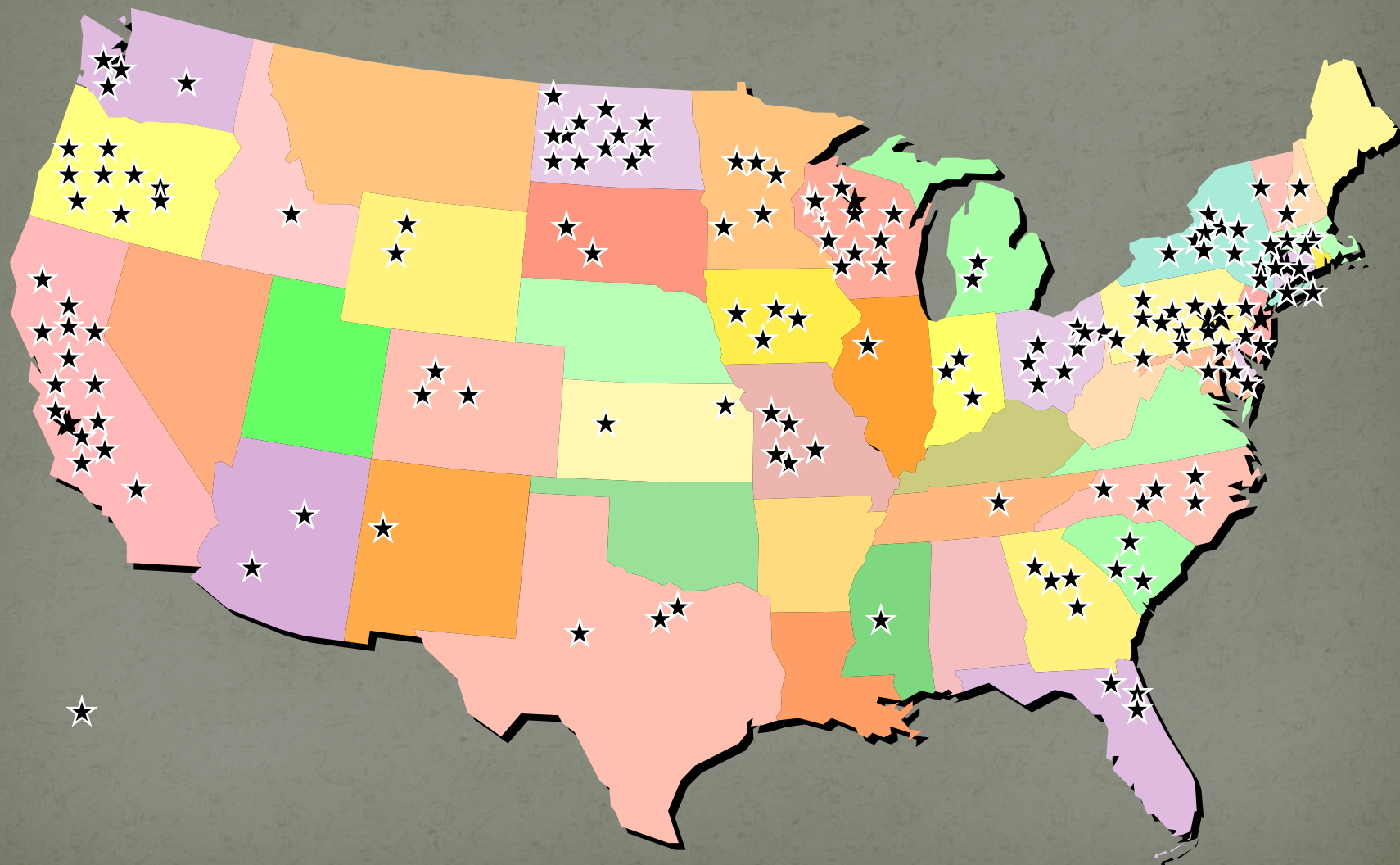


# Recent Climate Research

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- 1999-2018 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 1999-2018



# Student-Athlete Climate Study

**SACS** | **STUDENT-ATHLETE  
CLIMATE STUDY** 

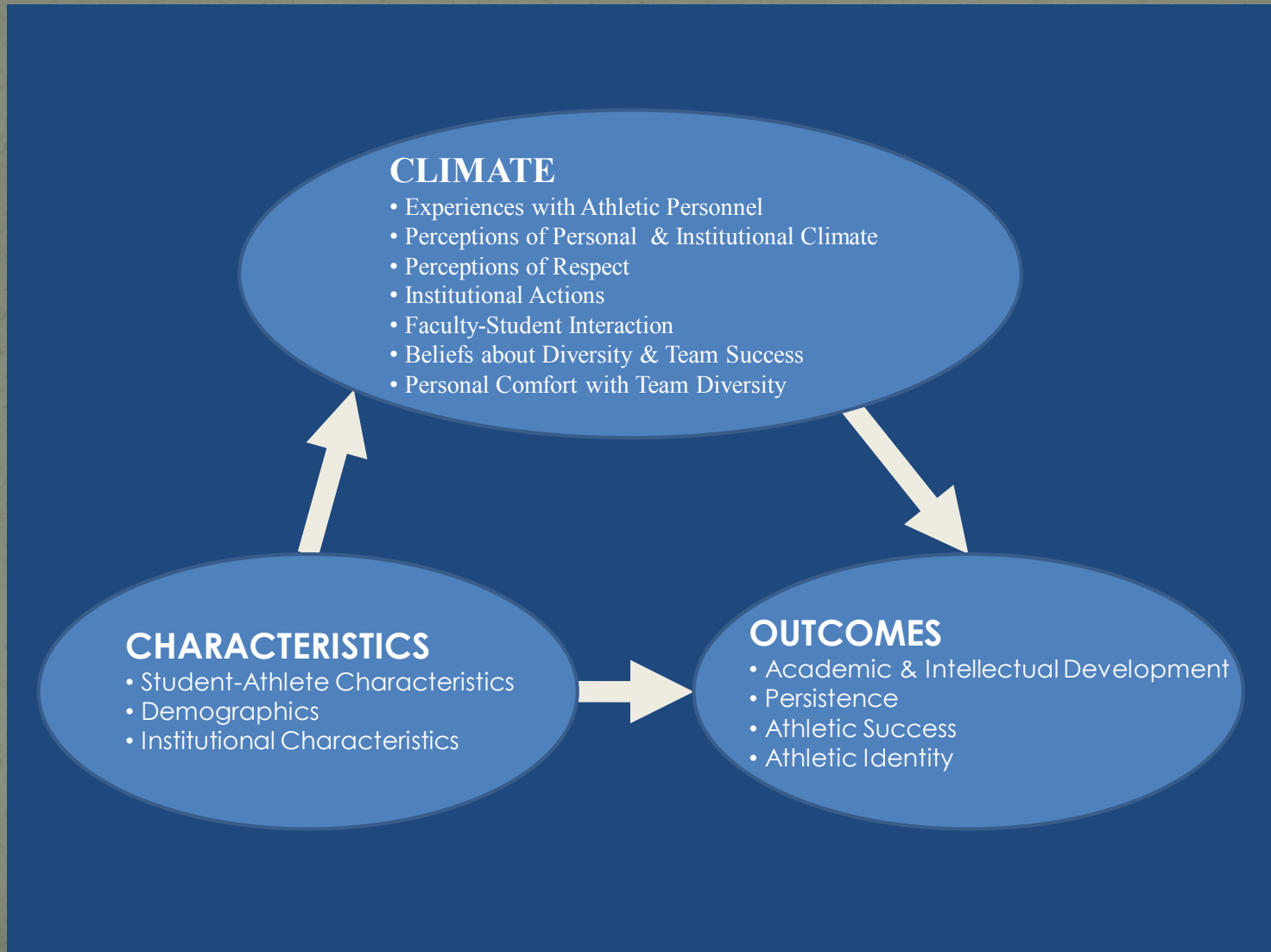
[WWW.ED.PSU.EDU/EDUC/STUDENT-ATHLETE/](http://WWW.ED.PSU.EDU/EDUC/STUDENT-ATHLETE/)



This project is supported by a grant from the NCAA

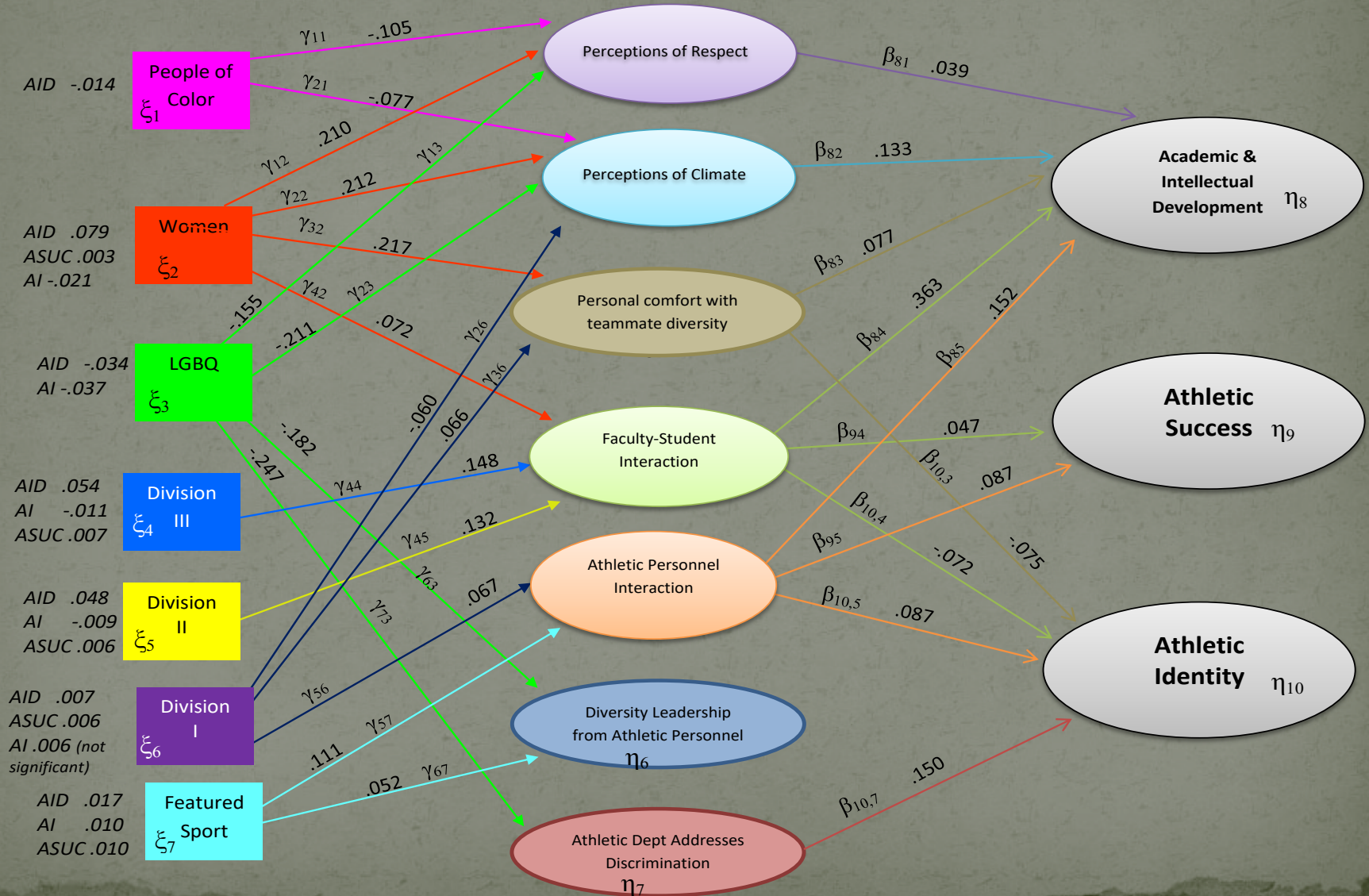


# SACS Conceptual Framework



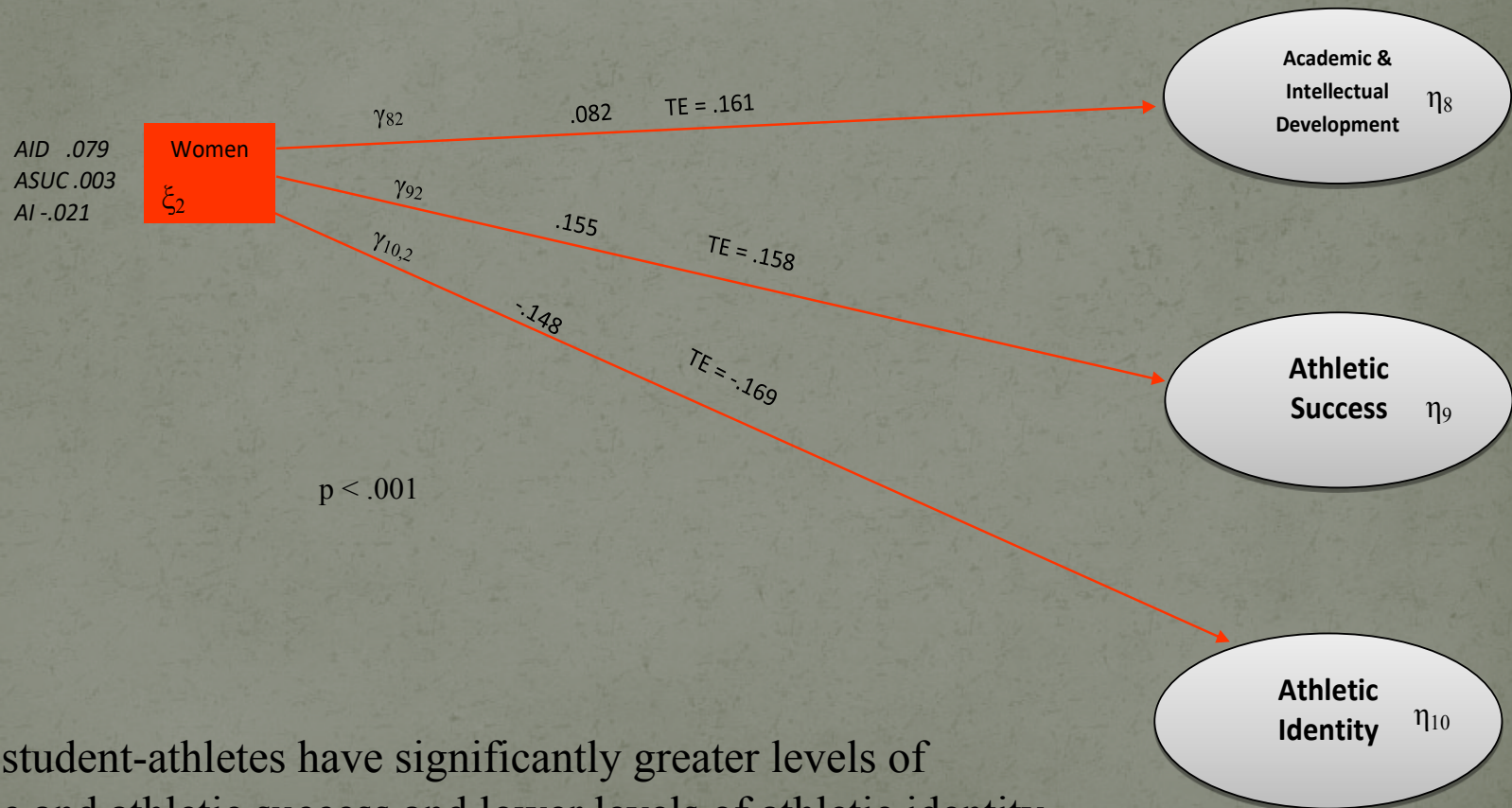
# SEM Mediation Model

SACS Path Diagram – Mediation Model



# Gender – Direct Effects Model

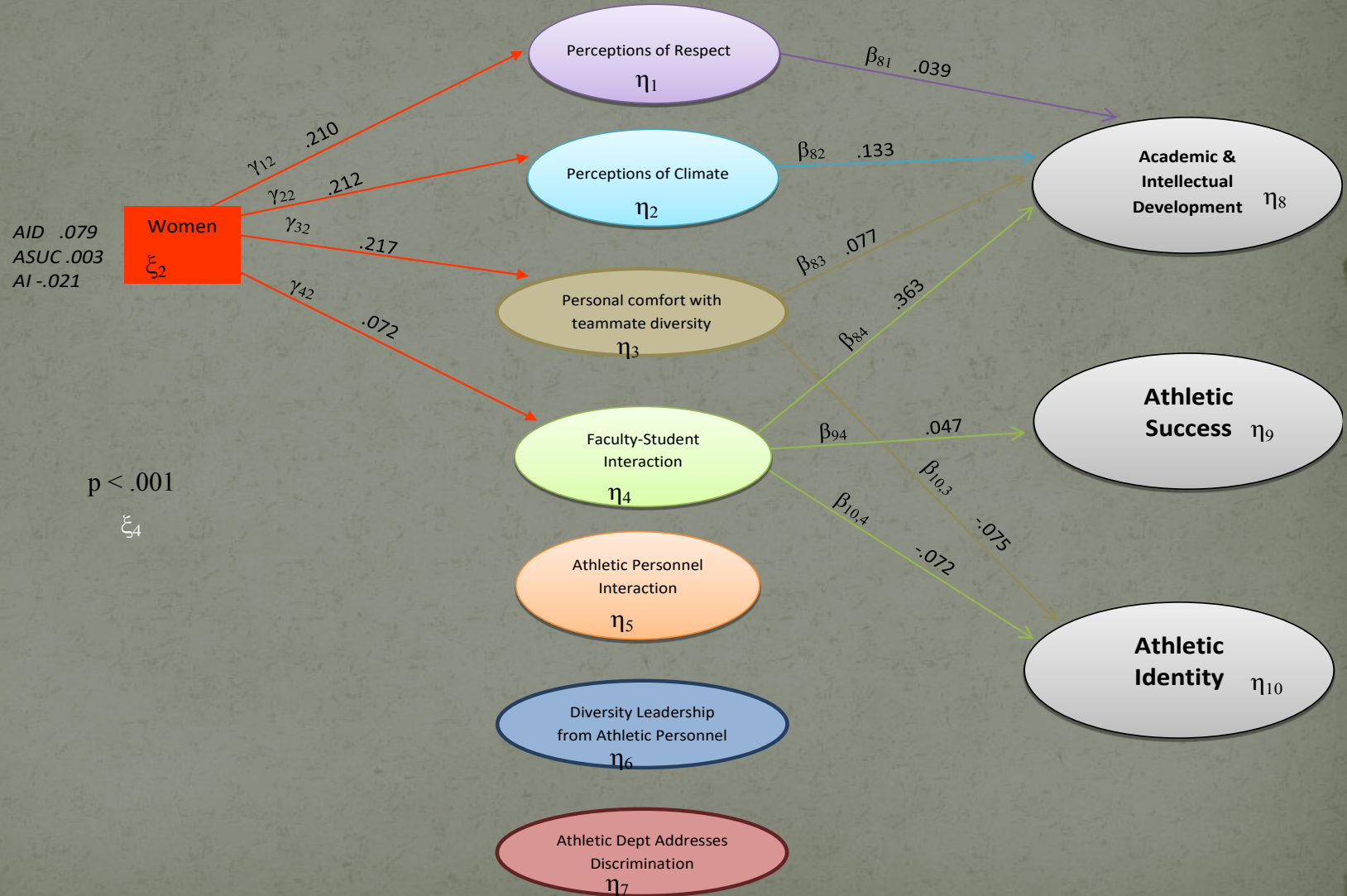
SACS Path Diagram – Direct Effects, Relevant Indirect Effects, Total Effects for Gender \$



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

# Sexual Identity – Direct Effects

**LGBQ**

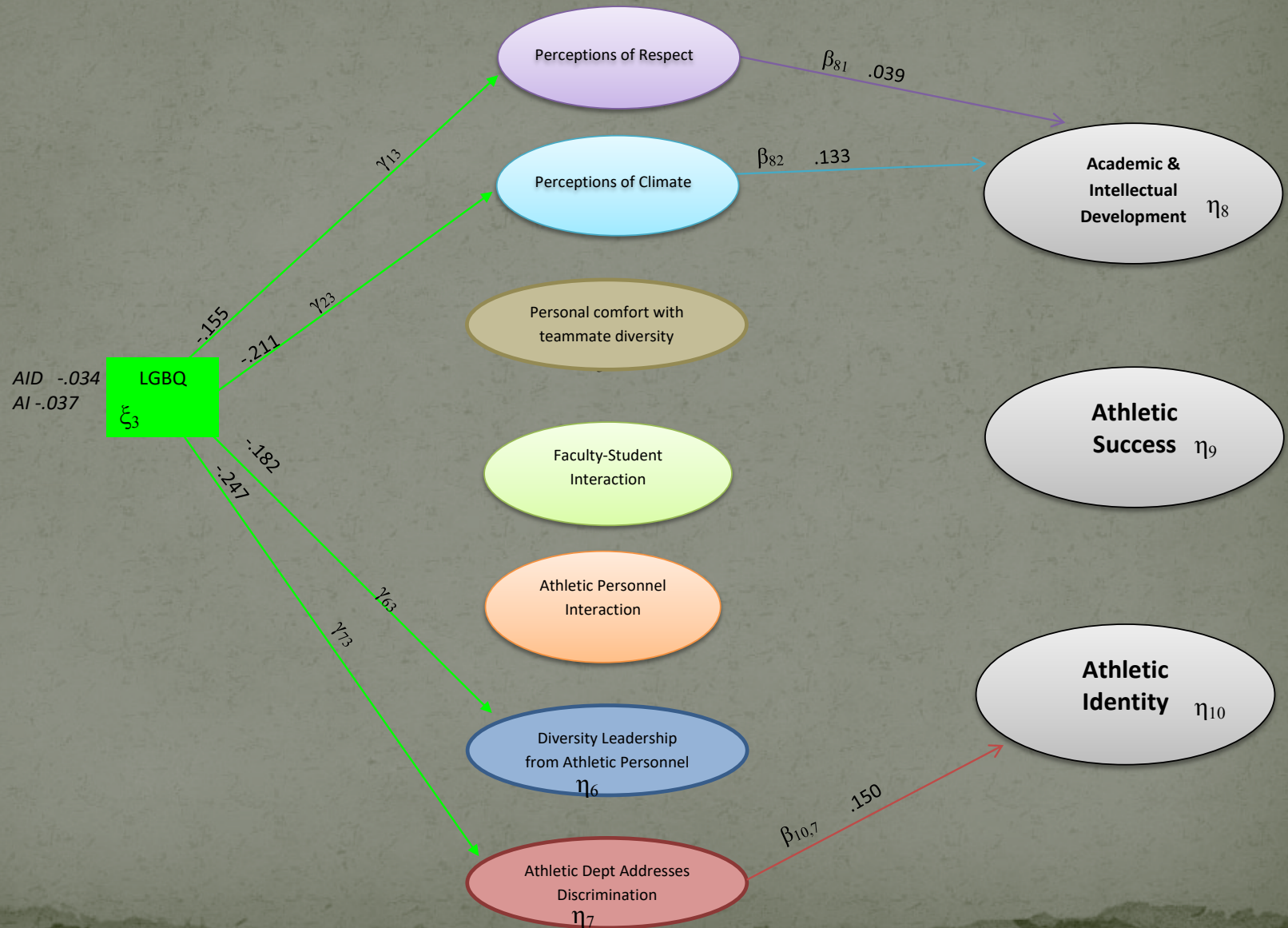
**Academic &  
Intellectual  
Development**

**Athletic  
Success**

**Athletic  
Identity**

# Sexual Identity – Mediation Model

SACS Path Diagram – Mediation Model for Sexual Identity



# Review of Climate Assessment Process

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FLCC Summary \$



# PHASE I

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Initial Proposal Meeting '1

# PHASE II

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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 Nye

# SAMPLE CONCEPT MAP

Demographics

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 College Community

- Talking points
- Incentives
- Invitation letter
- Subsequent invitations to participate

# Institutional Review Board



- Proposal application
- Primary Investigator from FLCC
  - Dr. Debora Hinderliter Ortloff,  
Chief Planning Officer  
Finger Lakes Community College

# PHASE III

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Survey Implementation '  
Data Analysis '

# SAMPLE Response Rates

## Demographics of Population & Sample

FLCC

Spring 2019

Faculty	Gender		Ethnicity				
	Man	Woman	African American	Native American	Asian American	Latino(a) American	European American Unknown
Professor							
Associate Professor							
Assistant Professor							
Instructor							
Adjunct Faculty							



# PHASE IV

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Final Report &  
Presentation of Results &

# Next Steps



# Projected Process Forward

**August &  
2018**

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

**September-  
December  
2018**

- Complete survey
- Develop Marketing/Communication Plan
- IRB application/approval

# Projected Process Forward

**February –  
March  
2019**

- Survey Administration

**April – May  
2019**

- Data Analysis

# Projected Process Forward

**June-August  
2019**

- Report Development

**September  
2019**

- Results Presentation

# Projected Process Forward

**October-  
November  
2019**

- Develop  
Actions

Questions..?



Thoughts..?

# Thank You!

For more information contact Rankin &  
Associates Consulting

Genevieve Weber, PhD  
[genevieve@rankin-consulting.com](mailto:genevieve@rankin-consulting.com)

Susan (Sue) Rankin, PhD  
[Sue @rankin-consulting.com](mailto:Sue@rankin-consulting.com)