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

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
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; 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
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/
Assessing Campus Climate

Why Assess?
What is the Process?
Where Do We Start?
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
Texas A&M University Law School
Mission

• .... Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population and a global economy...

Source: http://www.tamu.edu/statements/mission.html
Diversity at Texas A&M Law

...Maintain a climate that affirms diversity of persons as well as diversity of views. We explicitly acknowledge that diversity, in its many dimensions, provides significant educational benefits to our learning community with full acknowledgement that this diversity enhances academic excellence. Our commitment to diversity is manifested in our partnership with institutions such as DiscoverLaw.
Conceptual Framework for Campus Diversity Research

Campus Climate and Inter-group Relations

Education & Scholarship (Curriculum, Teaching, & Learning)

Representation (Access & Success)

Institutional Transformation (Viability & Vitality)

DIMENSIONS OF CAMPUS DIVERSITY

Smith, 1999; 2009
<table>
<thead>
<tr>
<th>Survey Instrument</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Meta-analysis of diversity assessment tools from 35 institutions</td>
<td>Paper/Pencil only</td>
</tr>
</tbody>
</table>
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** \( \eta_1 \)
  - \( \gamma_{12} = .220 \)
  - \( \gamma_{22} = .212 \)
  - \( \gamma_{32} = .217 \)

- **Perceptions of Climate** \( \eta_2 \)
  - \( \beta_{81} = .039 \)
  - \( \beta_{82} = .133 \)

- **Personal comfort with teammate diversity** \( \eta_3 \)
  - \( \beta_{83} = .077 \)
  - \( \beta_{94} = .047 \)
  - \( \beta_{10,4} = -.075 \)

- **Faculty-Student Interaction** \( \eta_4 \)
  - \( \beta_{94} = .047 \)

- **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** \( \eta_{10} \)

**Coefficients**

- **AID** \( .079 \)
- **ASUC** \( .003 \)
- **AI** \( -.021 \)

**Significance**

- \( p < .001 \) for **Women** \( \xi_2 \)

**Note:** The diagram illustrates the mediation model for gender effects on various outcomes through different paths and coefficients, indicating the impact of factors like perceptions of respect, climate, and personal comfort with diversity on academic and intellectual development, athletic success, and identity.
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

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

\( \xi_3 \)

\( \eta_1 \)

\( \eta_2 \)

\( \eta_3 \)

\( \eta_4 \)

\( \eta_5 \)

\( \eta_6 \)

\( \eta_7 \)

\( \eta_8 \)

\( \eta_9 \)

\( \eta_{10} \)

\( \beta_{10.7} = .350 \)

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

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

Texas A&M University Law School Summary
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 Dean Morriss
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
Preparing the University Community

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

- Proposal application
- Primary Investigator from Texas A&M University School of Law
  John Murphy, Associate Instructional Professor
PHASE III

Survey Implementation
Data Analysis
# SAMPLE Response Rates

Demographics of Population & Sample

<table>
<thead>
<tr>
<th>Texas A&amp;M University School of Law</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2016</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td></td>
</tr>
<tr>
<td>Man</td>
<td>Woman</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
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<tr>
<td>Assistant Professor</td>
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<tr>
<td>Instructor</td>
<td></td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td></td>
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</tbody>
</table>
PHASE IV

Final Report
Presentation of Results
Next Steps
Project Phases Completed

**May 2016**
- Initial meeting with Climate Working Group (CSWG)

**June - August 2016**
- Complete survey
- Complete Marketing/Communication Plan
- IRB application/approval
Process Forward

October 4 - November 4 2016
• Survey Launch

Nov 2016 – Jan 2017
• Data analysis
Projected Process Forward

- **February – March 2017**: Development of Report
- **April – May 2017**: Results Presentation
Projected Process Forward

June-August 2017

• Develop Actions
Questions..? 

Thoughts..?
Thank You!

For more information contact Rankin & Associates Consulting

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