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

Create and Distribute Knowledge
Community Members
Climate (Living, Working, Learning)

What is it?

• Campus Climate is a construct

Definition?

• The current attitudes, behaviors, and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities, and potential.

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.\(^3\)

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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

¹ Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009; Settles, Cortina, Malley, & Stewart, 2006
² Costello, 2012; Griffin, Pérez, Holmes, & Mayo, 2010; Kaminski, & Geisler, 2012; Sears, 2002
³ Silverschanz, Cortina, Konik, & Magley, 2007
Climate Matters
Climate Matters
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
The Pennsylvania State University is committed to and accountable for advancing diversity, equity, and inclusion in all of its forms. We embrace individual uniqueness, foster a culture of inclusive excellence that supports both broad and specific diversity initiatives, leverage the educational and institutional benefits of diversity, and engage all individuals to help them thrive. We value inclusive excellence as a core strength and an essential element of our public service mission.
All In at Penn State:
A Commitment to Diversity and Inclusion

1) Promote inclusion
2) Encourage civil discourse
3) Challenge all perspectives
Campus Climate and Inter-group Relations

DIMENSIONS OF CAMPUS DIVERSITY

- Representation (Access & Success)
- 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

Compositional Diversity

Behavioral Dimension

Sociohistorical Context

<table>
<thead>
<tr>
<th>NASPA/NGLTF Grants</th>
<th>30 Campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underrepresented/underserved faculty/staff/students</td>
<td></td>
</tr>
</tbody>
</table>

**Survey Instrument**

| Meta-analysis of diversity assessment tools from 35 institutions | Paper/Pencil only |
Recent Climate Research

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
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
SEM Mediation Model

SACS Path Diagram – Mediation Model

Academic & Intellectual Development $\eta_8$

Athletic Success $\eta_9$

Athletic Identity $\eta_{10}$

Perceptions of Respect $\beta_81 \cdot 0.39$

Perceptions of Climate $\beta_82 \cdot 0.133$

Personal comfort with teammate diversity

Faculty-Student Interaction $\beta_{94} \cdot 0.047$

Athletic Personnel Interaction $\beta_{10.4} \cdot 0.087$

Diversity Leadership from Athletic Personnel $\beta_{10.5} \cdot 0.087$

Athletic Dept Addresses Discrimination $\beta_{10.7} \cdot 0.150$

People of Color $\xi_1$

Women $\xi_2$

LGBQ $\xi_3$

Division III $\xi_4$

Division II $\xi_5$

Division I $\xi_6$

Featured Sport $\xi_7$

Athletic Success

Academic & Intellectual Development

Athletic Identity

Featured Sport

Division I

Division II

Division III

LGBQ

Women

People of Color

AID $-0.014$

AID $0.079$

AID $0.054$

AID $0.048$

AID $0.007$

AID $0.017$

ASUC $0.003$

ASUC $0.006$

ASUC $0.006$

ASUC $0.010$

AI $-0.021$

AI $-0.034$

AI $-0.011$

AI $-0.009$

AI $0.006$

AI $0.010$

ASUC $0.007$

ASUC $0.006$

ASUC $0.010$

$\gamma_{11} \cdot 0.105$

$\gamma_{12} \cdot 0.210$

$\gamma_{13} \cdot 0.217$

$\gamma_{14} \cdot 0.606$

$\gamma_{15} \cdot 0.616$

$\gamma_{16} \cdot 0.616$

$\gamma_{21} \cdot 0.077$

$\gamma_{22} \cdot 0.212$

$\gamma_{23} \cdot 0.072$

$\gamma_{24} \cdot 0.066$

$\gamma_{25} \cdot 0.452$

$\gamma_{26} \cdot 0.132$

$\gamma_{31} \cdot 0.052$

$\gamma_{41} \cdot 0.148$

$\gamma_{42} \cdot 0.247$

$\gamma_{43} \cdot 0.067$

$\gamma_{44} \cdot 0.132$

$\gamma_{45} \cdot 0.282$

$\gamma_{46} \cdot 0.067$

$\gamma_{47} \cdot 0.111$

$\gamma_{51} \cdot 0.057$

$\gamma_{52} \cdot 0.157$

$\gamma_{53} \cdot 0.052$

$\gamma_{61} \cdot 0.052$

$\gamma_{71} \cdot 0.052$

$\gamma_{81} \cdot 0.039$

$\beta_{81} \cdot 0.039$

$\beta_{82} \cdot 0.133$

$\beta_{83} \cdot 0.077$

$\beta_{84} \cdot 0.363$

$\beta_{85} \cdot 1.12$

$\beta_{86} \cdot 0.077$

$\beta_{87} \cdot 0.075$

$\beta_{88} \cdot 0.075$

$\beta_{94} \cdot 0.047$

$\beta_{10.4} \cdot 0.087$

$\beta_{10.5} \cdot 0.087$

$\beta_{10.7} \cdot 0.150$

$\nu_1$

$\nu_2$

$\nu_3$

$\nu_4$

$\nu_5$

$\nu_6$

$\nu_7$

$\nu_8$

$\nu_9$

$\nu_{10}$
Women student-athletes have significantly greater levels of academic and athletic success and lower levels of athletic identity compared to men 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

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

LGBQ Interaction

- Personal comfort with teammate diversity
- Perceptions of Climate
- Academic & Intellectual Development
- Athletic Success
- Athletic Identity

AID - .034
Al - .037

Perceptions of Respect

Athletic Dept Addresses Discrimination

Facility-Student Interaction

Diversity Leadership from Athletic Personnel

Athletic Personnel Interaction

\( \beta_{81} .039 \)

\( \beta_{82} .133 \)

\( \beta_{107} .150 \)
Review of Climate Assessment Process

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

PSU EMS 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 Group Facilitation Process:

1. Identify the focus groups
2. Develop the protocol for the focus groups
3. 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 EMS community are invited to participate via an invitation from Dean Kump.
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 College Community

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

- Proposal application
- Primary Investigator from PSU EMS
PHASE III

Survey Implementation
Data Analysis
# SAMPLE Response Rates
Demographics of Population & Sample

<table>
<thead>
<tr>
<th>PSU EMS</th>
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<tbody>
<tr>
<td>Fall Semester 2018</td>
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</table>

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Man</th>
<th>Woman</th>
<th>African American</th>
<th>Native American</th>
<th>Asian American</th>
<th>Latino(a) American</th>
<th>European American</th>
<th>Unknown</th>
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<tbody>
<tr>
<td>Professor</td>
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<tr>
<td>Associate Professor</td>
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<td>Assistant Professor</td>
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<tr>
<td>Instructor</td>
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<tr>
<td>Adjunct Faculty</td>
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PHASE IV

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

<table>
<thead>
<tr>
<th>February-March 2018</th>
<th>April - May 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Initial meeting with Climate Study Working Group (CSWG)</td>
<td>• Conduct Focus Groups</td>
</tr>
<tr>
<td>• Plan Focus Groups</td>
<td>• Begin survey development</td>
</tr>
</tbody>
</table>
Projected Process Forward

June-August 2018
- Complete survey
- Develop Marketing/Communication Plan
- IRB application/approval

October 2018
- Survey Administration
Projected Process Forward

<table>
<thead>
<tr>
<th>November – December 2018</th>
<th>January-April 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Data analysis</td>
<td>• Report Development</td>
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</table>
## Projected Process Forward

<table>
<thead>
<tr>
<th>March-April 2019</th>
<th>May-July</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Results Presentation</td>
<td>• Development of Actions</td>
</tr>
</tbody>
</table>
Thank You!

For more information contact Rankin & Associates Consulting

Susan (Sue) Rankin, PhD
sxr2@psu.edu

Stefani Bjorklund, PhD
Stefani@rankin-consulting.com