



**PennState**

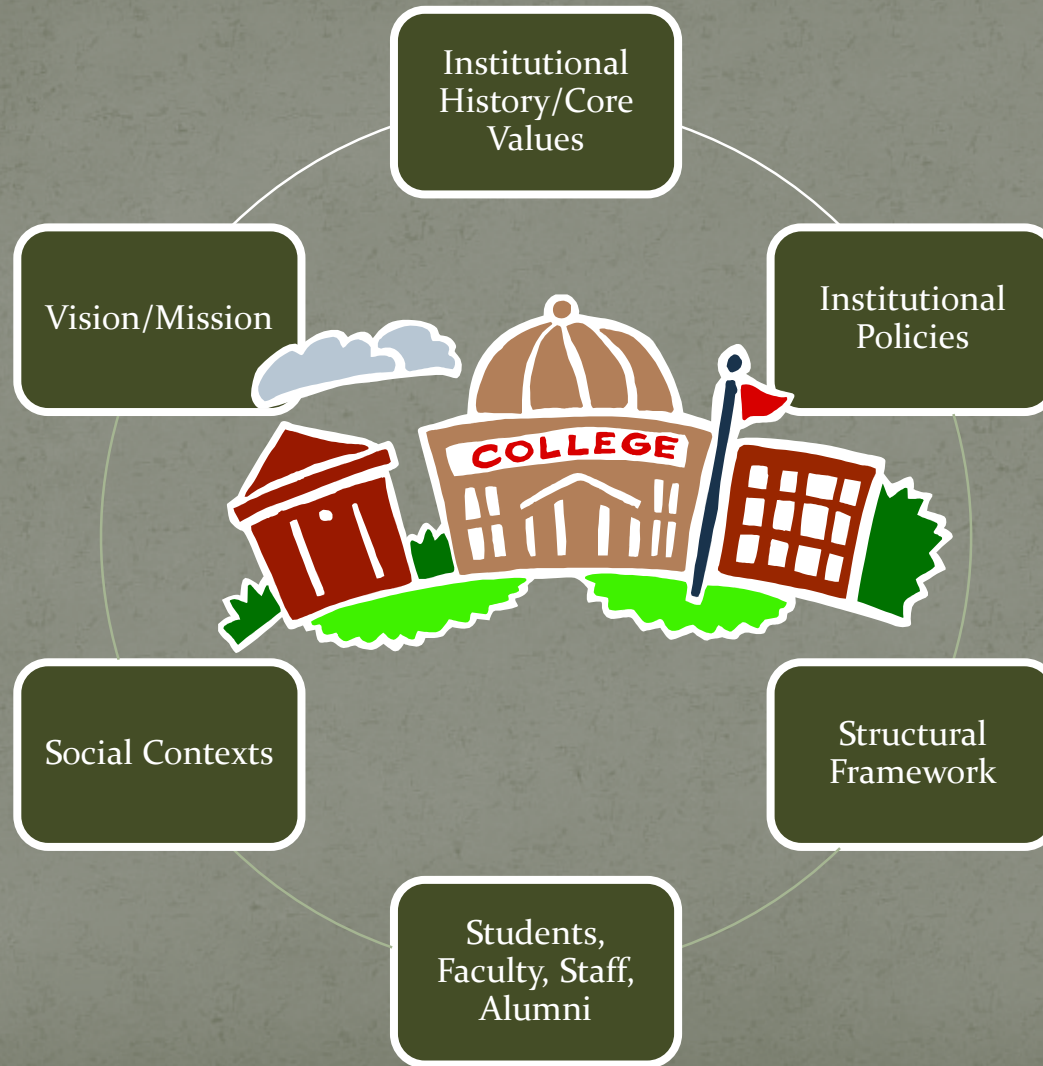
College of Earth and Mineral Sciences

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Climate Matters

February 23, 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?

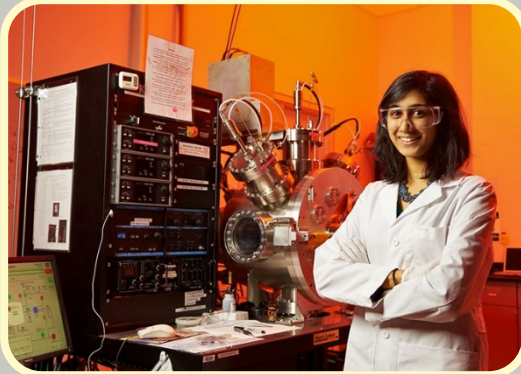
- *The current attitudes, behaviors, and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities, and potential.*

## How is it measured?

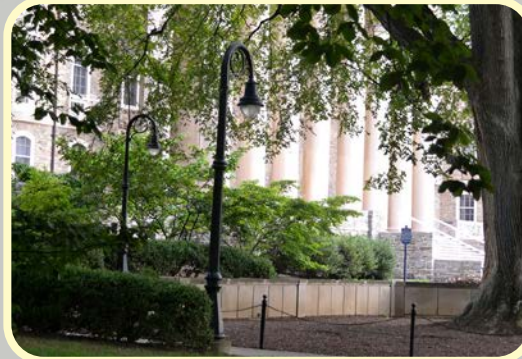
- Personal Experiences
- Perceptions
- Institutional Efforts



# 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>



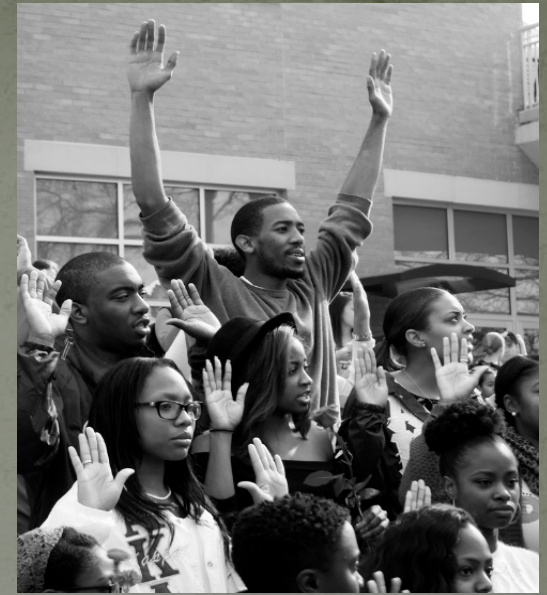
Research underscores the relationships between (1) workplace discrimination and negative job and career attitudes and (2) workplace encounters with prejudice and lower health and well-being.<sup>3</sup>

<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





# Responses to Unwelcoming Campus Climates

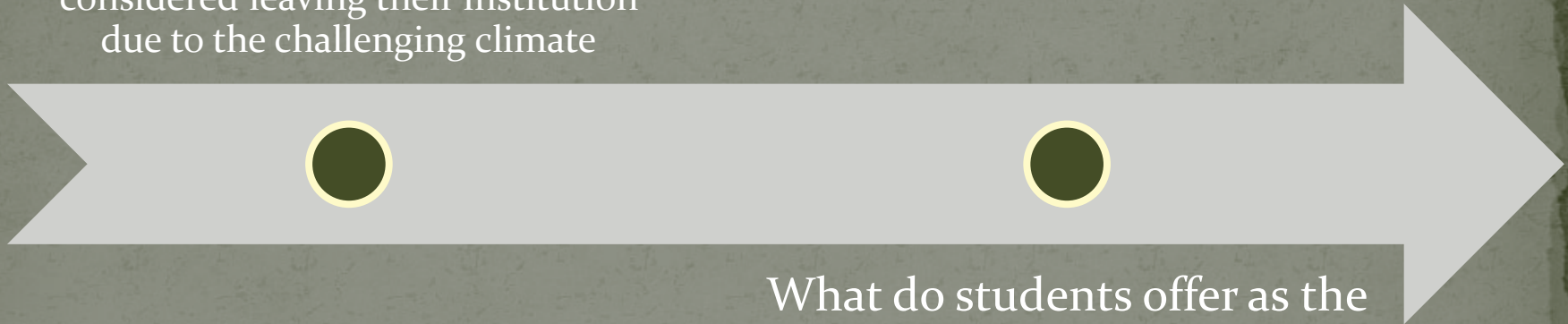
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What are students' behavioral  
responses?



# Lack of Persistence

30% of respondents have seriously considered leaving their institution due to the challenging climate



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



# Suicidal Ideation/Self-Harm

Experienced  
Victimization



Lack of Social  
Support

Feelings of  
hopelessness

Suicidal Ideation or  
Self-Harm



# Assessing Campus Climate

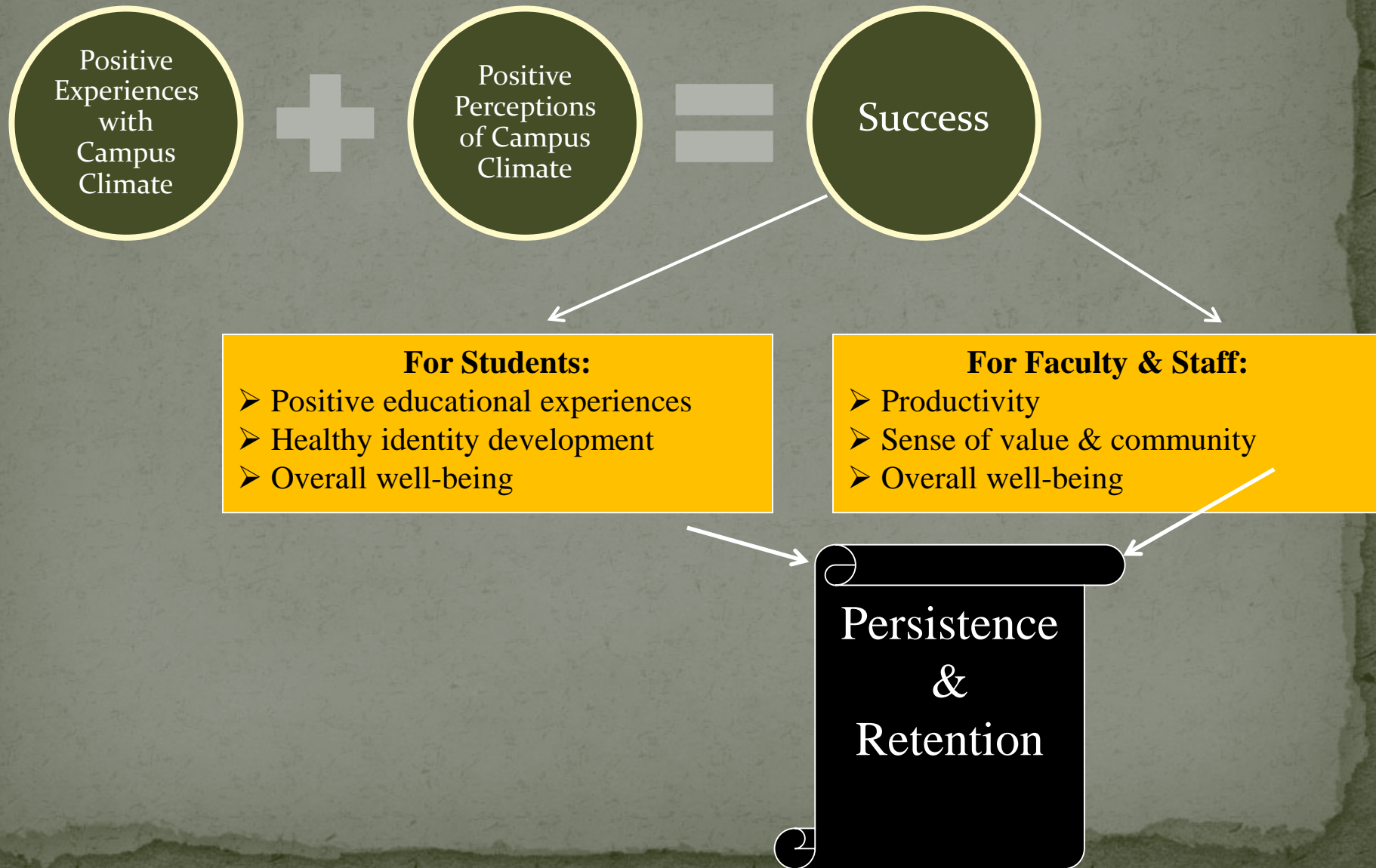
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Why Assess?

What is the Process?

Where Do We Start?

# Campus Climate & Successful Outcomes





# Penn State Statement on Diversity, Equity, and Inclusion

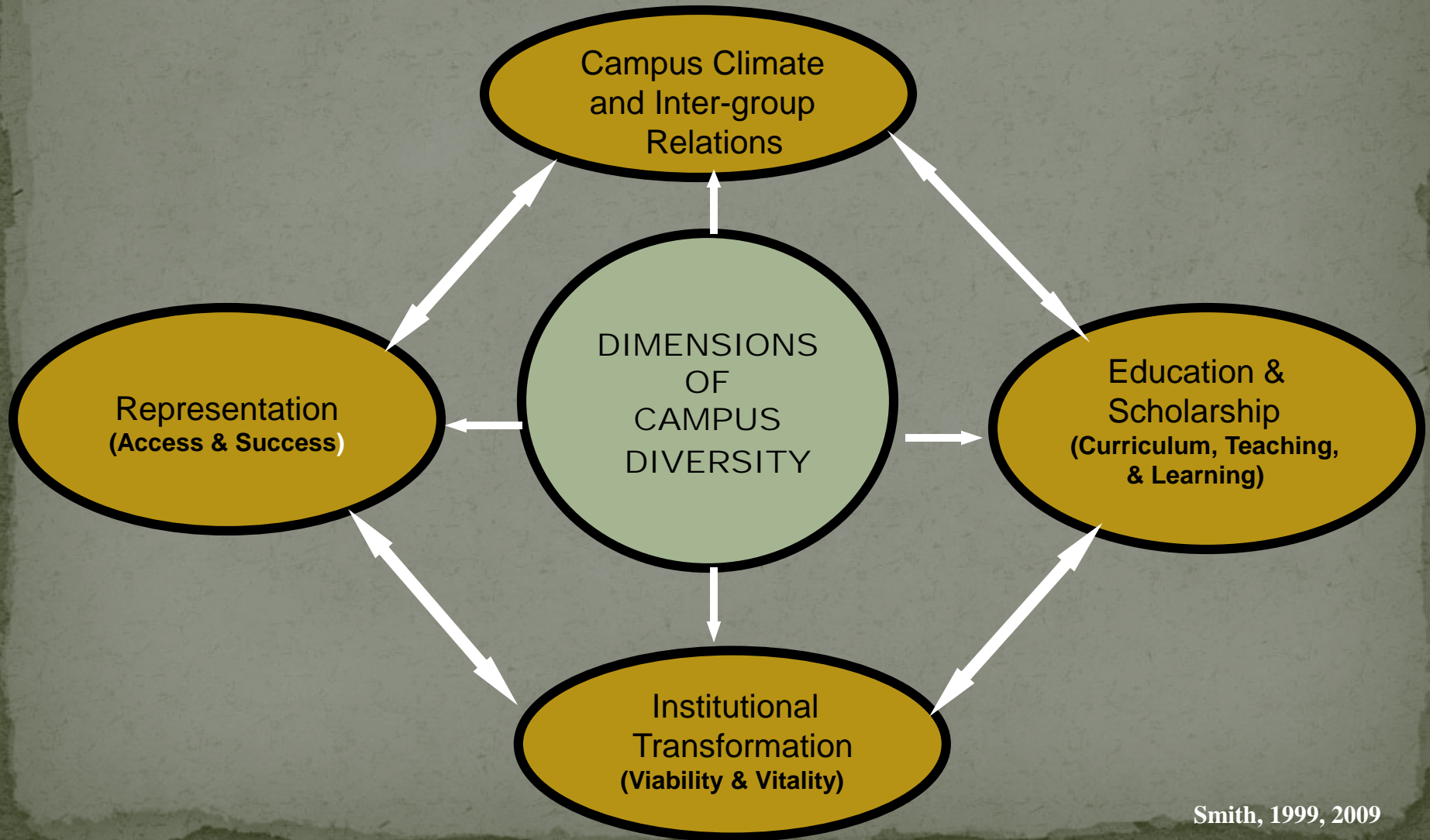
The Pennsylvania State University is committed to and accountable for advancing diversity, equity, and inclusion in all of its forms. We embrace individual uniqueness, foster a culture of inclusive excellence that supports both broad and specific diversity initiatives, leverage the educational and institutional 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



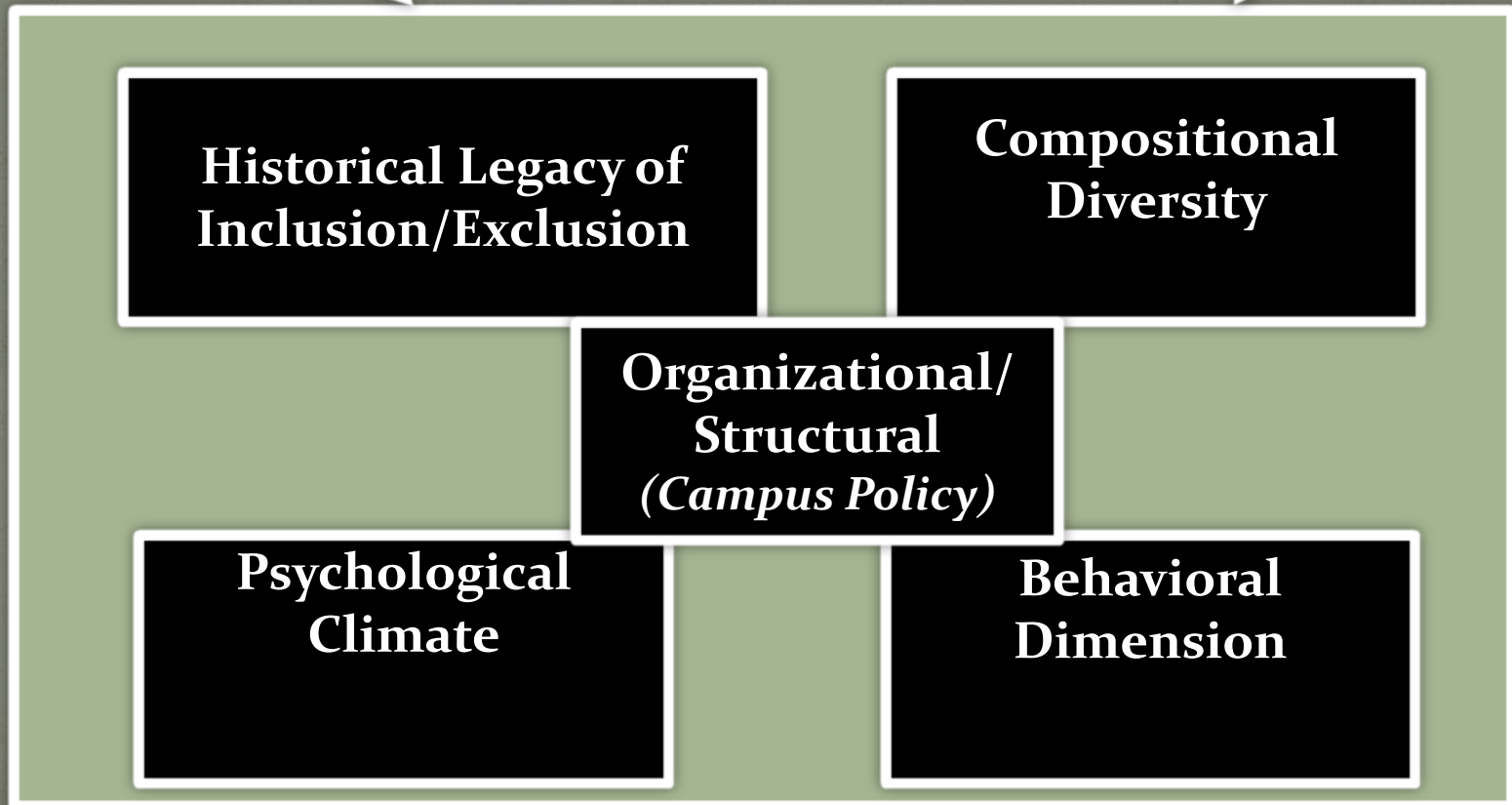
# Conceptual Framework for Campus Diversity Research



# 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

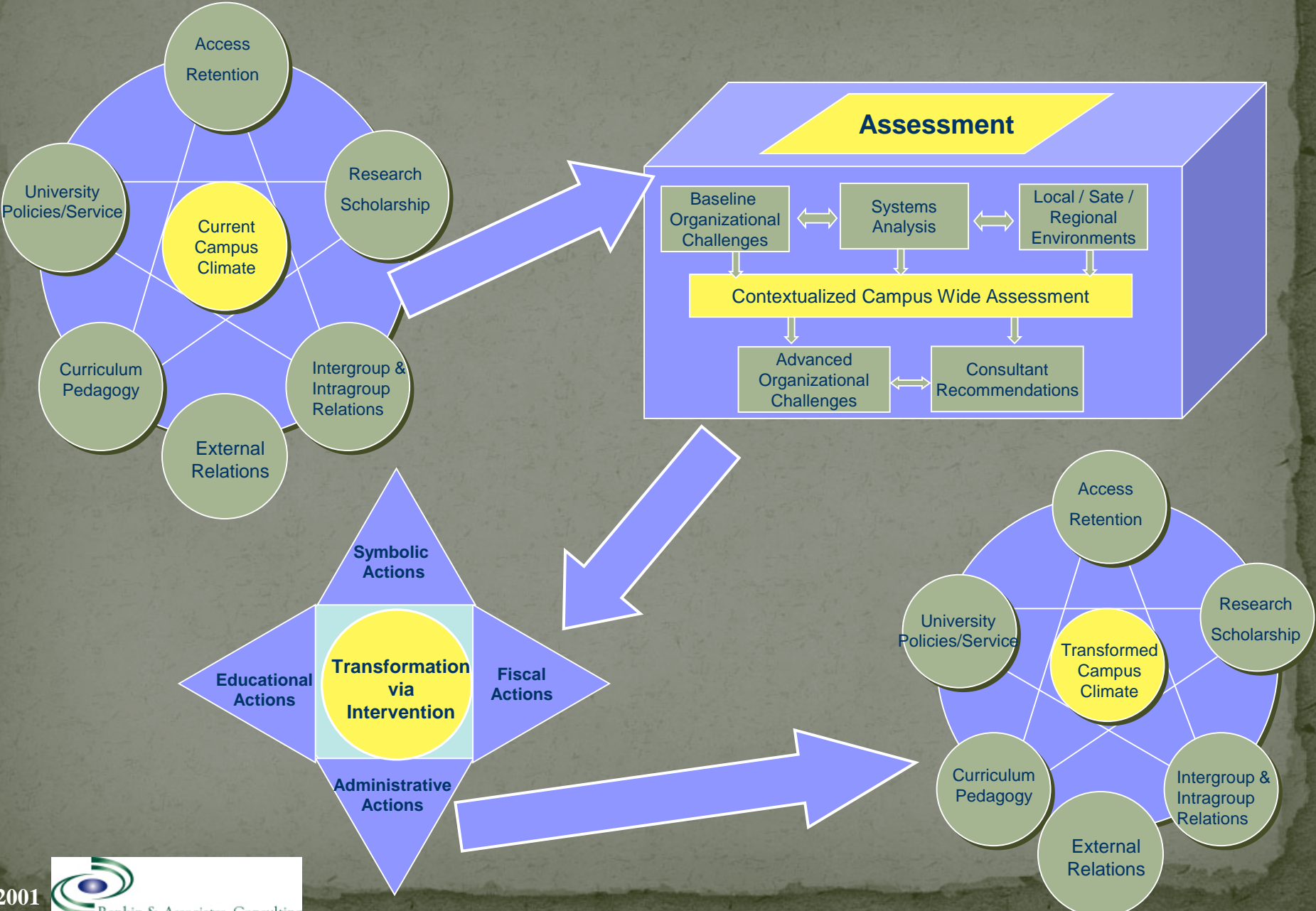


## Survey Instrument

Meta-analysis of diversity assessment  
tools from 35 institutions

Paper/Pencil only

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



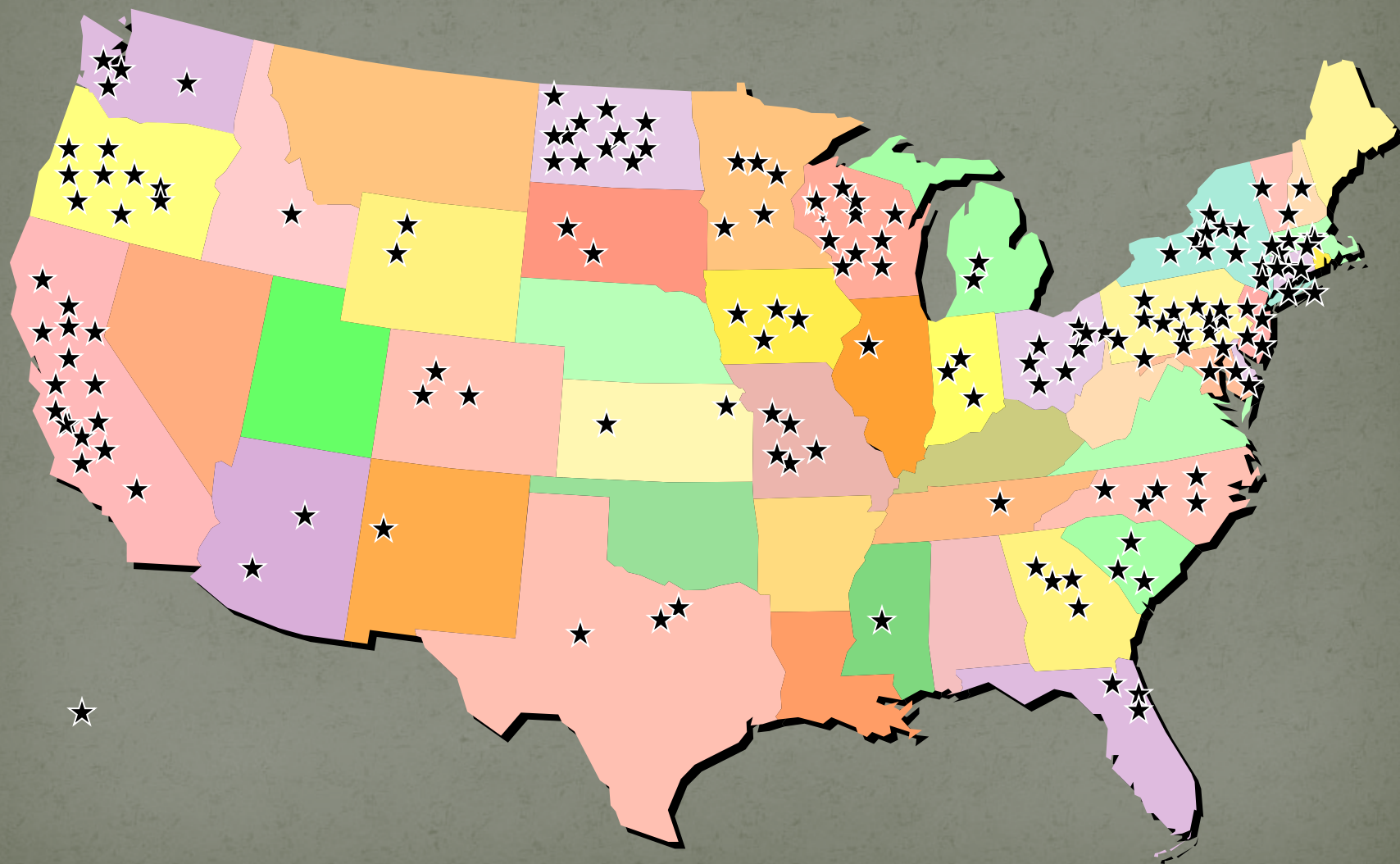


# Recent Climate Research

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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



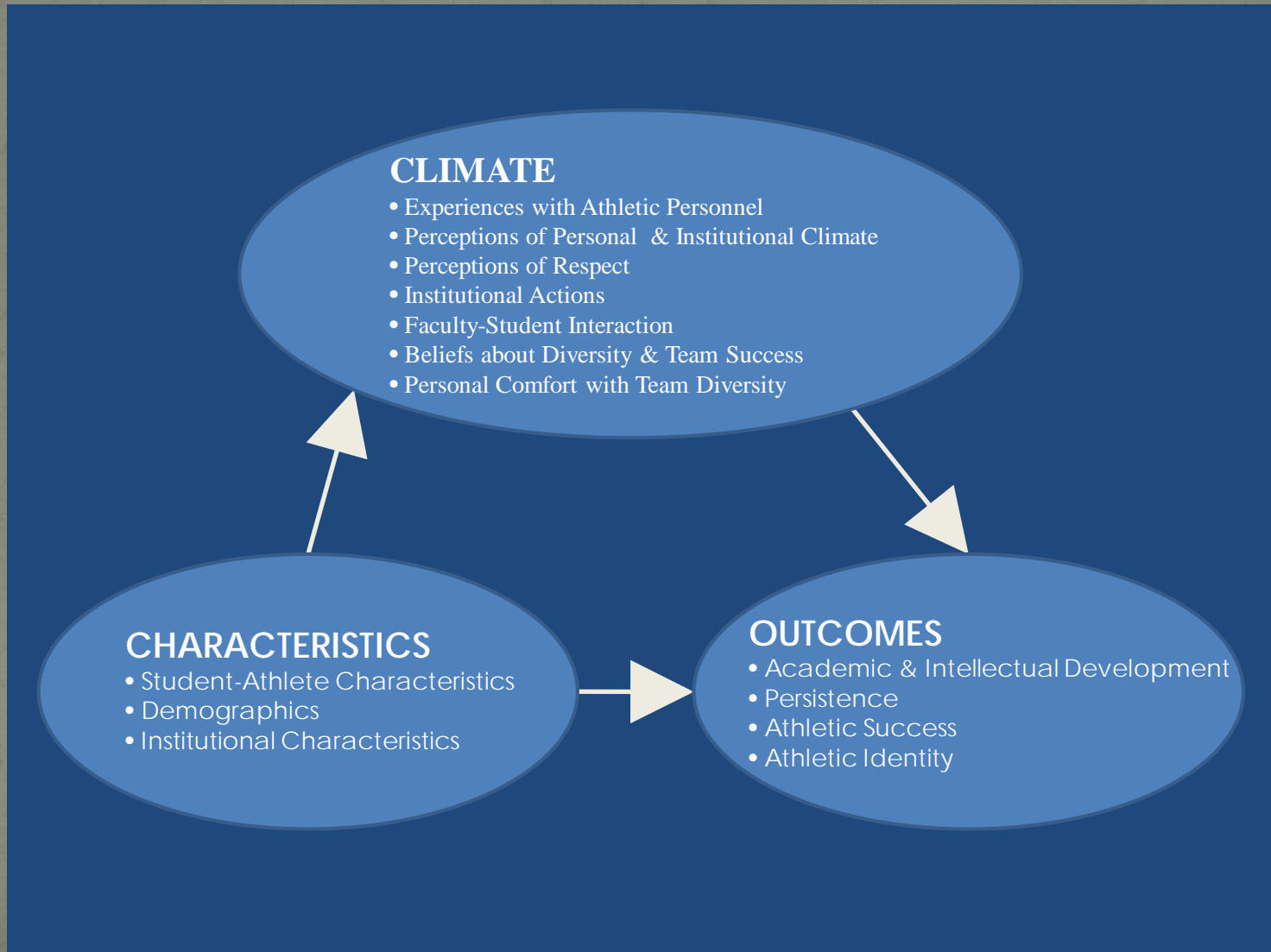


# Student-Athlete Climate Study



This project is supported by a grant from the NCAA

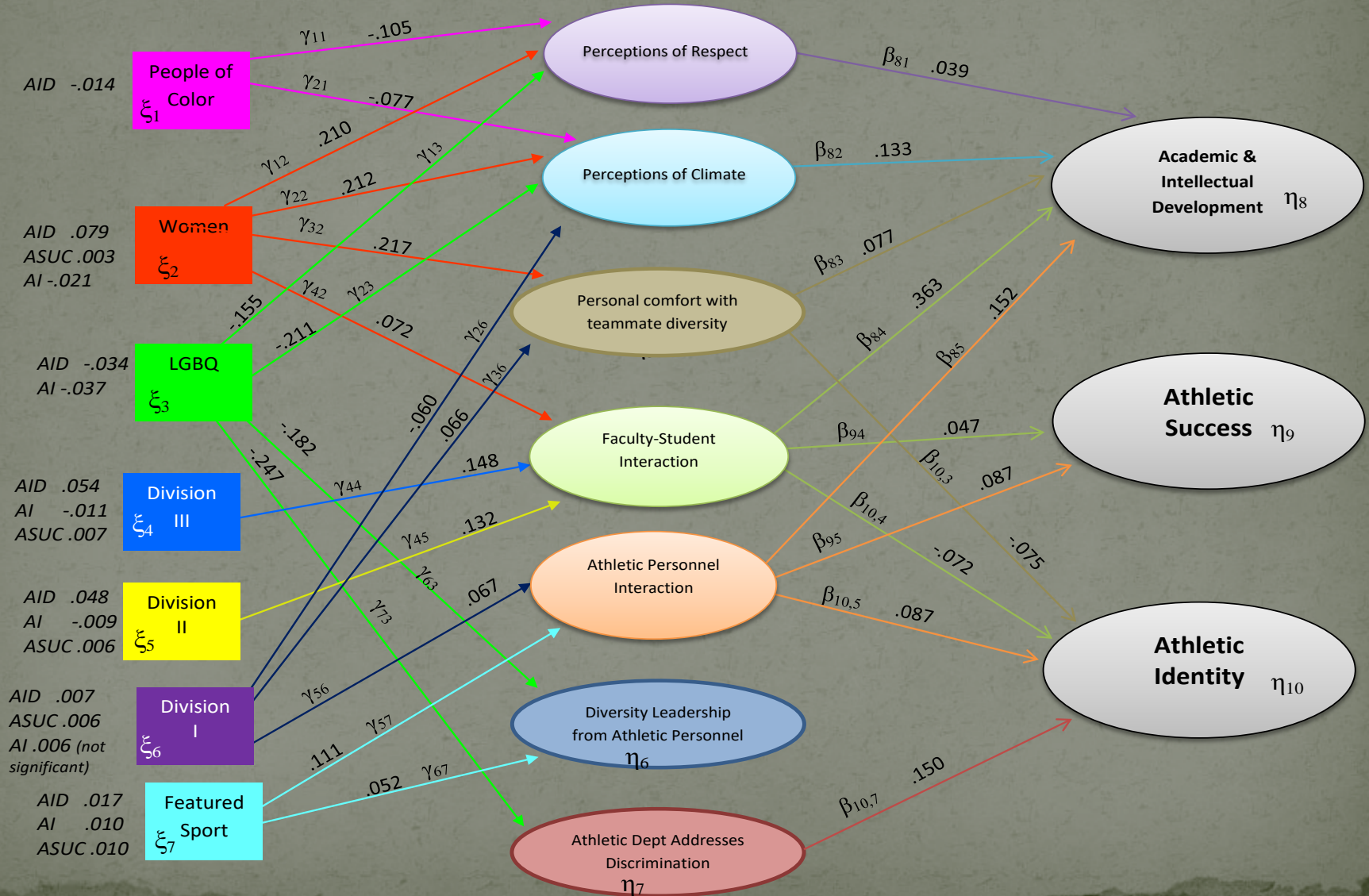
# SACS Conceptual Framework





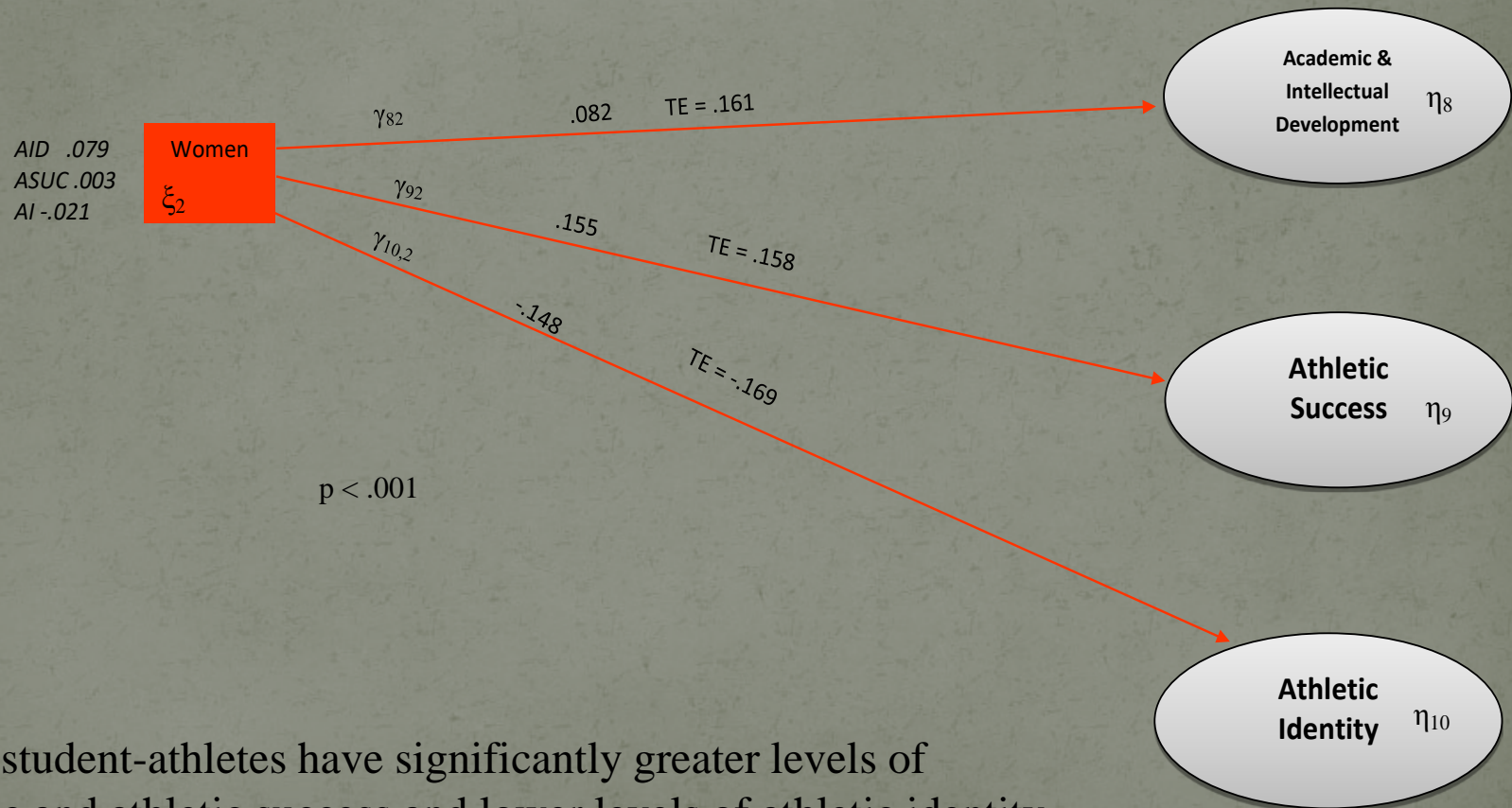
# SEM Mediation Model

SACS Path Diagram – Mediation Model



# Gender – Direct Effects Model

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

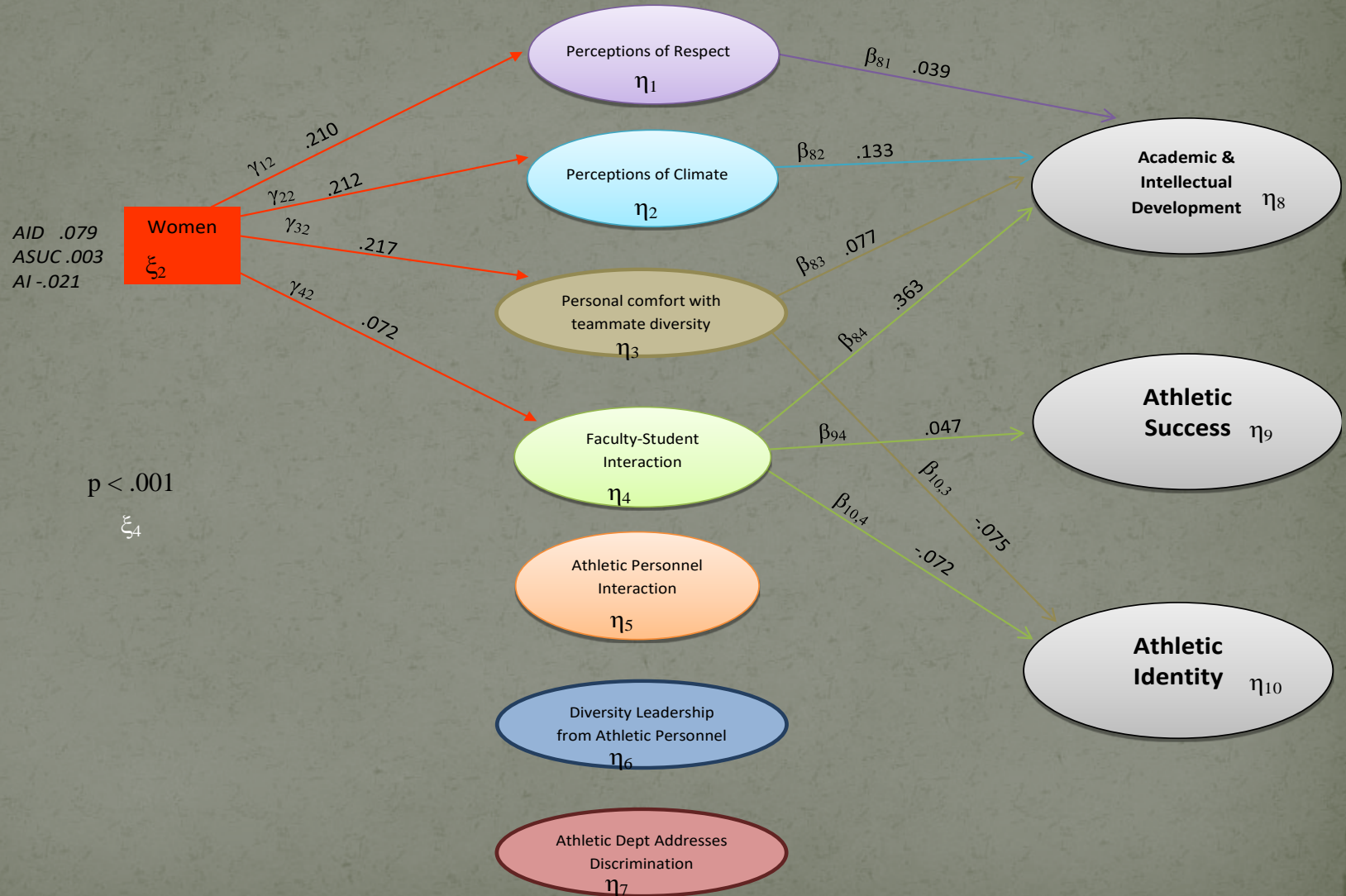


Women student-athletes have significantly greater levels of academic and athletic success and lower levels of athletic identity compared to men student-athletes



# 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**

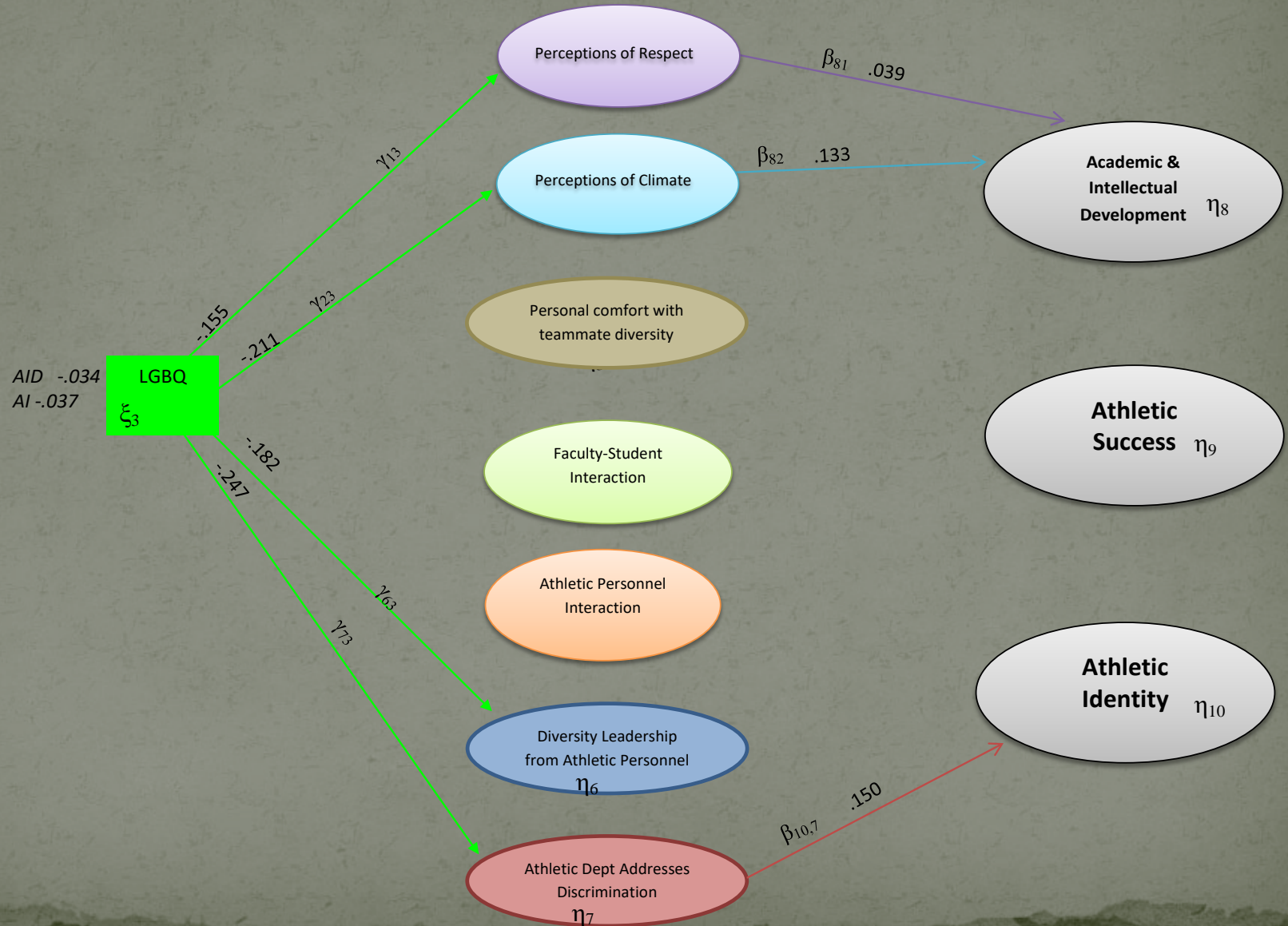
**Academic &  
Intellectual  
Development**

**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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PSU EMS Summary

# Project Outcomes

- 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

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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

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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 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

# Communication Plan

## 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

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Survey Implementation  
Data Analysis





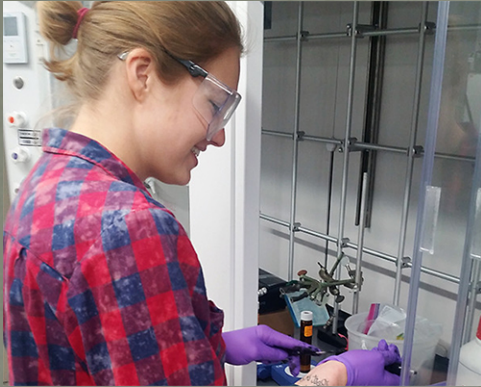
# PHASE IV



Final Report  
Presentation of Results



# Next Steps



# Projected Process Forward



**February-  
March  
2018**

- Initial meeting with Climate Study Working Group (CSWG)
- Plan Focus Groups

**April - May  
2018**

- Conduct Focus Groups
- Begin survey development



# Projected Process Forward



**June-August  
2018**

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

**October  
2018**

- Survey  
Administration

# Projected Process Forward



**November –  
December  
2018**

- Data analysis

**January-April  
2019**

- Report Development



# Projected Process Forward



**March-April  
2019**

- Results  
Presentation

**May-July**

- Development  
of Actions

Questions..?



Thoughts..?



# Thank You!

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