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.  

Discriminatory environments have a negative effect on student learning.  

Research supports the pedagogical value of a diverse student body and faculty on enhancing learning outcomes.

1 Pascarella & Terenzini, 1991, 2005  
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)
²Sears, 2002
³Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999
Assessing Campus Climate

Why Assess?
What is the Process?
Where Do We Start?
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

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 mission of Kansas State University is to foster excellent teaching, research, and service that develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community. The university embraces diversity, encourages engagement and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve.
K-State 2025 calls for "a work environment that encourages creativity, excellence, and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication and collaboration, and is respectful, trusting, fair, and collegial for all."

Source: http://www.k-state.edu/2025/initiatives/climate-survey/
Goal II: Undergraduate Educational Experience

Build a connected, diverse, empowered, engaged, participatory culture of learning and excellence that promotes undergraduate student success and prepares students for their professional, community, social and personal lives.
Goal III: Graduate Scholarly Experience

Advance a culture of excellence that attracts highly talented, diverse graduate students and produces graduates recognized as outstanding in their respective professions.
Goal V: Faculty & Staff

Foster a work environment that encourages creativity, excellence and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication and collaboration and is respectful, trusting, fair and collegial for all.
Conceptual Framework for Campus Diversity Research

Campus Climate and Inter-group Relations

Representation (Access & Success)

Education & Scholarship (Curriculum, Teaching, & Learning)

Institutional Transformation (Viability & Vitality)

DIMENSIONS OF CAMPUS DIVERSITY

Smith, 1999; 2009
Components of Campus Climate

Government/Policy Context

- Historical Legacy of Inclusion/Exclusion
- Organizational/Structural (Campus Policy)

Sociohistorical Context

- Compositional Diversity
- Behavioral Dimension

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®

Current Campus Climate

Access
Retention

Research
Scholarship

University
Policies/Service

Curriculum
Pedagogy

Intergroup &
Intragroup
Relations

External
Relations

Curriculum
Pedagogy

Intergroup &
Intragroup
Relations

External
Relations

Transformation via Intervention

Symbolic
Actions

Educational
Actions

Fiscal
Actions

Administrative
Actions

Access
Retention

Research
Scholarship

University
Policies/Service

Curriculum
Pedagogy

Intergroup &
Intragroup
Relations

External
Relations

Transformed
Campus
Climate

Contextualized Campus Wide Assessment

Baseline
Organizational
Challenges

Advanced
Organizational
Challenges

Consultant
Recommendations

Systems
Analysis

Local / Sate / Regional
Environments

© 2001

© 2001

Rankin & Associates Consulting
Recent Climate Research

- 1999-2013 Campus Climate Assessments
- 2010 State of Higher Education for LGBTQ People
- 2011 NCAA Student-Athlete Climate Study
Review of Climate Assessment Process

Kansas State Review
Kansas State will add to their knowledge base with regard to how faculty/staff currently experience the campus climate (e.g., professional development, inter-group/intra-group relations, work-life issues).

Kansas State can use the results of the assessment to inform current/on-going work regarding issues of campus climate for faculty/staff.
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 President Schulz
Preparing the University Community

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

- Proposal application
- Primary Investigator
PHASE III

Survey Implementation
Data Analysis
Sample Questions Experiences

☐ I have supervisors/colleagues/co-workers who give me job/career advice or guidance when I need it.

☐ I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/dissertation committees, helping with student groups and activities, providing other support) than my colleagues.

☐ Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (harassing) behavior at Kansas State.
Sample Questions
Perceptions

- The classroom climate is welcoming for students based on their...
- I feel valued by faculty in the classroom.
- The workplace climate is welcoming for faculty/staff based on their...
- How would you rate the accessibility on campus for people with physical, learning, psychological, or medical conditions?
- Before I enrolled, I expected that the campus climate would be ________________for people who are...
Sample Questions
Institutional Actions

☐ The workplace climate is welcoming for students based on their...

☐ What is the influence of each of the following on campus climate?
  oProviding diversity and equity training to search and tenure committees.
  oIncorporating issues of diversity and cross-cultural competence more effectively into the curriculum
## Kansas State University

### Fall 2014

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<th>Faculty</th>
<th>Male</th>
<th>Female</th>
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<th>Native American</th>
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<th>Latino(a) American</th>
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PHASE IV

Final Report

Presentation of Results
PHASE V

Development of Strategic Initiatives
Support Successes
Address Challenges
Next Steps
Projected Process Forward

January 2014
• Initial meeting with University Climate Survey Committee (UCSC)

March/ April 2014
• Focus Groups
### Projected Process Forward

<table>
<thead>
<tr>
<th>Spring 2014</th>
<th>Summer 2014</th>
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<tbody>
<tr>
<td>Begin survey</td>
<td>Complete survey instrument</td>
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<tr>
<td>development</td>
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<tr>
<td>Develop Marketing</td>
<td>Submit IRB proposal</td>
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<td>and Communication</td>
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<tr>
<td>Plan</td>
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Projected Process Forward

- October 2014
  - Survey administration

- Nov. 2014-Jan. 2015
  - Data Analysis
# Projected Process Forward

<table>
<thead>
<tr>
<th>Feb.- March 2015</th>
<th>April/May 2015</th>
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<tbody>
<tr>
<td>• Develop report</td>
<td>• Presentation of Report</td>
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</table>
### Projected Process Forward

<table>
<thead>
<tr>
<th>June - August 2015</th>
<th>2015-2016</th>
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<tbody>
<tr>
<td>• Develop Strategic Actions</td>
<td>• Actions Implementation</td>
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</tbody>
</table>
Thoughts..?
Thank You!

For more information contact:

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sxr2@psu.edu