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

Rankin & Reason, 2008
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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\(^1\) 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?
Why conduct a climate assessment?

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.
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
Marquette University aspires to be, and to be recognized, among the most innovative and accomplished Catholic and Jesuit universities in the world, promoting the greater glory of God and the well-being of humankind.

We must reach beyond traditional academic boundaries and embrace new and collaborative methods of teaching, learning, research and service in an inclusive environment that supports all of our members in reaching their fullest potential.

Marquette graduates will be problem-solvers and agents for change in a complex world so in the spirit of St. Ignatius and Jacques Marquette, they are ready in every way "to go and set the world on fire."

Source: http://www.marquette.edu/about/mission.php
As a Catholic, Jesuit university, Marquette recognizes and cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class.
Conceptual Framework for Campus Diversity Research

Campus Climate and Inter-group Relations

Representation (Access & Success)

DIMENSIONS OF CAMPUS DIVERSITY

Education & Scholarship (Curriculum, Teaching, & Learning)

Institutional Transformation (Viability & Vitality)

Smith, 1999; 2009
Components of Campus Climate

Government/Policy Context

Sociohistorical Context

- Historical Legacy of Inclusion/Exclusion
- Compositional Diversity
- Organizational/Structural (Campus Policy)
- Psychological Climate
- Behavioral Dimension

### National Campus Climate Diversity Assessment

**Rankin 2001**

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

**Survey Instrument**

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

1999-2013 Campus Climate Assessments
2010 State of Higher Education for LGBTQ People
2011 NCAA Student-Athlete Climate Study
R&A Campus Climate Assessments 1999-2014
Review of Climate Assessment Process

Marquette University Summary
Marquette University 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).

Marquette University will 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
Focus Groups
Focus Groups

Identify the focus groups

Develop the protocol for the focus groups

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 university community are invited to participate via an invitation from President Lovell
IDENTITY EXAMPLES

- 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 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 Marquette University.
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?
  - Providing diversity and equity training to search and tenure committees.
  - Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.
## Response rates
### Demographics of Population & Sample

<table>
<thead>
<tr>
<th>Marquette University</th>
<th>Male</th>
<th>Female</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><strong>Fall 2014</strong></td>
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<td><strong>Faculty</strong></td>
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<td>Professor</td>
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<td>Assistant Professor</td>
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<td>Adjunct Faculty</td>
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Final Report
Presentation of Results
PHASE V

Development of Strategic Initiatives
Support Successes
Address Challenges
April 2014
• Initial meeting with Climate Study Working Group

May-August 2014
• Plan Focus Groups
• Begin survey development
## Projected Process Forward

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Tasks</th>
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</thead>
</table>
| September - October 2014 | • Focus Groups  
                      | • Develop Communication Plan                                           |
| November-December 2014 | • Complete survey instrument                                         |
|                      | • Submit IRB proposal                                                 |
Projected Process Forward

- **February 2015**
  - Survey administration

- **March – May 2015**
  - Data Analysis
Projected Process Forward

<table>
<thead>
<tr>
<th>June – August 2015</th>
<th>September 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>November – December 2015</th>
<th>2015-2016</th>
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<tr>
<td>• Develop Strategic Actions</td>
<td>• Actions Implementation</td>
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</table>
Questions..?

Thoughts..?
Thank You!

For more information contact:

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sxr2@psu.edu