R&A Philosophical Underpinnings

Social Justice

Data-Driven Decision Making

Grounded in Literature
Climate In Higher Education

Create and Distribute Knowledge

Community Members

Climate (Living, Working, Learning)

Assessing Campus Climate

Definition
• R&A defines climate as the current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, which influence the level of respect for individual needs, abilities, and potential.

Measurement
• 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 for enhancing learning outcomes.³

Campus Climate & Faculty/Staff

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; Smith, D. G., 2015; Urrieta, L., Méndez, L., & Rodríguez, E., 2015
Climate Matters
Climate Matters
Responses to Unwelcoming Campus Climates

What are students’ behavioral responses?
30% of respondents have seriously considered leaving their institution.

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

Sources: R&A, 2015; Rankin et al., 2010; Strayhorn, 2012
Student Departure

- Experienced Harassment/Victimization (Microaggressions)
- Lack of Social Support
- Feelings of Hopelessness
- Suicidal Ideation or Self-Harm

Sources: Liu & Mustanski, 2012, Watson, 2019
Assessing Campus Climate
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
UMass Dartmouth – Vision Statements

▪ UMass Dartmouth will be a globally recognized premier research university committed to inclusion, access, advancement of knowledge, student success, and community engagement.¹

▪ We aspire to be the University of choice for students, staff, and faculty by establishing an environment of civility and respect, while building cultural competency reflective of the diversity of thought, experiences and talents of the UMass Dartmouth campus community.²

¹Source: https://www.umassd.edu/about/mission-and-vision/
²Source: https://www.umassd.edu/diversity/
Conceptual Framework for Campus Diversity Research

DIMENSIONS OF CAMPUS DIVERSITY

Campus Climate and Inter-group Relations

Representation (Access & Success)

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 (Feelings and Emotions)
- Behavioral Dimension (Interactions and Practices)

### NASPA/NGLTF Grants

| Underrepresented/underserved faculty/staff/students | 30 Campuses |

### Survey Instrument

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

## 1999-2021 Campus Climate Assessments

- Conducted 238 assessments (U.S. and International)
- Community Colleges, Liberal Arts, Research I, Comprehensive

## National Climate Assessment Studies

- 2016 United States Transgender National Survey
- 2014 International Athlete Survey
- 2011 NCAA Student-Athlete Climate Study
- 2010 State of Higher Education for LGBTQ People

## Recent articles

CONCEPTUAL MODEL

Inputs
- Gender
- Age
- Ethnicity
- Student Background

Environments
- Institutional Characteristics
- Peer Environment
- Student Involvement

Outcomes
- Psychological
- Behavioral
- Cognitive

Astin’s (1993) Input-Environment-Outcomes (I-E-O) Model
This project was supported by a grant from the NCAA
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

Gender: Women

Perceptions of Respect: \( \eta_1 \)
Perceptions of Climate: \( \eta_2 \)
Personal comfort with teammate diversity: \( \eta_3 \)
Faculty-Student Interaction: \( \eta_4 \)
Athletic Personnel Interaction: \( \eta_5 \)
Diversity Leadership from Athletic Personnel: \( \eta_6 \)
Athletic Dept Addressed Discrimination: \( \eta_7 \)
Academic & Intellectual Development: \( \eta_8 \)
Athletic Success: \( \eta_9 \)
Athletic Identity: \( \eta_{10} \)

Coefficients:
- \( \beta_{12} = 0.29 \)
- \( \beta_{22} = 0.133 \)
- \( \beta_{32} = 0.077 \)
- \( \beta_{42} = 0.147 \)
- \( \beta_{52} = 0.047 \)
- \( \beta_{62} = 0.072 \)
- \( \beta_{72} = 0.073 \)
- \( \beta_{82} = 0.039 \)
- \( \beta_{92} = 0.024 \)
- \( \beta_{102} = 0.025 \)

Significance:
- \( p < .001 \)
- \( p < .001 \)
- \( AOD = 0.079 \)
- \( ASUC = 0.003 \)
- \( AI = 0.021 \)

\( \eta_5 \) is significant at the 0.001 level.
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

- Academic & Intellectual Development
- Athletic Success
- Athletic Identity

LGBQ
Sexual Identity – Mediating Effects on Outcomes

SACS Path Diagram – Mediation Model for Sexual Identity
Review of Climate Assessment Process

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

UMass Dartmouth will use the results of the assessment to inform current/ongoing work regarding issues of campus climate for students, faculty, and staff.
PHASE I

Initial Meetings
Communication/Marketing Plan
Focus Groups
Next Steps
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
Survey Instrument

Final instrument

• Quantitative questions and additional space for respondents to provide commentary
• Web-based survey
• Paper & pencil also available

Sample = Population

• All members of the UMass Dartmouth community are invited to participate via an invitation from Chancellor Fuller
SAMPLE CONCEPT MAP

Demographics
- Position Status
- Racial Identity
- Gender Identity
- Sexual Identity
- disAbility Status
- SES Status
- Spiritual Identity

Climate
- Experiences
- Perceptions

Outcomes
- professional Success
- Intent to Persist

Institutional Actions
Preparing the College Community

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

- Proposal application
- Primary Investigator, UMass Dartmouth Office of Institutional Research and Assessment
PHASE III

Survey Implementation

Data Analysis
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<tr>
<th>Faculty</th>
<th>Man</th>
<th>Woman</th>
<th>Black/African American</th>
<th>Latinx/Hispanic</th>
<th>Asian</th>
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PHASE IV

Final Report

Presentation of Results
Projected Process Forward

September - October 2021
- Meetings with the CSWG
- Develop Initial Communication & Marketing Plan
- Focus Group Planning

November 1, 2021
- Focus Groups
- Begin survey development
### Projected Process Forward

<table>
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<tr>
<th>Timeframe</th>
<th>Activities</th>
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</table>
| January-February 2022 | • Complete Survey  
                     | • IRB Proposal  
                     | • Final Marketing & Communication Plan                   |
| March-April 2022     | • Survey Administration                                  |
| May-June 2022        | • Data Management & Analysis                             |
Projected Process Forward

- **July-September 2022**
  - Develop Report

- **October 2022**
  - Present Results
Questions..? Thoughts..?
Thank You!

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