

Climate Matters

September 14, 2021

▸ R&A Philosophical Underpinnings



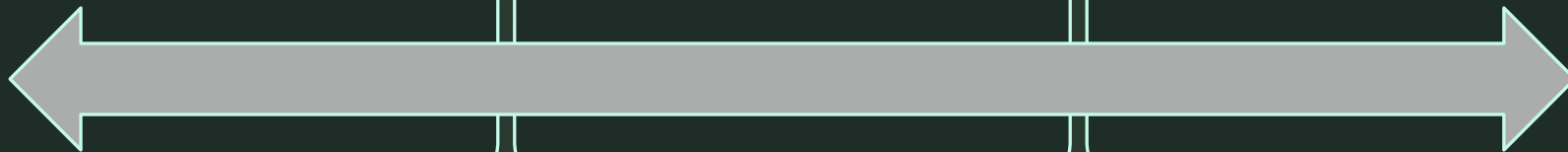
**Social
Justice**



**Data-Driven
Decision
Making**



**Grounded
in Literature**





Climate In Higher Education



Barcelo, 2004; Bauer, 1998; Harper, 2012; Hurtado, S., Griffin, K. A., Arellano, L., & Cuellar, M., 2008; Ingle, 2005; Kuh & Whitt, 1998; Milhem, 2005; Peterson, 1990; Rankin, 1994, 1998, 2003, 2005; Rankin & Reason, 2008; Smith, 2009; Tierney, 1990; Worthington, 2008; Maramba, D. C., & Museus, S. D., 2011; Soria, K. M., 2018; Strayhorn, T. L., 2019



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



Campus Climate & Students



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

¹ Harper & Hurtado, 2009; Maramba. & Museus, 2011; Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., Seifert, T. A., & Wolniak, G. C. 2016; Patton, 2011; Strayhorn, 2012; Buckley, J. B., & Park, J. J., 2019, Fernandez, F., Merson, D., Ro, H. K., & Rankin, S., 2019

² Mayhew, M. J., Rockenbach, A. N., Bowman, N. A., Seifert, T. A., & Wolniak, G. C., 2016, Shelton, L. J. 2019, Yosso, T. J., Smith, W. A., Ceja, M., & Solórzano, D. G., 2009; Crisp, G., Taggart, A., & Nora, A., 2015

³ Hale, 2004; Harper, & Hurtado, 2009; Harper & Quaye, 2004; Hurtado, 2003; Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013; Samura, M., 2016; Museus, S. D., Shiroma, K., & Dizon, J. P., 2016



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

² Costello, 2012; Griffin, Pérez , Holmes, & Mayo, 2010; Kaminski, & Geisler, 2012; Vaccaro, A., 2012, Griffin, K. A., Pifer, M. J., Humphrey, J. R., & Hazelwood, A. M., 2011; Vaccaro, A., 2012

³ Young, K., Anderson, M., & Stewart, S. 2014; Costello, C. A., 2012; Garcia, G. A. , 2016; Mayhew, M., Grunwald, H., & Dey, E.; 2006



Climate Matters





Climate Matters





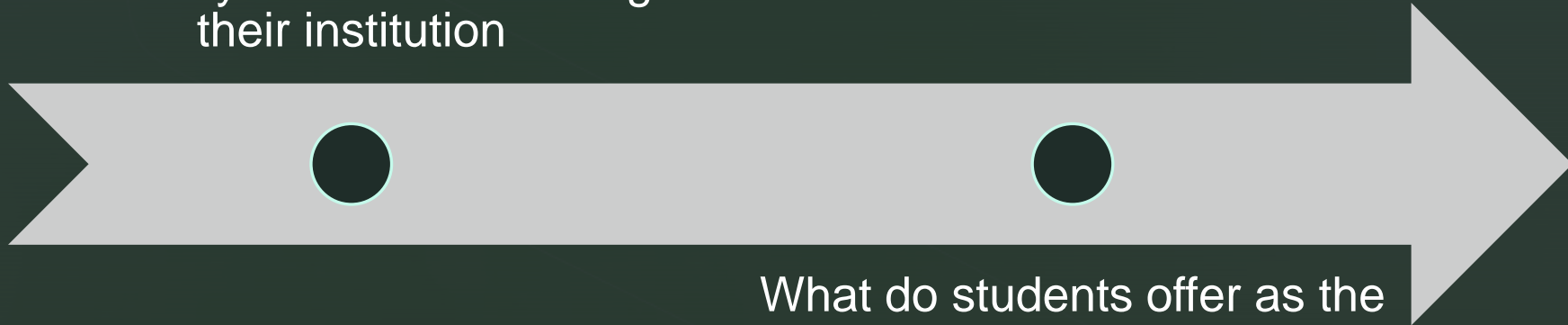
Responses to Unwelcoming Campus Climates

- ▀ What are students' behavioral responses?



Lack of Persistence

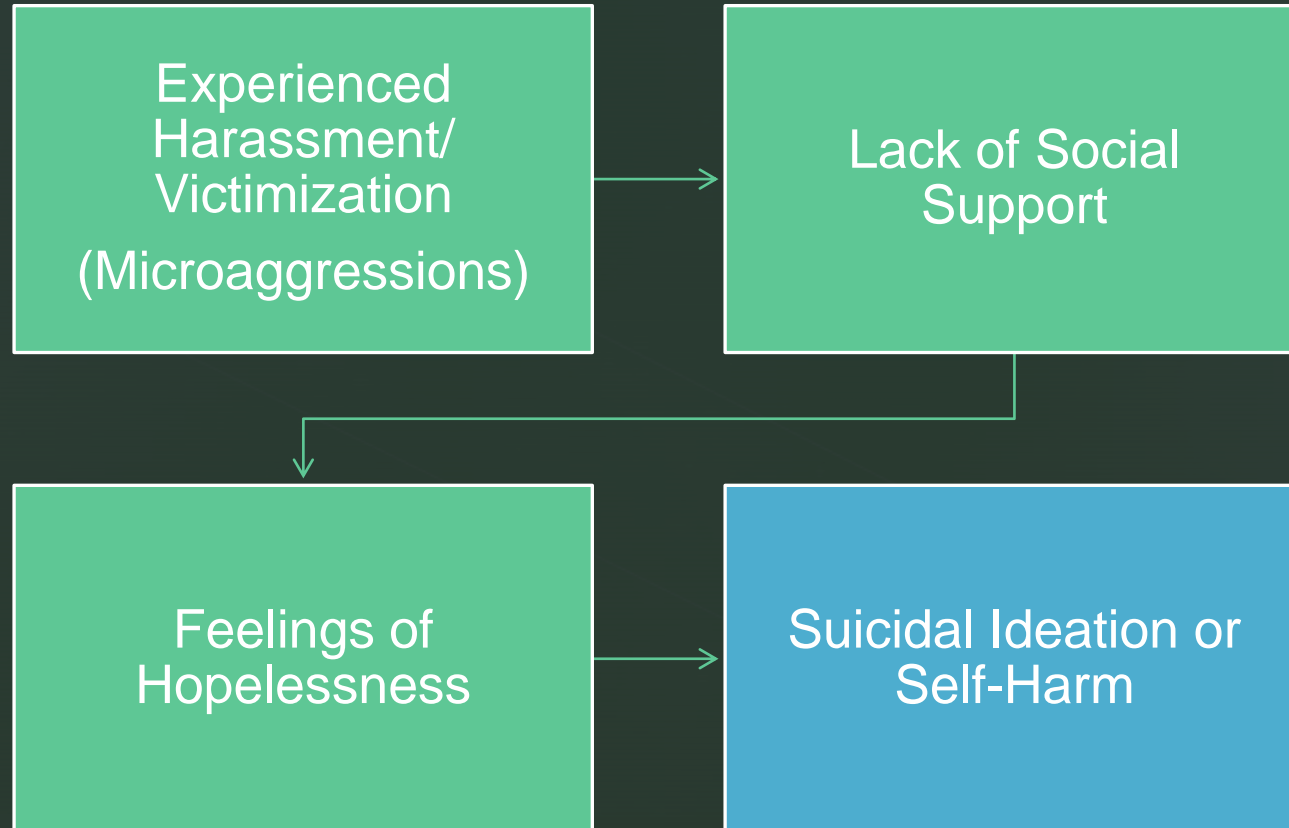
30% of respondents have seriously considered leaving their institution



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



Student Departure





Assessing Campus Climate

Why Assess?

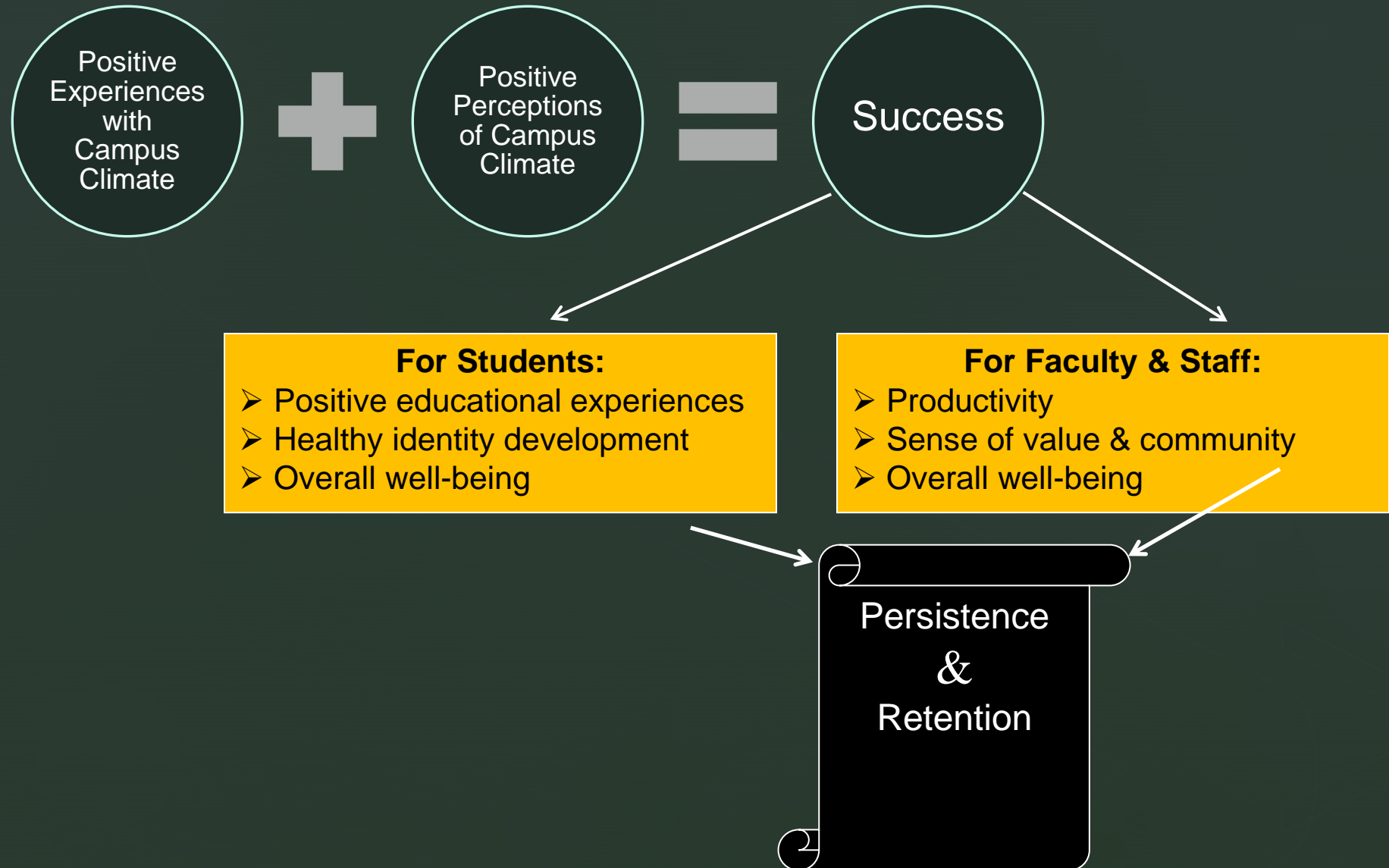
What is the Process?

Where Do We Start?





Campus Climate & Successful Outcomes





UMass Dartmouth – Vision Statements

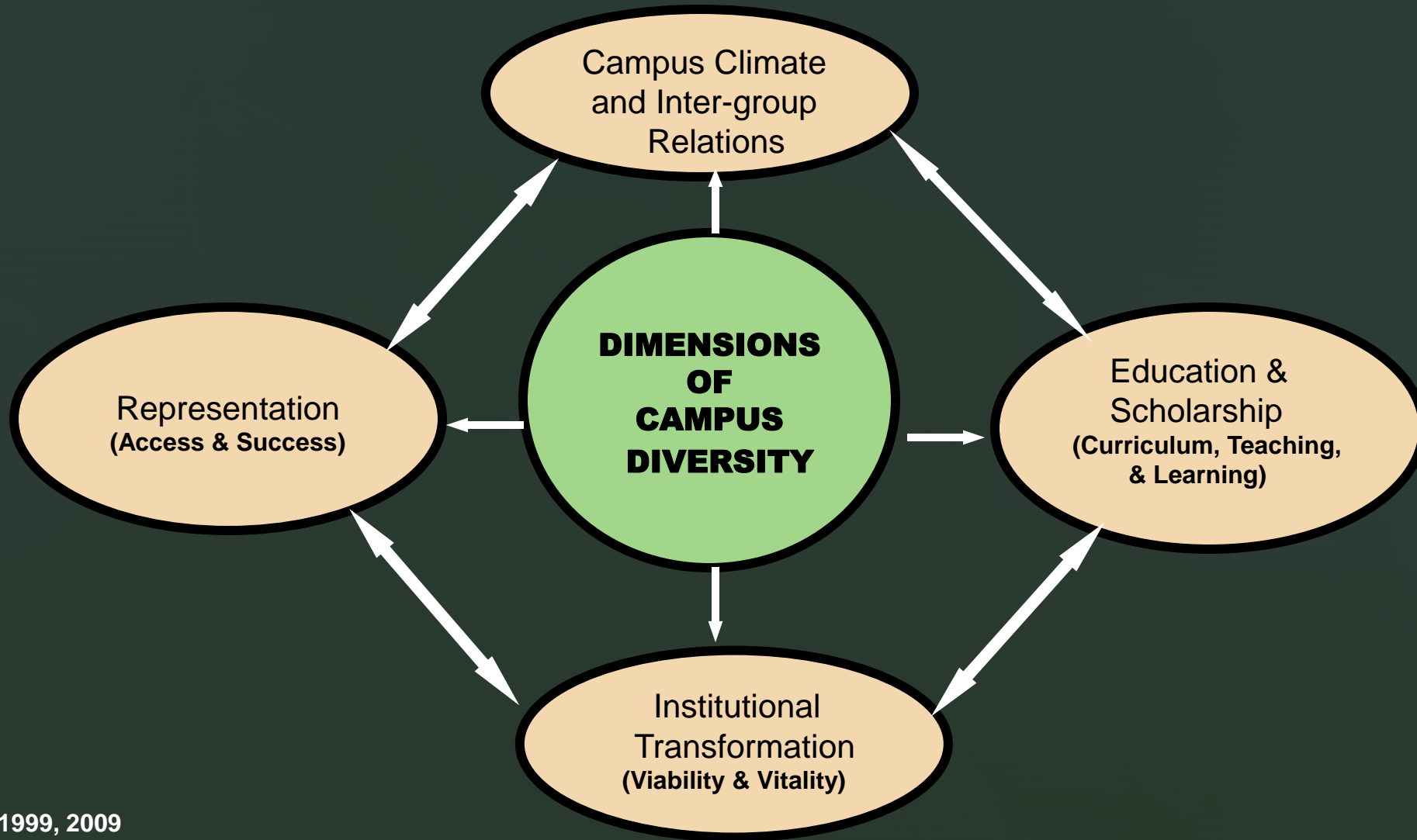
- UMass Dartmouth will be a globally recognized premier research university committed to inclusion, access, advancement of knowledge, student success, and community engagement.¹
- We aspire to be the University of choice for students, staff, and faculty by establishing an environment of civility and 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

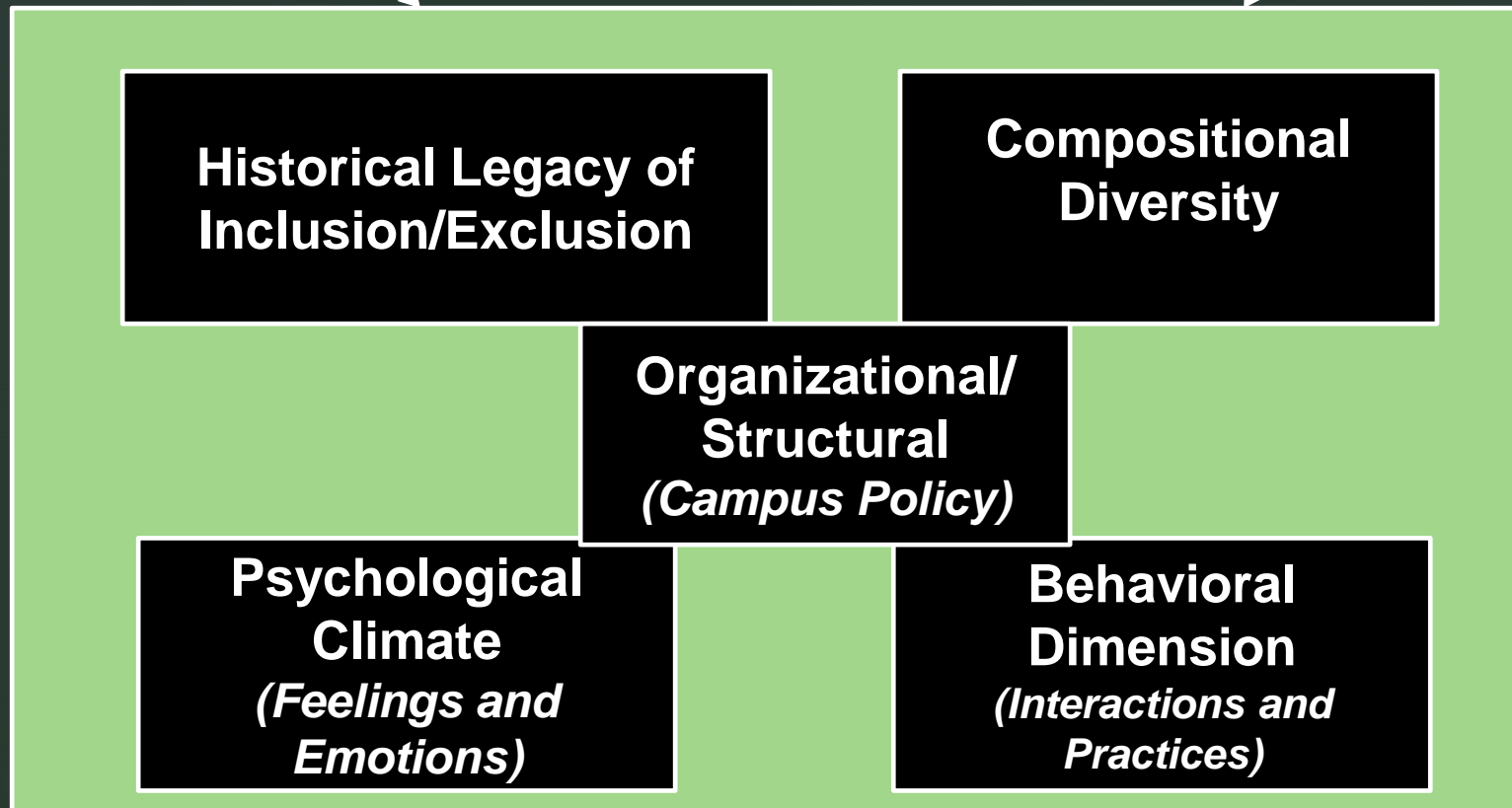




Components of Campus Climate

Government/Policy Context

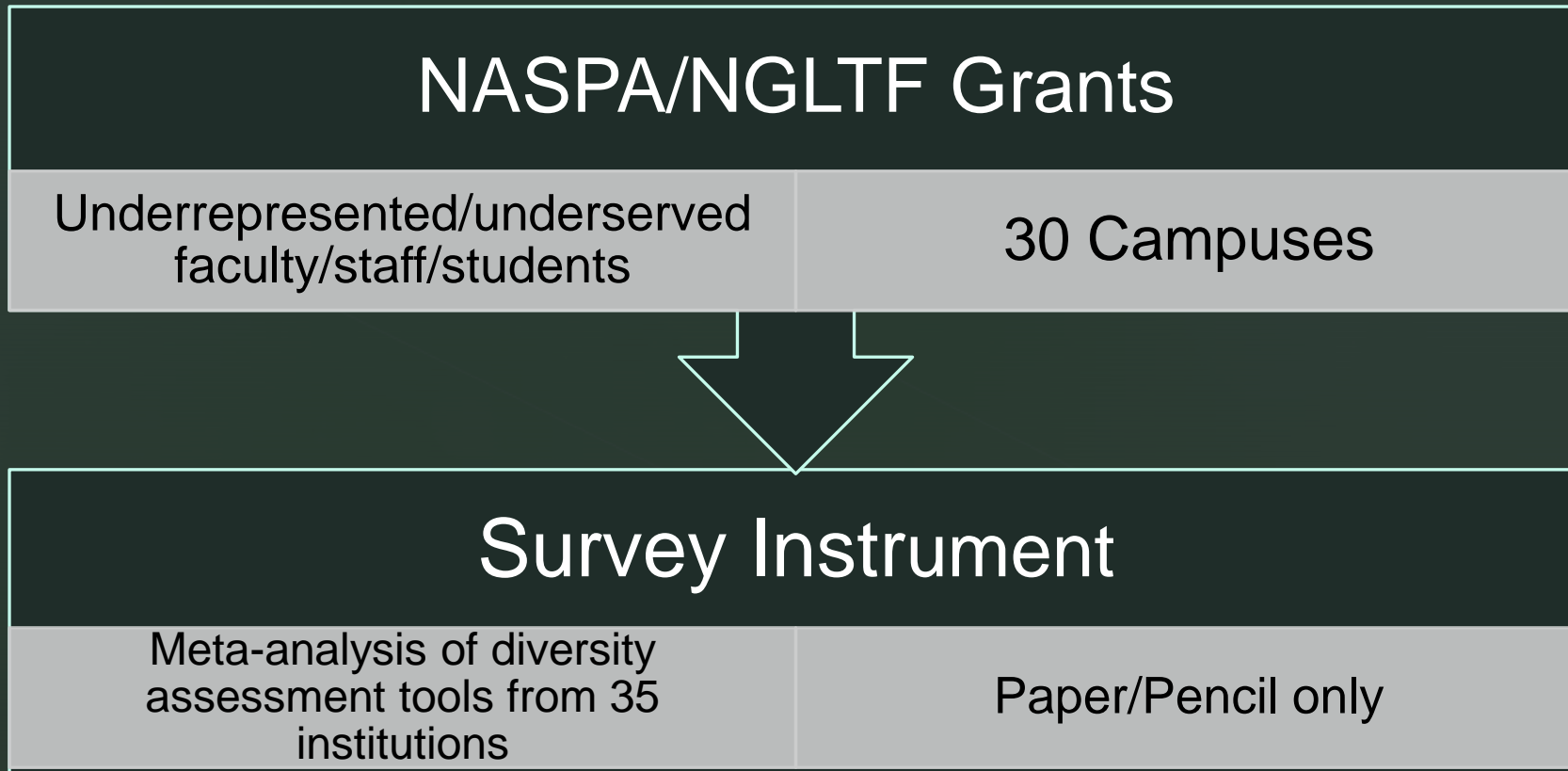
Sociohistorical Context





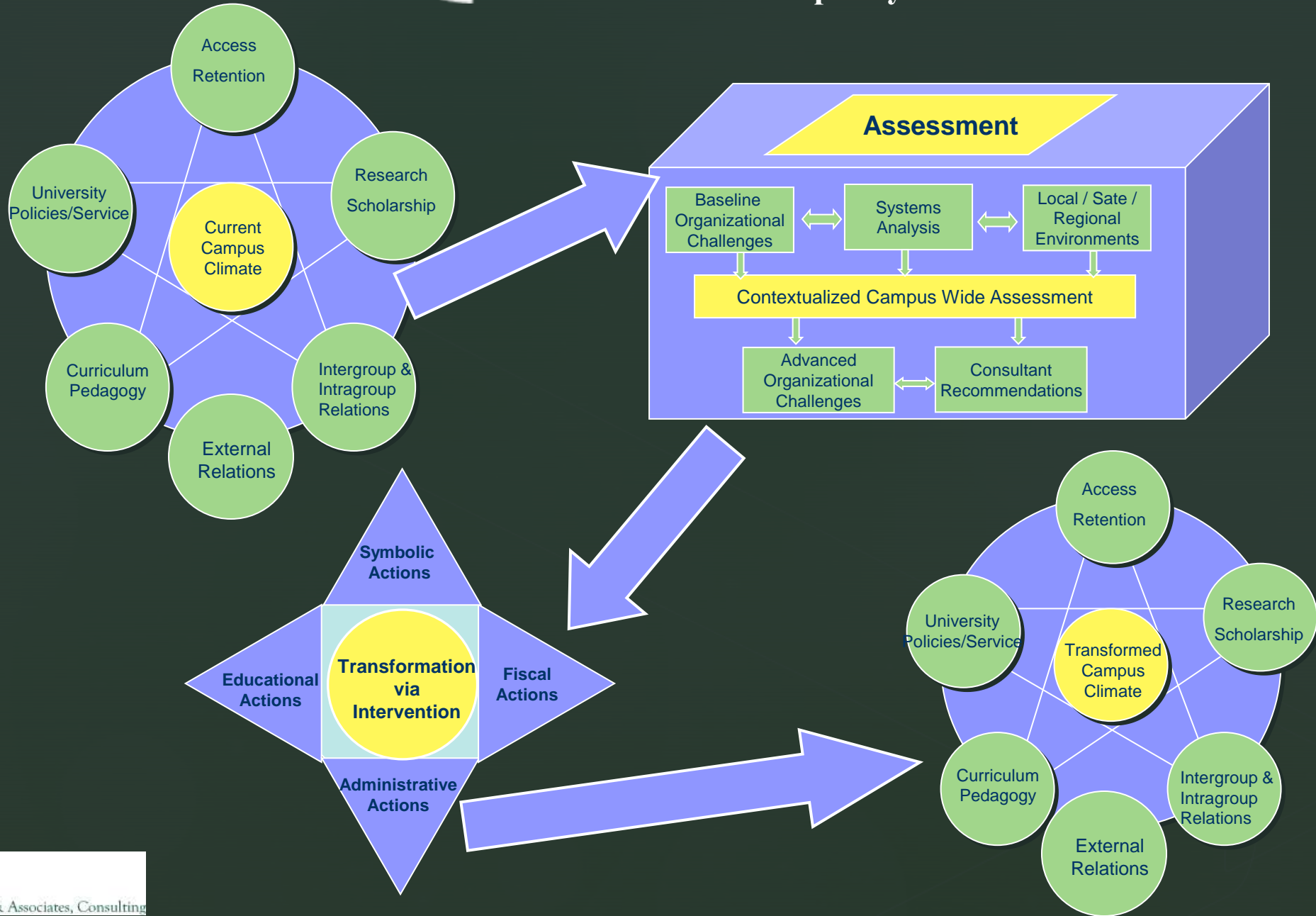
Rankin 2001

National Campus Climate Diversity Assessment





Transformational Tapestry Model[©]





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

Coulter, R. W., & Rankin, S. R. (2017). College Sexual Assault and Campus Climate for Sexual-and Gender-Minority Undergraduate Students. *Journal of Interpersonal Violence*, 0886260517696870.

Fernandez, F., D. Merson, D., Ro, H.K., Rankin, S. (2017). "Do Classroom Interactions Relate to Considerations of Institutional Departure Among Student Veterans and Service Members?" *Innovative Higher Education*

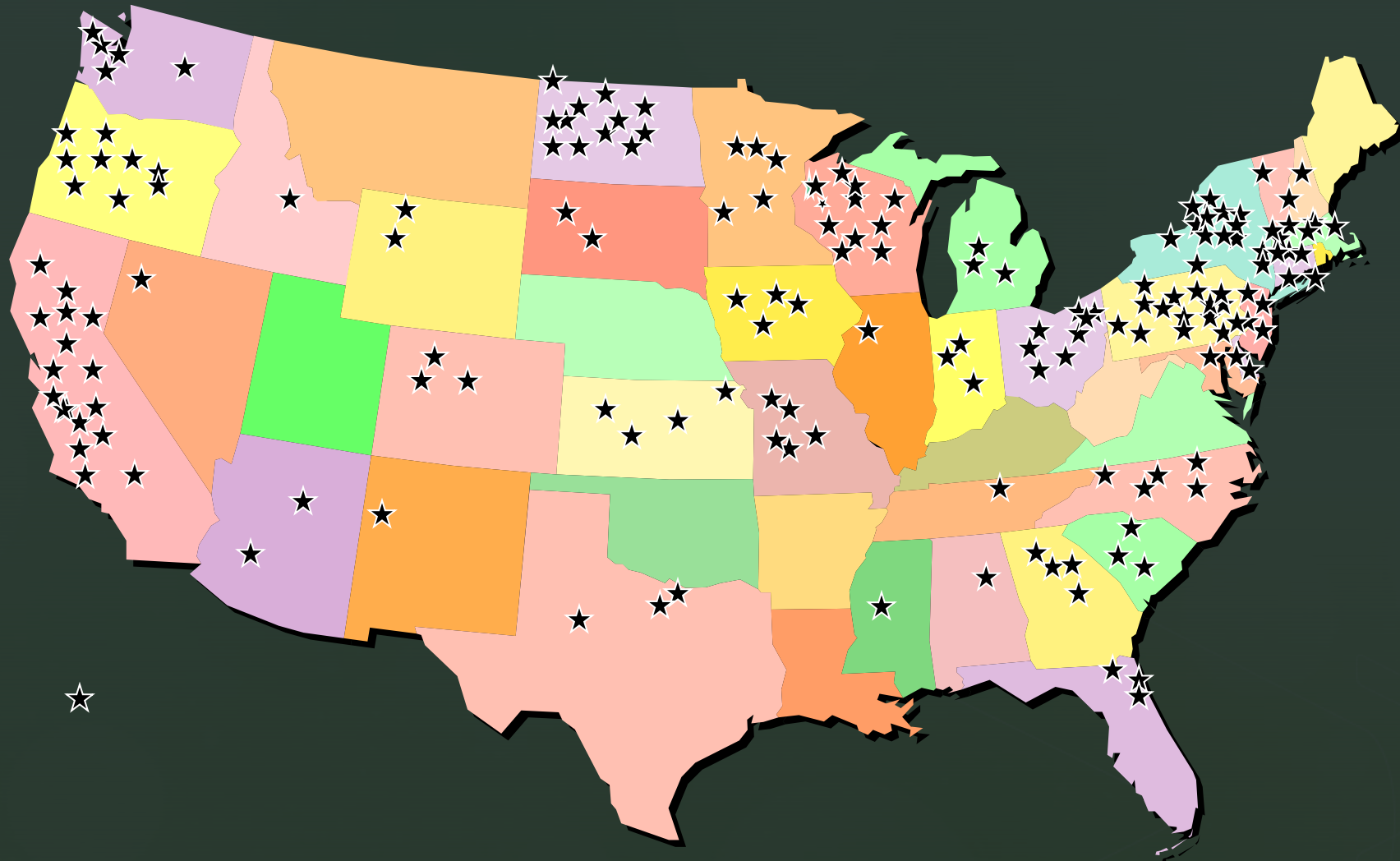
Oseguera, L., Merson, D., Harrison, C. K., & Rankin, S. (2017). Beyond the Black/White Binary: A Multi-institutional Study of Campus Climate and the Academic Success of College Athletes of Different Racial Backgrounds. *Sociology of Sport Journal*, 1-43.

Hoffman, J. L., Rankin, S. R., & Loya, K. I. (2016). Climate as a mediating influence on the perceived academic success of women student-athletes. *Journal for the Study of Sports and Athletes in Education*, 10(3), 164-184.

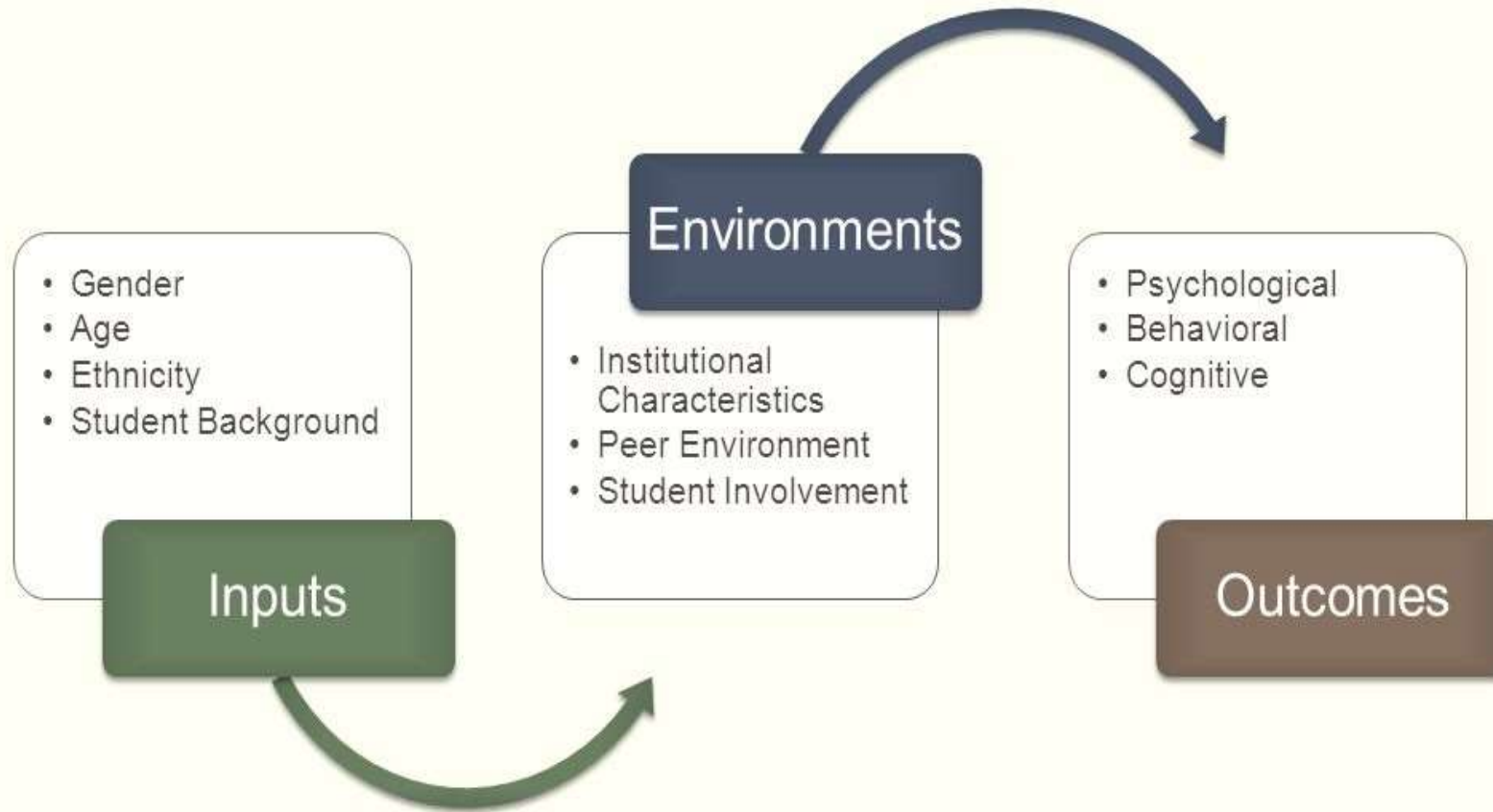
Rankin, S., & Garvey, J. C. (2015). Identifying, quantifying, and operationalizing queer-spectrum and trans-spectrum students: Assessment and research in student affairs. *New directions for student services*, 2015(152), 73-84.



R&A Campus Climate Assessments 1999-2021



CONCEPTUAL MODEL



Astin's (1993) Input-Environment-Outcomes (I-E-O) Model



Student-Athlete Climate Study

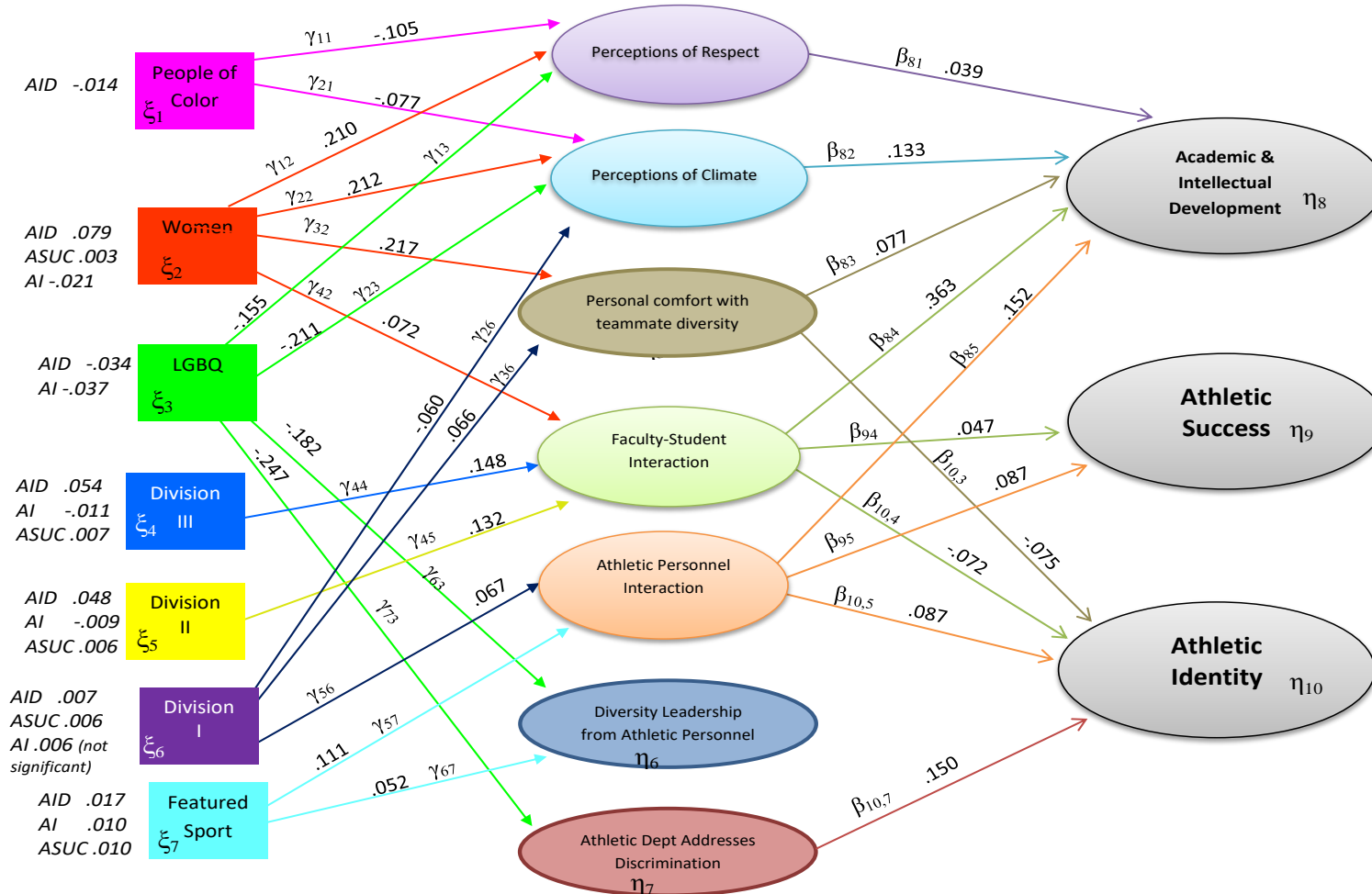


This project was supported by a grant from the NCAA



SEM Mediation Model

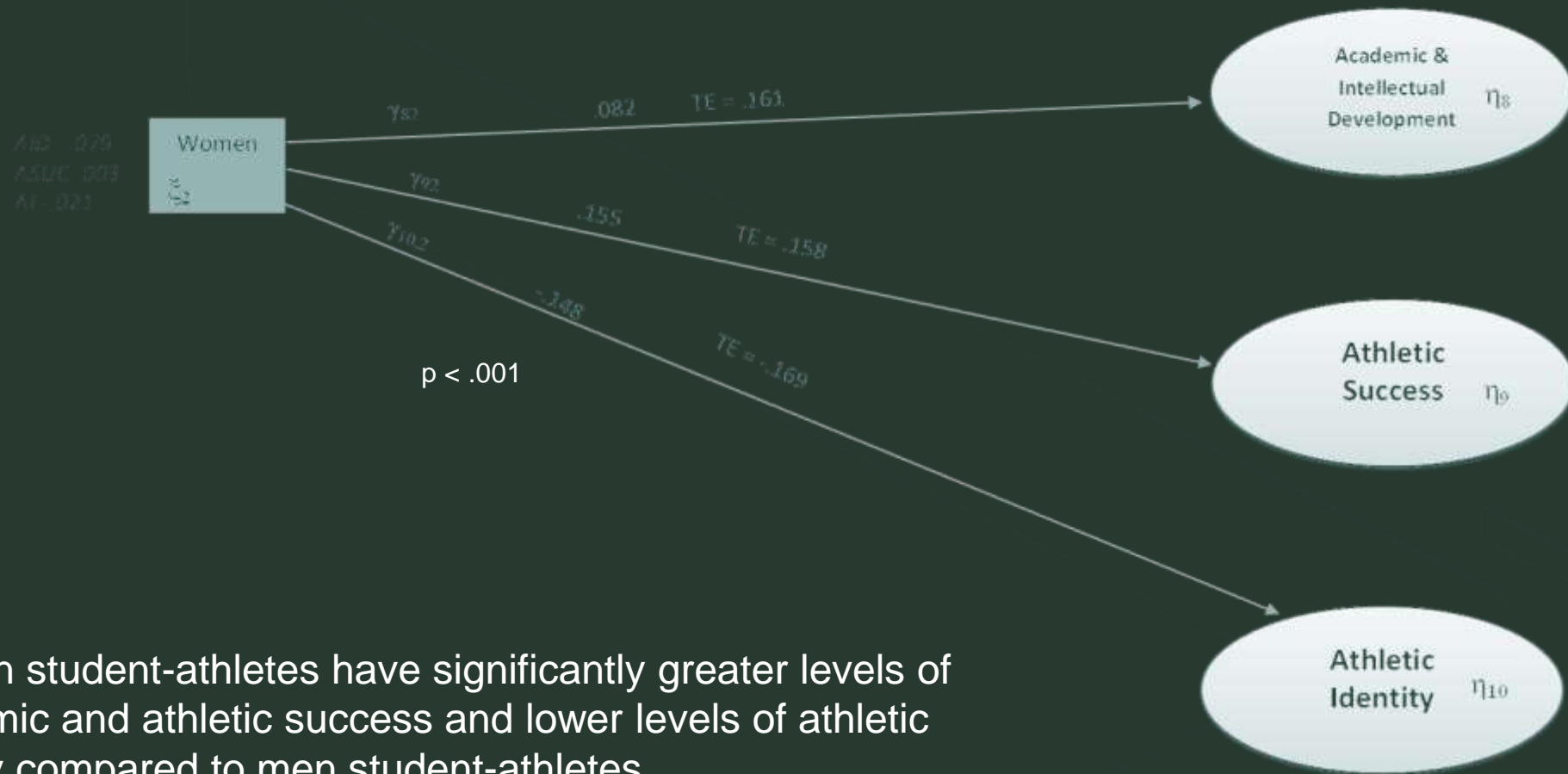
SACS Path Diagram – Mediation Model





Gender – Direct Effects Model

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

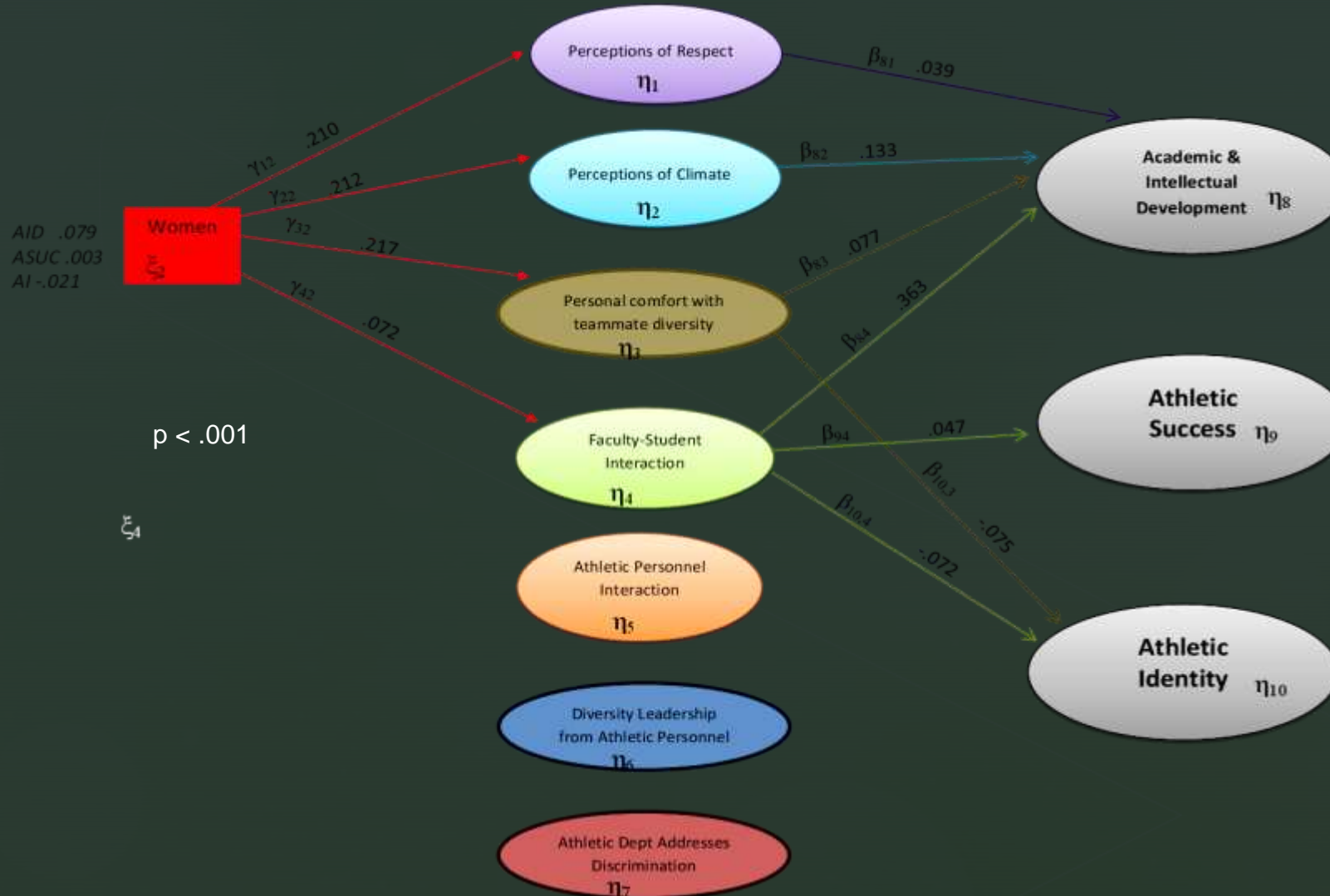


Women student-athletes have significantly greater levels of academic and athletic success and lower levels of athletic identity compared to men student-athletes.



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**

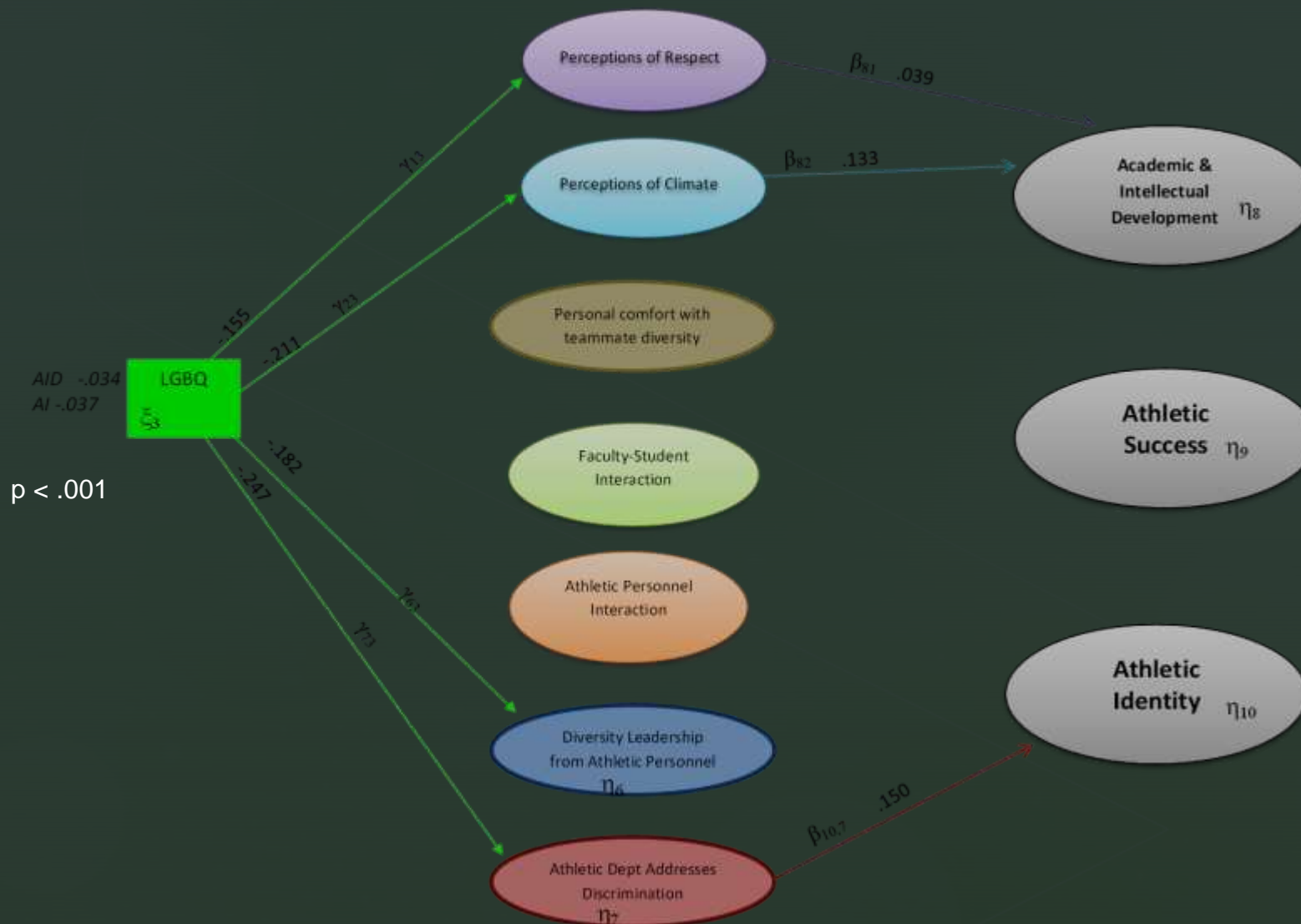
**Athletic
Success**

**Athletic
Identity**



Sexual Identity – Mediating Effects on Outcomes

SACS Path Diagram – Mediation Model for Sexual Identity





Review of Climate Assessment Process

UMass Dartmouth



Project Outcomes

- 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



Focus group facilitators are selected and trained by the consultant



PHASE II

Assessment Tool Development

Communication/Marketing Plan

IRB proposal



Survey Instrument

Final instrument

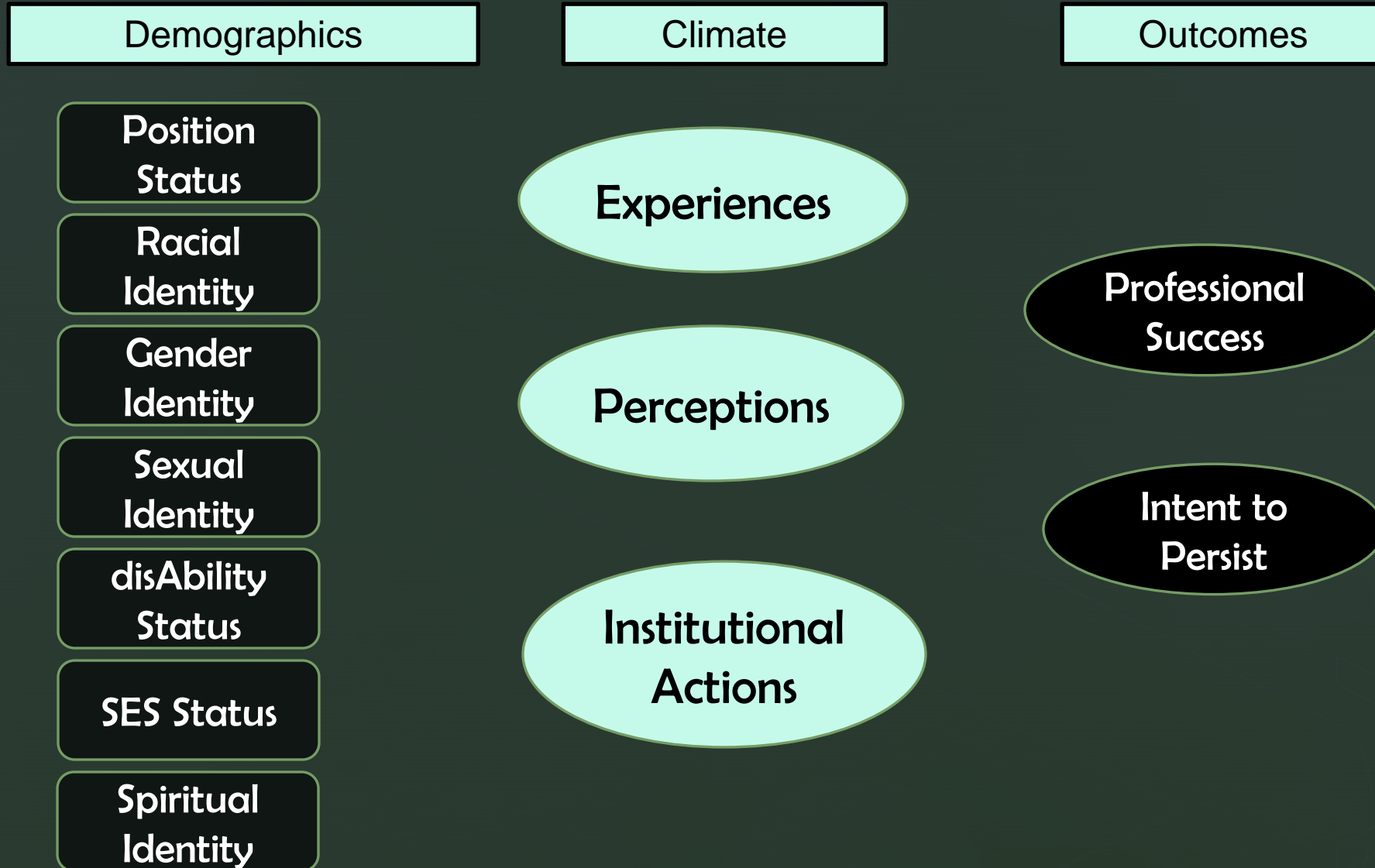
- Quantitative questions and additional space for respondents to provide commentary
- Web-based survey
- Paper & pencil also available

Sample = Population

- All members of the UMass Dartmouth community are invited to participate via an invitation from Chancellor Fuller



SAMPLE CONCEPT MAP





Communication Plan

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



SAMPLE Response Rates

Demographics of Population & Sample

UMass Dartmouth							
Spring 2022							
Faculty	Man	Woman	Black/African American	Latinx/Hispanic	Asian	European American	Multiracial
Professor							
Associate Professor							
Assistant Professor							
Instructor							
Chancellor Professor							



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

	January-February 2022	<ul style="list-style-type: none">• Complete Survey• IRB Proposal• Final Marketing & Communication Plan
	March-April 2022	<ul style="list-style-type: none">• Survey Administration
	May-June 2022	<ul style="list-style-type: none">• Data Management & Analysis



Projected Process Forward





Questions..?



Thoughts..?



Thank You!



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