R&A Foundational Pillars

Social Justice

Data-Driven Decision Making

Grounded in Literature
Assessing Campus Climate

Definition

• 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

https://www.rankin-consulting.com
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.\(^3\)

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The personal and professional development of employees is influenced 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
Responses to Unwelcoming Campus Climates

What are 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?

Sources: R&A, 2022; Rankin et al., 2010; Strayhorn, 2012
Lack of a sense of belonging

Campus climate research has demonstrated the effects of campus climate on faculty and student retention.¹

Research specific to student experiences has found that a sense of belonging is integral to student persistence and retention.²

¹Blumenfeld et al. (2016); Gardner (2013); Garvey & Rankin (2016); Johnson et al. (2014); Kutscher & Tuckwiller (2019); Lawrence et al. (2014); Pascale (2018); Ruud et al. (2018); Strayhorn (2013); Walpole et al. (2014)
²Booker (2016); Garcia & Garza (2016)
Influence of microaggressions

Several empirical studies reinforce the importance of the perception of nondiscriminatory environments for positive learning and developmental outcomes.\(^1\)

Research also underscores the relationship between hostile workplace climates and subsequent productivity.\(^2\)

Additionally, research has examined the effects of various forms of racial microaggressions (including interpersonal microaggressions, racial jokes, and institutional microaggressions) on Latinx and Black/African American students.

\(^1\)Dugan et al. (2012); Eunyoung & Hargrove (2013); Garvey et al. (2018); Hurtado & Ponjuan (2005); Mayhew et al. (2016); Oseguera et al. (2017); Pascarella & Terenzini (2005); Strayhorn (2012)
\(^2\)Bilmoria & Stewart (2009); Costello (2012); Dade et al. (2015); Eagan & Garvey (2015); García (2016); Hirshfield & Joseph (2012); Jones & Taylor (2012); Levin et al. (2015); Rankin et al. (2010); Silverschanz et al. (2008)
Influence of Microaggressions

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

Source: Peer-Reviewed Articles
https://rankin-consulting.com/literature
Assessing Campus Climate

Why Assess?
What is the Process?
Where Do We Start?
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
Haverford College
Statement of Purpose

- Haverford College is committed to providing a liberal arts education in the broadest sense. This education, based on a rich academic curriculum at its core, is distinguished by a commitment to excellence and a concern for individual growth. Haverford has chosen to remain small and to foster close student/faculty relationships to achieve these objectives.

- Haverford strives to be a college in which integrity, honesty, and concern for others are dominant forces. The College does not have as many formal rules or as much formal supervision as most other colleges; rather, it offers an opportunity for students to govern their affairs and conduct themselves with respect and concern for others. Each student is expected to adhere to the Honor Code as it is adopted each year by the Students’ Association.

1Source: https://catalog.haverford.edu/college/
Haverford College Honor Code

- As Haverford students, we seek an environment in which members of a diverse community can live together, interact, and learn from one another in ways that protect both personal freedom and community standards. For our diverse community to prosper, we must embrace our differences and be mindful of our varied perspectives and backgrounds; this goal is only possible if students seek mutual understanding by means of respectful communication. The Honor Code holds us accountable for our words and actions, and guides us in resolving conflicts by engaging each other in dialogue.

- We uphold the Code by engaging with the values upon which our community depends: mutual trust, concern, and respect for oneself, one another and the community.

Haverford College Honor Code

- **Academic Freedom**: The Honor Code fosters an atmosphere emphasizing academic integrity, collaboration over competition, and the cultivation of intellectual curiosity. Differences and disagreement are respected, valued, and embraced, and open discourse is seen as fundamental to the academic endeavor.

- **Student Agency**: The Honor Code upholds a culture in which students are deeply trusted to take substantial ownership of their education and to profoundly shape and define the Haverford community. Student ownership is reflected in self-scheduled exams, in the fact that every student completes a Senior Thesis, in shared responsibility for the residential experience, and of course in oversight of the Honor Code itself.

- **Community**: The Honor Code establishes a supportive environment for living and learning, where the community experience plays a central role in one's education. The inherent value of every community member is recognized, and diversity in all respects - including diversity of background, experience, and perspective - is nurtured, celebrated, and embraced.

- **Leadership and Engagement**: The Honor Code allows every student to find and develop their own voice, to practice ways of improving community and acting on issues of importance, to learn methods of problem solving and conflict resolution, and to examine the ways they can and will impact the world beyond Haverford.

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1Source: https://www.haverford.edu/admission/supplement
Conceptual Framework for Campus Diversity Research

DIMENSIONS OF CAMPUS DIVERSITY

- Campus Climate and Inter-group Relations
- Education & Scholarship (Curriculum, Teaching, & Learning)
- Institutional Transformation (Viability & Vitality)
- Representation (Access & Success)

Smith (1999, 2009)
Components of Campus Climate

Government/Policy Context

Historical Legacy of Inclusion/Exclusion

Psychological Climate (Feelings and Emotions)

Organizational/Structural (Campus Policy)

Compositional Diversity

Behavioral Dimension (Interactions and Practices)

Sociohistorical Context

Rankin 2001
National Campus Climate 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

Transformation via Intervention

Administrative Actions
Educational Actions
Facial Actions
Symbolic Actions

External Relations
Curriculum
Pedagogy
Research
Scholarship
University Policies/Service
Intergroup & Intragroup Relations

Baseline Organizational Challenges
Systems Analysis
Local/State/Regional Environments
Consultant Recommendations
Contextualized Campus Wide Assessment

Access
Retention
Campus Climate
Current Campus

© 2001
# 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
Astin’s (1993) Input-Environment-Outcomes (I-E-O) Model

**Inputs**
- Gender
- Age
- Ethnicity
- Student Background

**Environments**
- Institutional Characteristics
- Peer Environment
- Student Involvement

**Outcomes**
- Psychological
- Behavioral
- Cognitive
Student-Athlete Climate Study

This project was supported by a grant from the NCAA
SACS Path Diagram – Mediation Model

- People of Color
  - AID - .014
  - ASUC .003
  - AI - .021
  - ξ₁₁
  - ξ₂₁
  - ξ₃₁

- Women
  - AID .079
  - ASUC .003
  - AI .021
  - ξ₁₂
  - ξ₂₂
  - ξ₃₂

- LGBQ
  - AID .034
  - AI .037
  - ξ₁₃
  - ξ₂₃
  - ξ₃₃

- Division III
  - AID .054
  - ASUC .007
  - AI .011
  - ξ₁₄
  - ξ₂₄
  - ξ₃₄

- Division II
  - AID .048
  - ASUC .006
  - AI .009
  - ξ₁₅
  - ξ₂₅
  - ξ₃₅

- Division I
  - AID .007
  - ASUC .006
  - AI .006 (not significant)
  - ξ₁₆
  - ξ₂₆
  - ξ₃₆

- Featured Sport
  - AID .017
  - ASUC .010
  - AI .010
  - ξ₁₇
  - ξ₂₇
  - ξ₃₇

Perceptions of Climate

- Perceptions of Respect
  - β₁₁ .039

- Personal comfort with teammate diversity
  - β₁₂ .133

- Faculty-Student Interaction
  - β₁₃ .077

- Athletic Personnel Interaction
  - β₁₄ .047

Athletic Success

- Academic & Intellectual Development
  - η₁

Athletic Identity

- Faculty-Student Interaction
  - β₂₁ .087

- Diversity Leadership from Athletic Personnel
  - η₆

- Athletic Dept Addresses Discrimination
  - η₇
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

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 Addresses Discrimination $\eta_7$

Academic & Intellectual Development $\eta_8$

Athletic Success $\eta_9$

Athletic Identity $\eta_{10}$

$\beta_{01} = 0.039$

$\beta_{02} = 0.133$

$\beta_{03} = 0.077$

$\beta_{04} = 0.363$

$\beta_{05} = 0.047$

$\beta_{06} = 0.072$

$\beta_{07} = 0.075$

$\beta_{08} = 0.072$

$\beta_{09} = 0.075$

$\beta_{10} = 0.072$

$\gamma_{12} = 0.210$

$\gamma_{13} = 0.212$

$\gamma_{14} = 0.072$

$\gamma_{20} = 0.077$

$\gamma_{21} = 0.363$

$\gamma_{22} = 0.047$

$\gamma_{30} = 0.072$

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$\gamma_{81} = 0.072$

$\gamma_{91} = 0.075$

$\gamma_{101} = 0.072$

$\gamma_{111} = 0.075$

$\gamma_{121} = 0.072$

$\gamma_{131} = 0.075$

$\gamma_{141} = 0.072$

$p < .001$

AID = .079
ASUC = .003
AI = .021
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

Perceptions of Respect

Perceptions of Climate

Personal comfort with teammate diversity

Academic & Intellectual Development

Faculty-Student Interaction

Athletic Success

Athletic Personnel Interaction

Athletic Identity

Diversity Leadership from Athletic Personnel

Athletic Dept Addresses Discrimination

LGBT

p < .001

$AID = 0.34$

$AI = 0.37$

$\beta_1 = 0.039$

$\beta_2 = 0.33$

$\beta_{18} = 0.35$

$\beta_{19} = 0.45$
PHASE I

Initial Meetings
PHASE II

Survey 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 Haverford College community are invited to participate via an invitation from President Raymond
Communication Plan

Preparing the College Community

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

- Proposal application
- Primary Investigator, Kevin Iglesias
  Associate Director of Institutional Research
PHASE III

Survey Administration
PHASE IV

Data Coding
Data Analysis
Develop Report
Present Results
## SAMPLE Response Rates
Demographics of Population & Sample

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<th>Spring 2022</th>
<th>Faculty</th>
<th>Man</th>
<th>Woman</th>
<th>Nonbinary</th>
<th>Asian</th>
<th>Black/African American</th>
<th>European American</th>
<th>Indigenous</th>
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PHASE V
Facilitate Actions Planning Process
Next Steps
Projected Process Forward

**February 2022**
- Initial Meetings
- Develop Survey
- Develop Communication & Marketing Plan
- IRB Proposal/Approval

**March 22 - April 22 2022**
- Survey administration
# Projected Process Forward

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<tr>
<th>Period</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>May - June 2022</td>
<td>• Data Coding</td>
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<td>• Data Analysis</td>
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<tr>
<td>July - August 2022</td>
<td>• Develop Report</td>
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<tr>
<td>September 2022</td>
<td>• Present Report Results</td>
</tr>
<tr>
<td>October - December 2022</td>
<td>• Facilitate Actions Planning Process</td>
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Questions...

Thoughts...
Thank You!

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