



Climate Matters

January 28, 2020





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

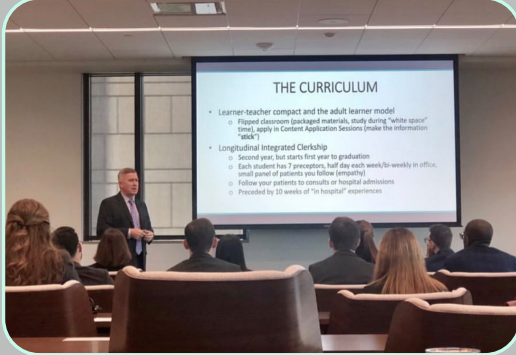
- Climate is defined by R&A as the current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, which influence the level of respect for individual needs, abilities, and potential

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 on **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





Climate Matters



Academic Freedom



Hate Speech



Student Activism





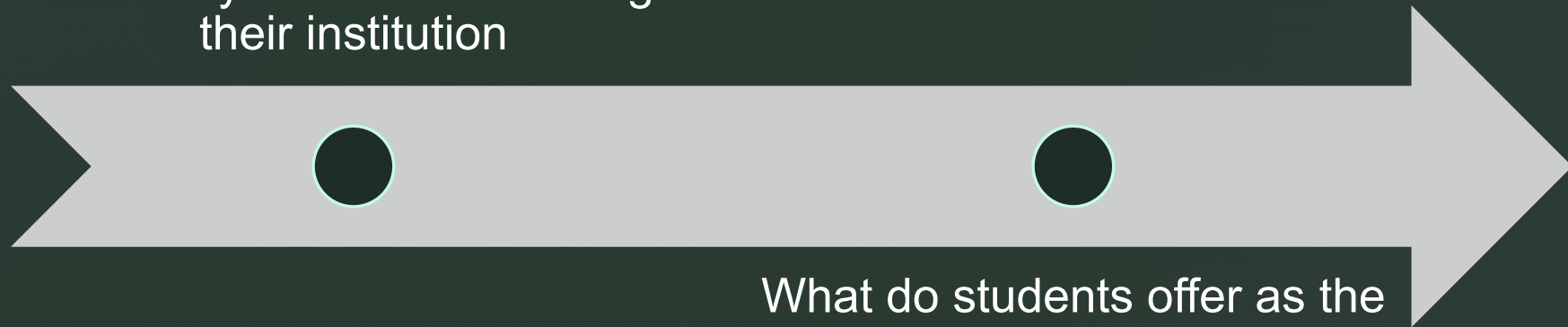
Responses to Unwelcoming Campus Climates

- What are students' behavioral responses?



Lack of Persistence

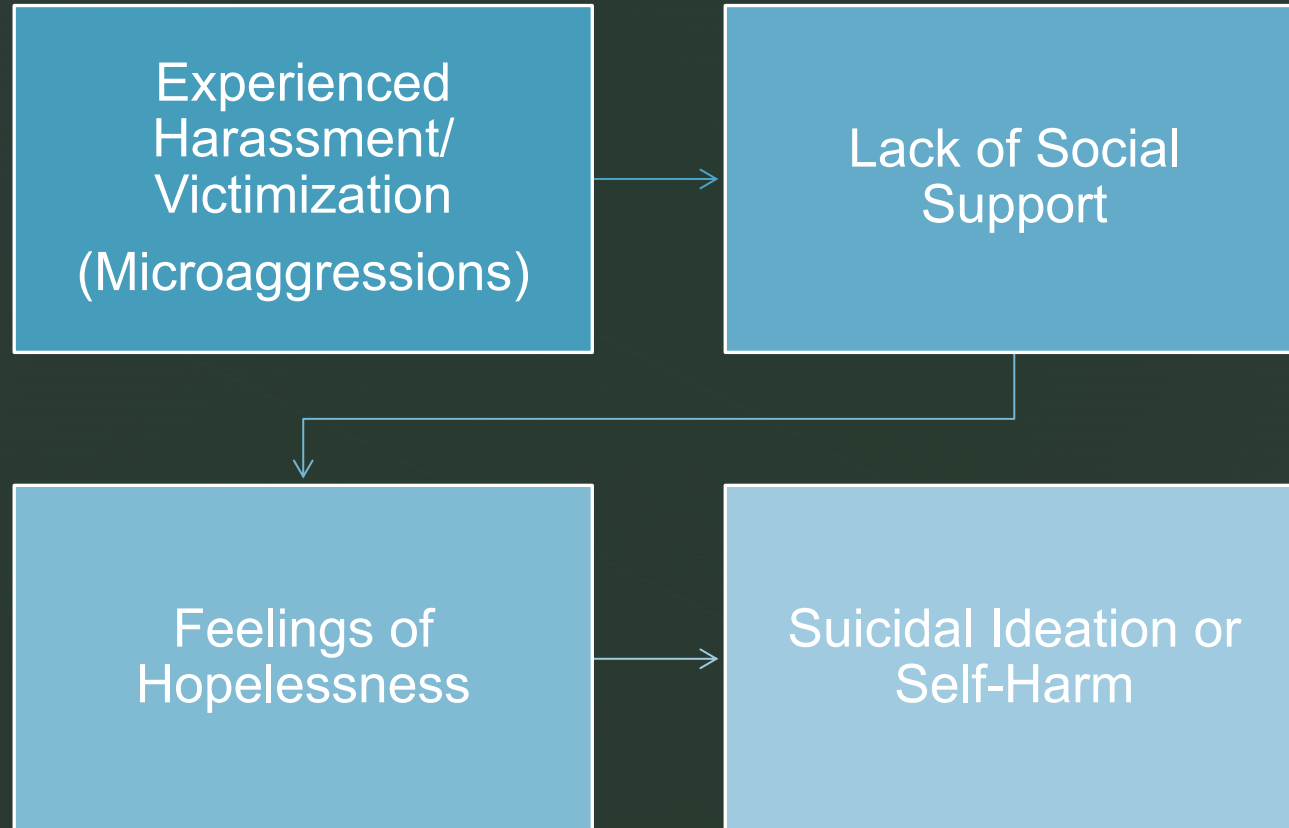
30% of respondents have
seriously considered leaving
their institution



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



Student Departure





Assessing Campus Climate

Why Assess?

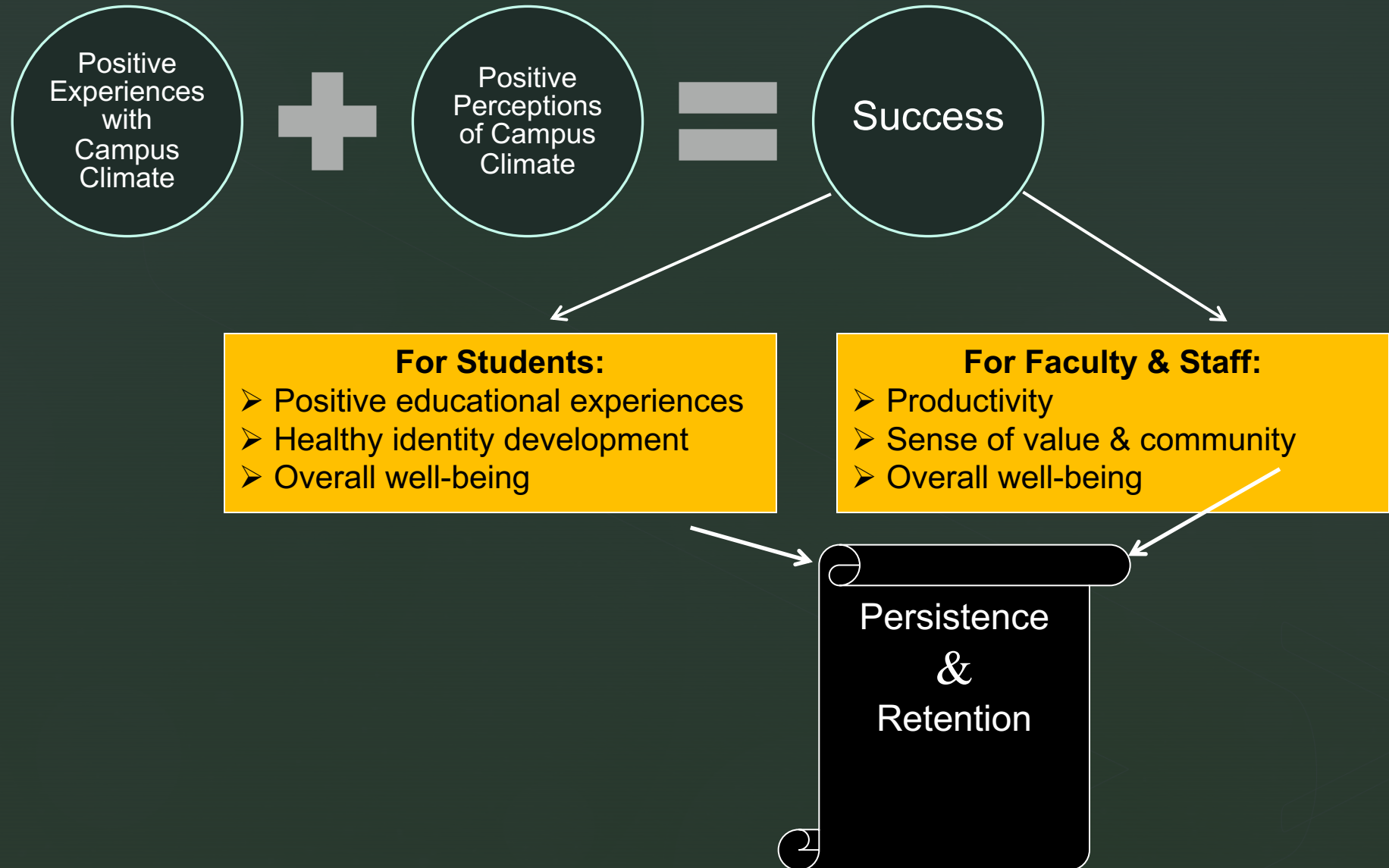
What is the Process?

Where Do We Start?





Campus Climate & Successful Outcomes





TCU and UNTHSC School of Medicine Vision

- **Character** – integrity, empathy, humanism, professionalism
- **Content** – medical knowledge, technology, innovation, integration
- **Context** – patient-centered models, cultural sensitivity, health care systems, finance, ambulatory settings, patient safety, chronic disease prevention and management
- **Creativity** – innovation, inquisitive scholars
- **Collaboration** – team-based care, patient and family partnerships, shared decision-making
- **Community** – servant leadership, public education, partnership, leadership
- **Communication** – exceptional communicators, active listeners

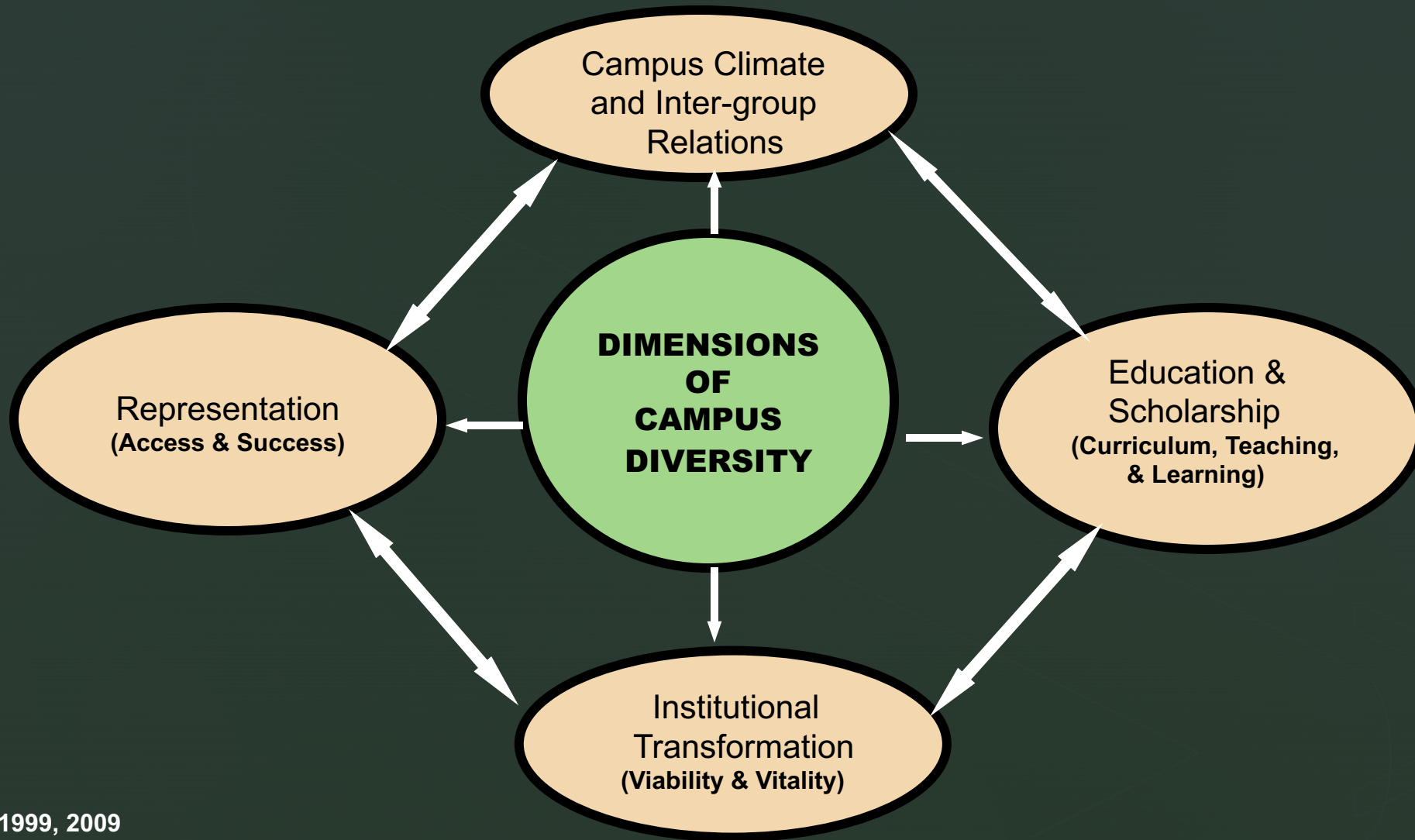


TCU and UNTHSC School of Medicine Diversity, Equity, Inclusion

We are committed to promoting and supporting diversity, equity and inclusion. It is a shared vision and responsibility of the faculty, students and staff within the School of Medicine to create a culture of respect, trust and empathy. We believe our capacity to care for our community and patients from diverse backgrounds, beliefs and identities is limitless.



Conceptual Framework for Campus Diversity Research

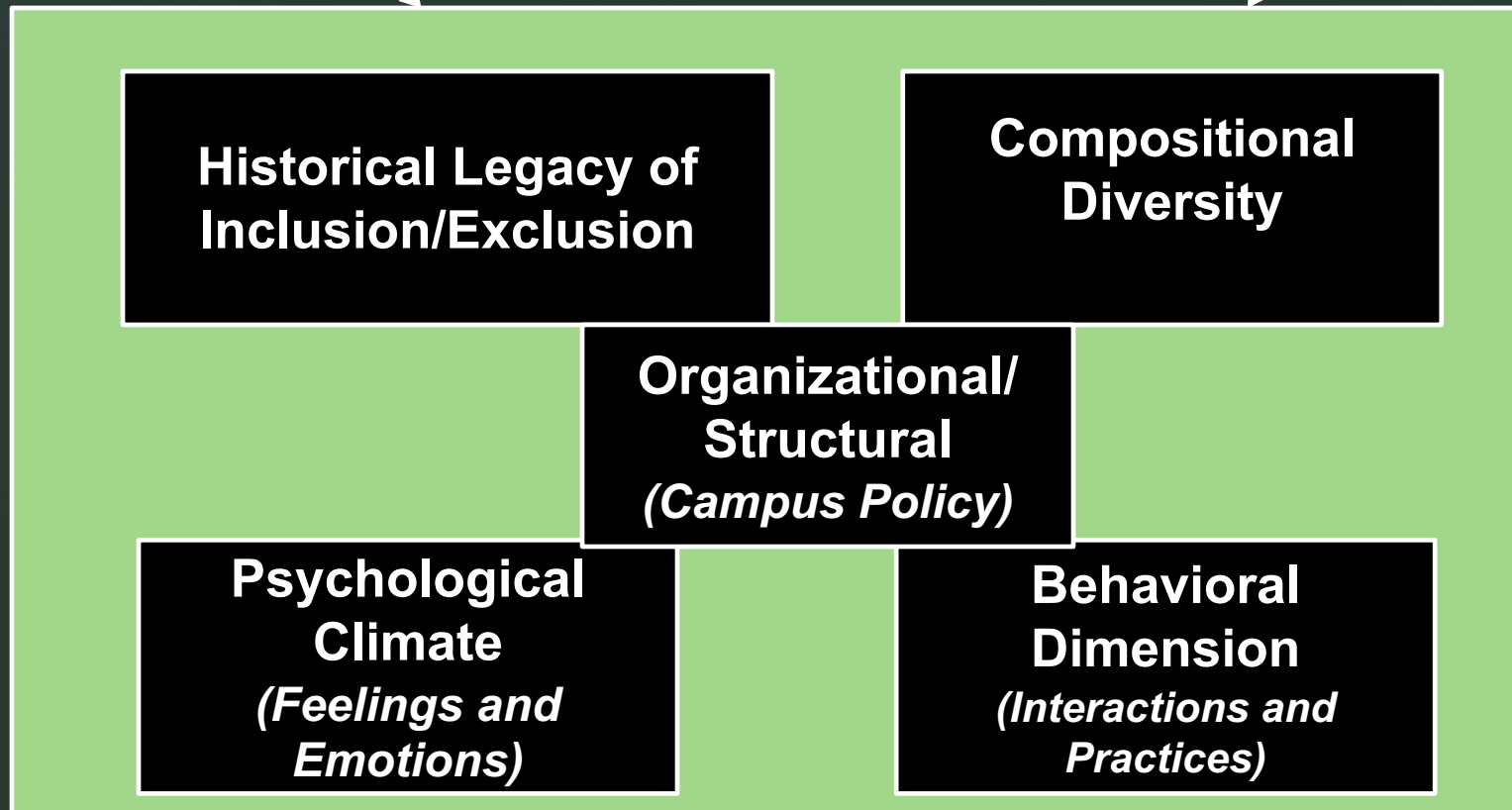




Components of Campus Climate

Government/Policy Context

Sociohistorical Context





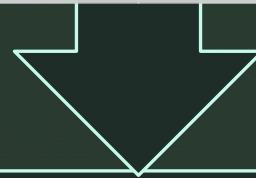
Rankin 2001

National Campus Climate Diversity Assessment

NASPA/NGLTF Grants

Underrepresented/underserved
faculty/staff/students

30 Campuses



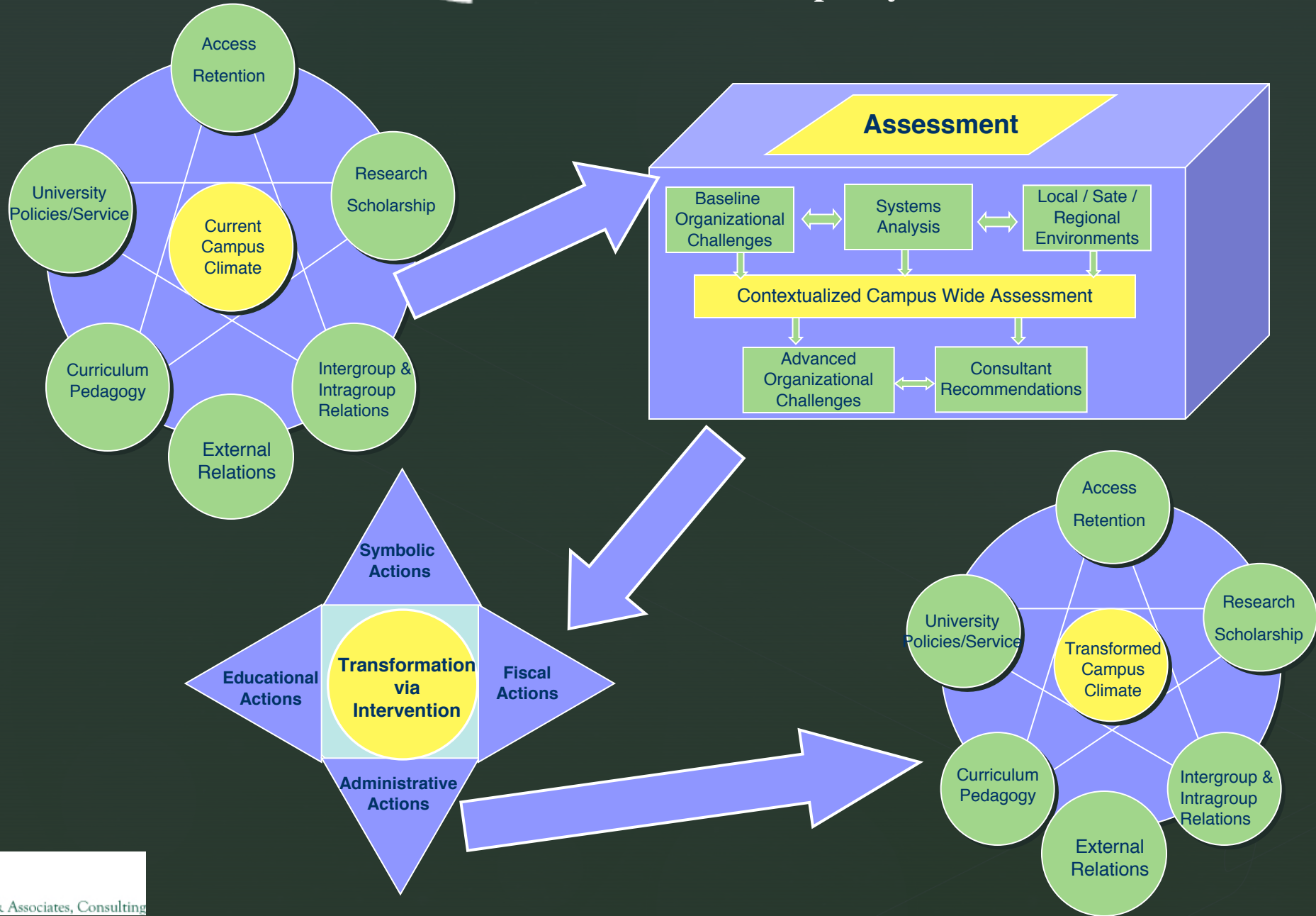
Survey Instrument

Meta-analysis of diversity
assessment tools from 35
institutions

Paper/Pencil only



Transformational Tapestry Model[®]



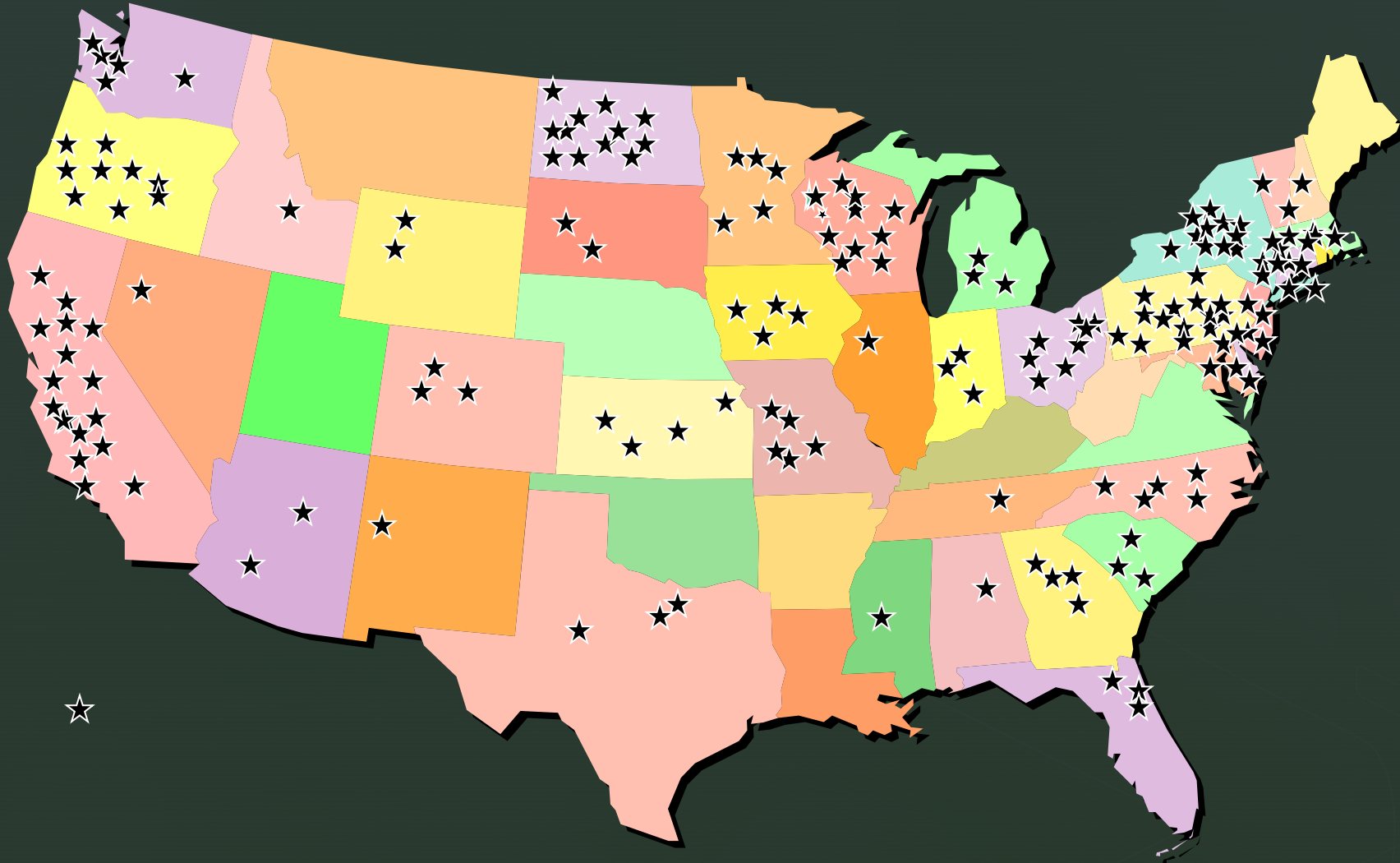


Recent Climate Research

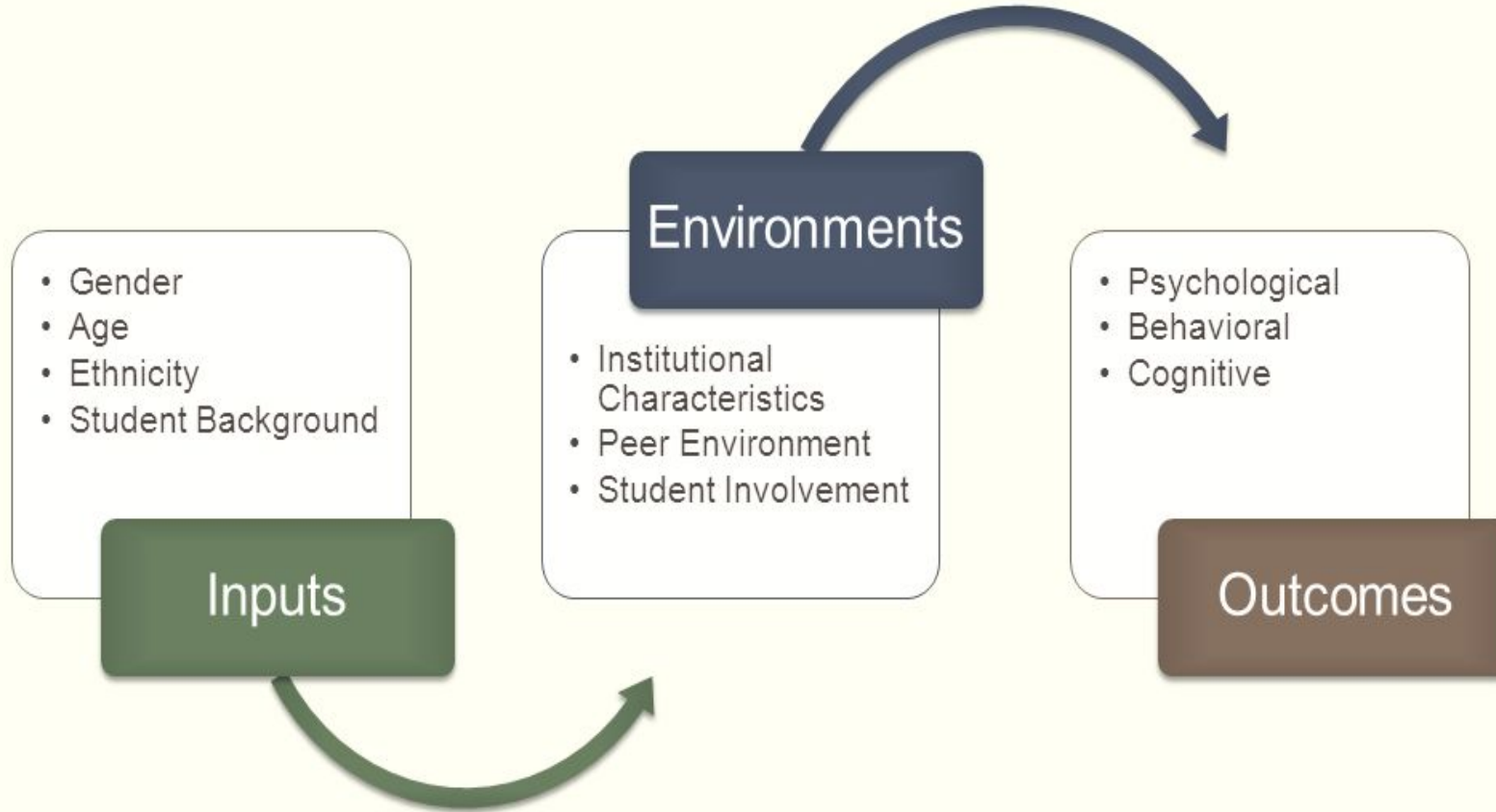
- 1999-2020: 217 Campus Climate Assessments
- 2016 United States Transgender National Survey
- 2014 International Athlete Survey
- 2011 NCAA Student-Athlete Climate Study
- 2010 State of Higher Education for LGBTQ People



R&A Campus Climate Assessments 1999-2020



CONCEPTUAL MODEL



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

Student-Athlete Climate Study

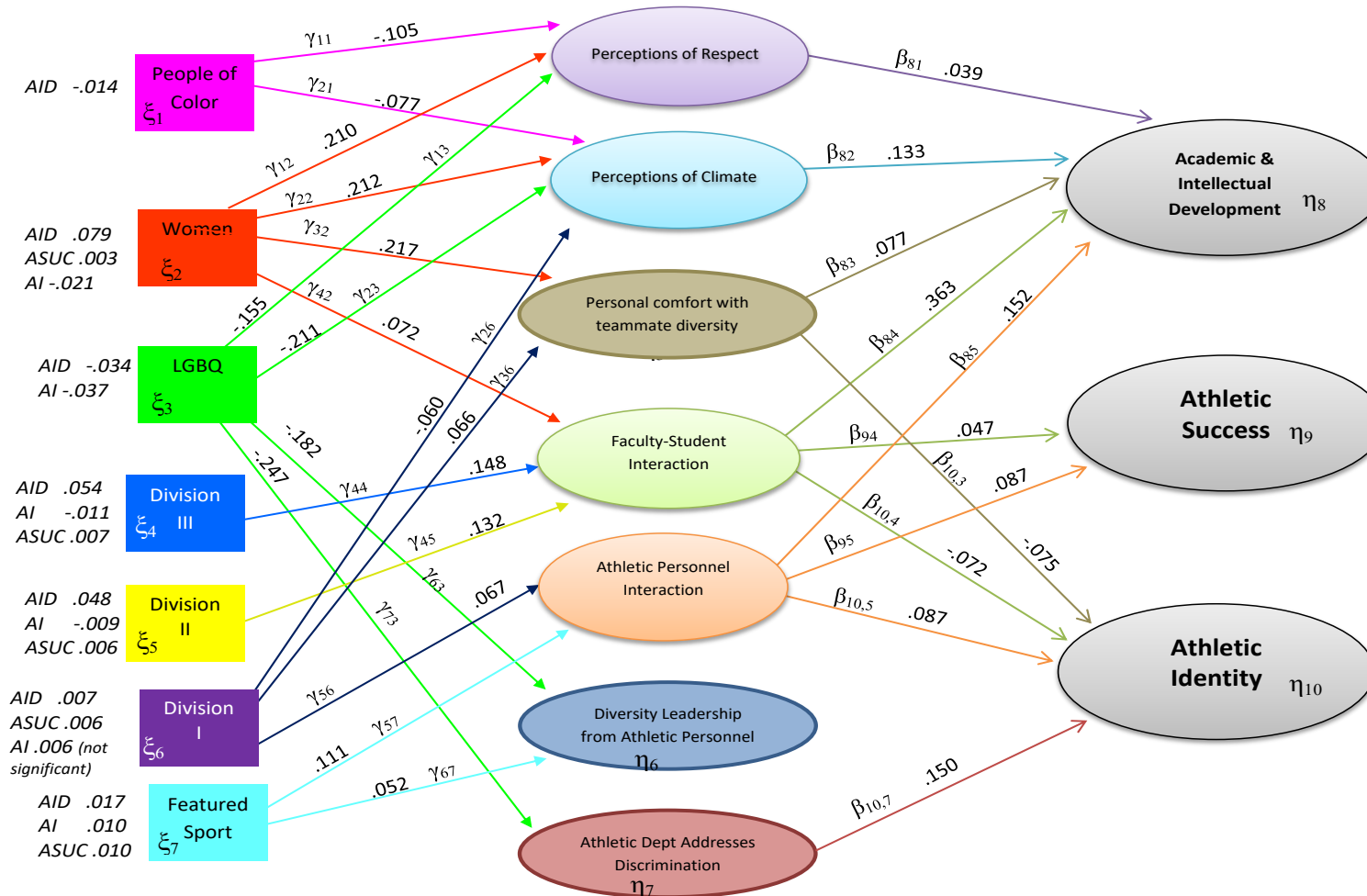


This project is supported by a grant from the NCAA



SEM Mediation Model

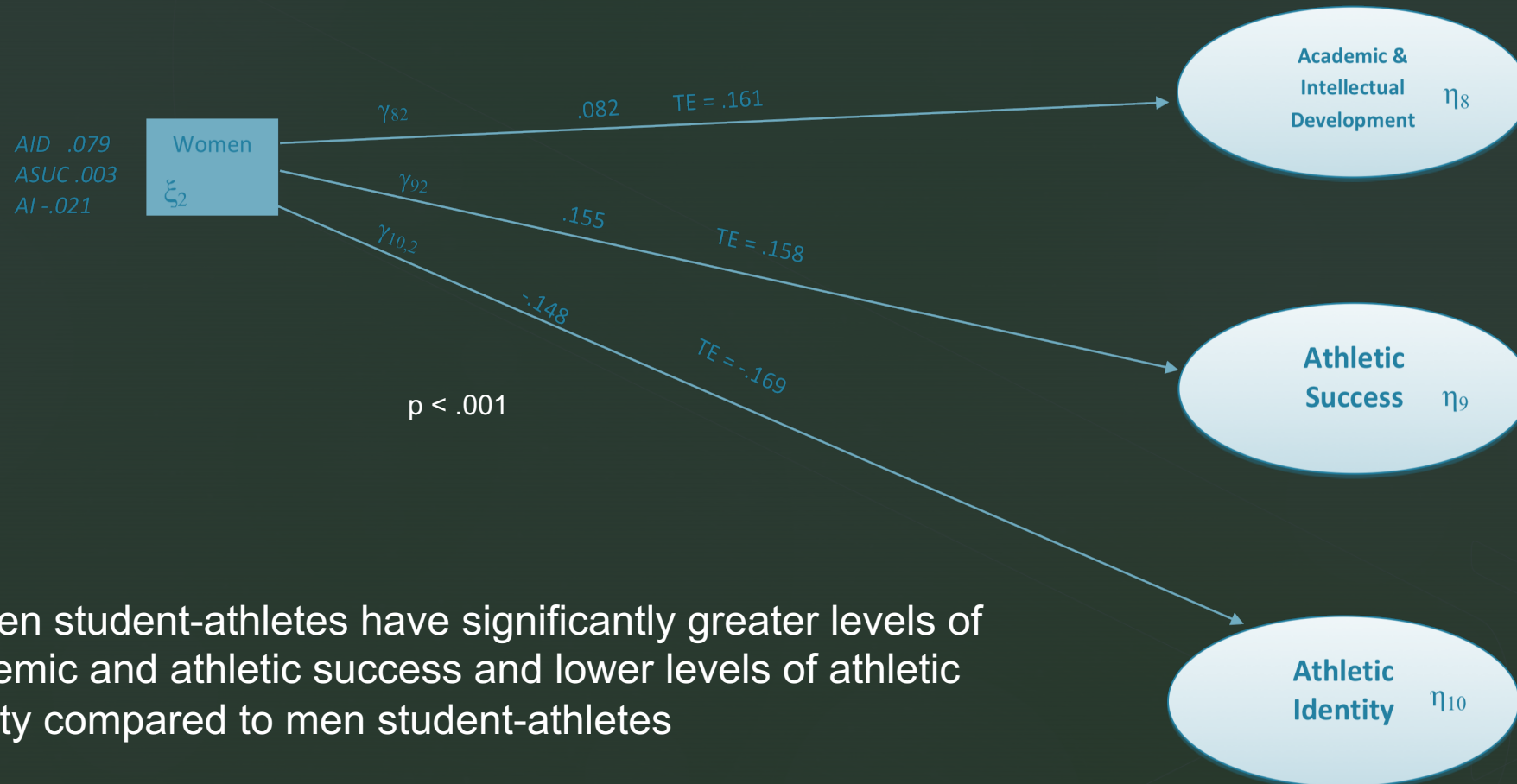
SACS Path Diagram – Mediation Model





Gender – Direct Effects Model

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

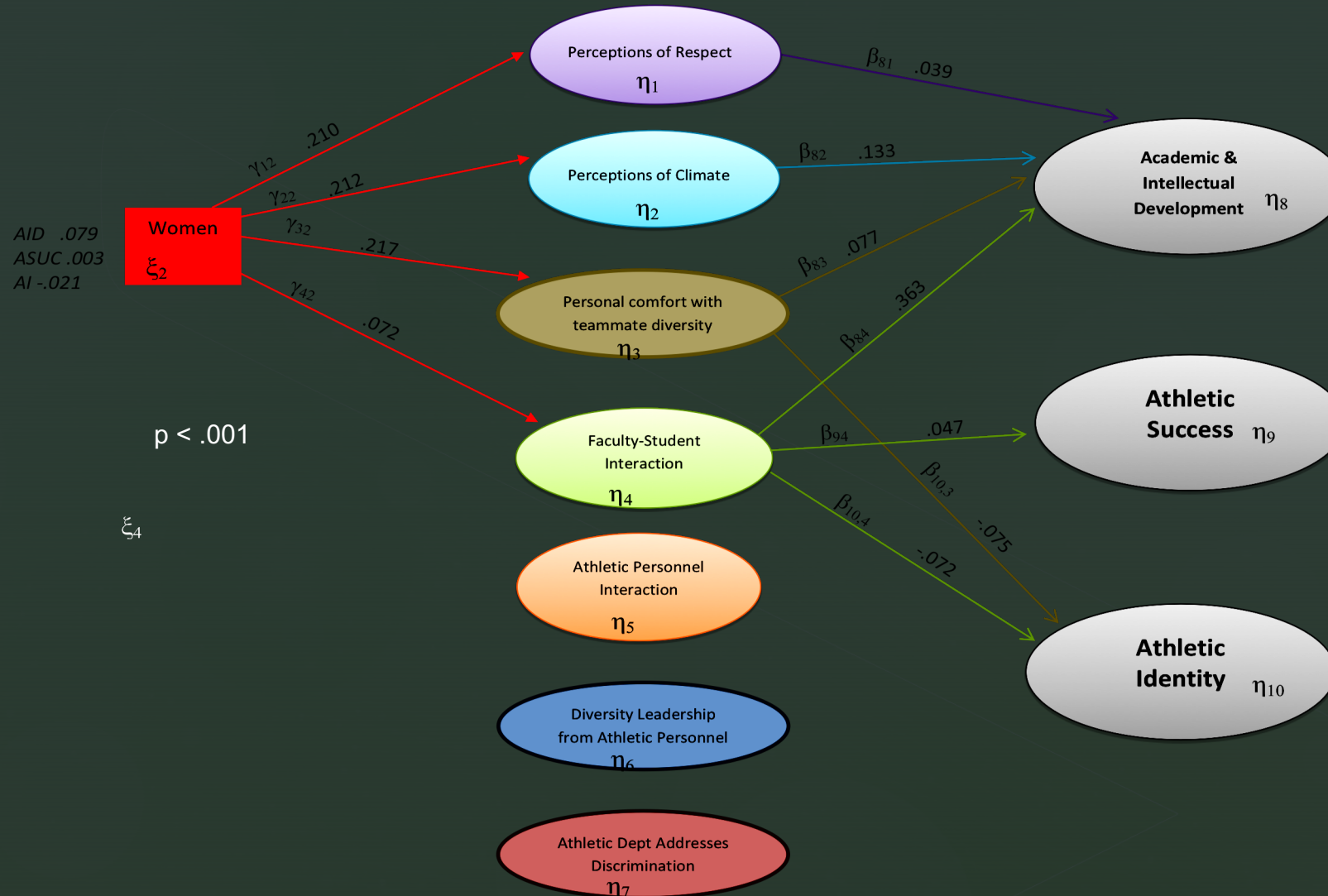


Women student-athletes have significantly greater levels of academic and athletic success and lower levels of athletic identity compared to men student-athletes



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**

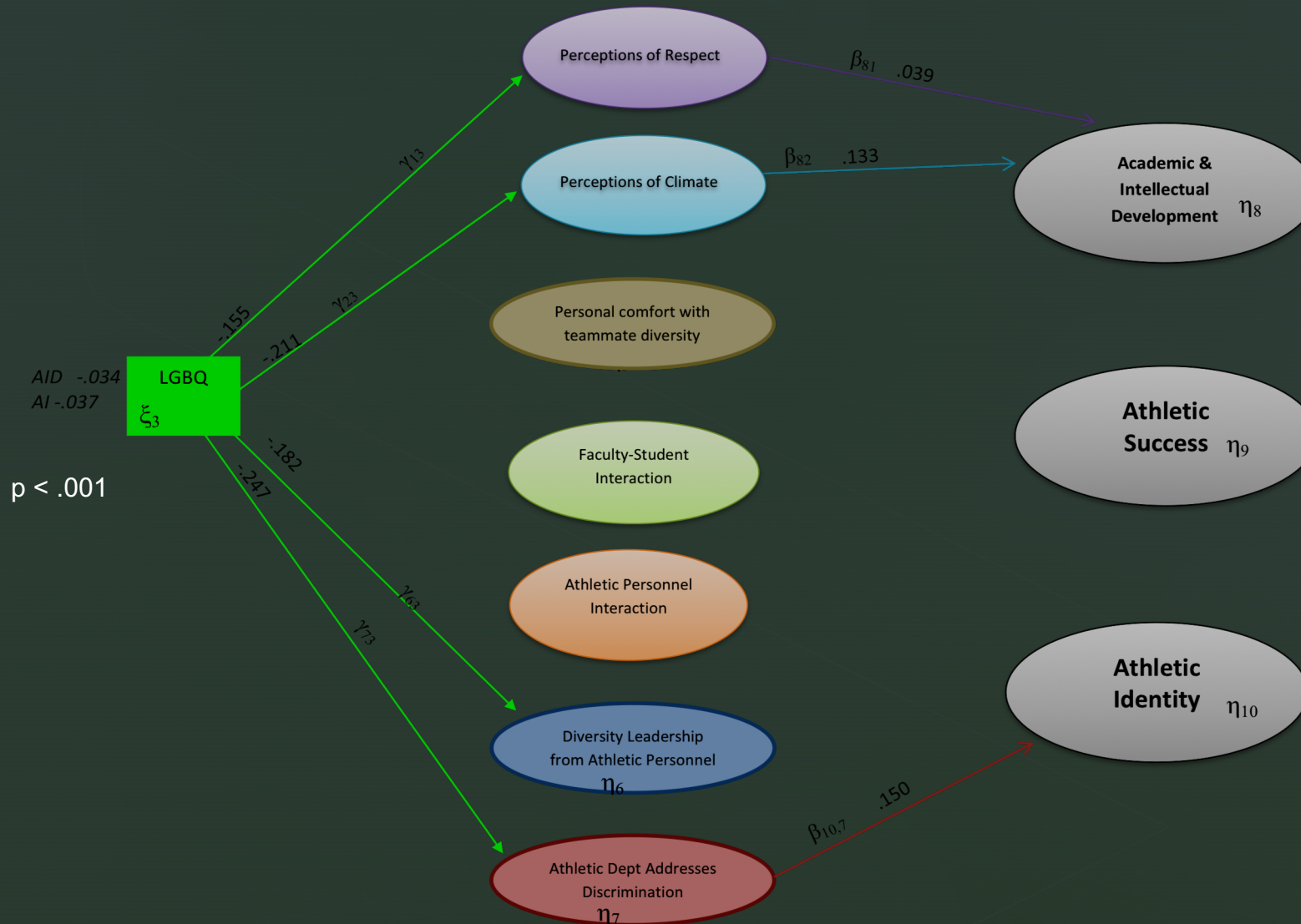
**Athletic
Success**

**Athletic
Identity**



Sexual Identity – Mediating Effects on Outcomes

SACS Path Diagram – Mediation Model for Sexual Identity





Review of Climate Assessment Process

TCU and UNTHSC School of Medicine



Project Outcomes

- School of Medicine will add to their knowledge base with regard to how students, faculty, and staff currently experience the campus climate.
- School of Medicine 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 Proposal Meeting

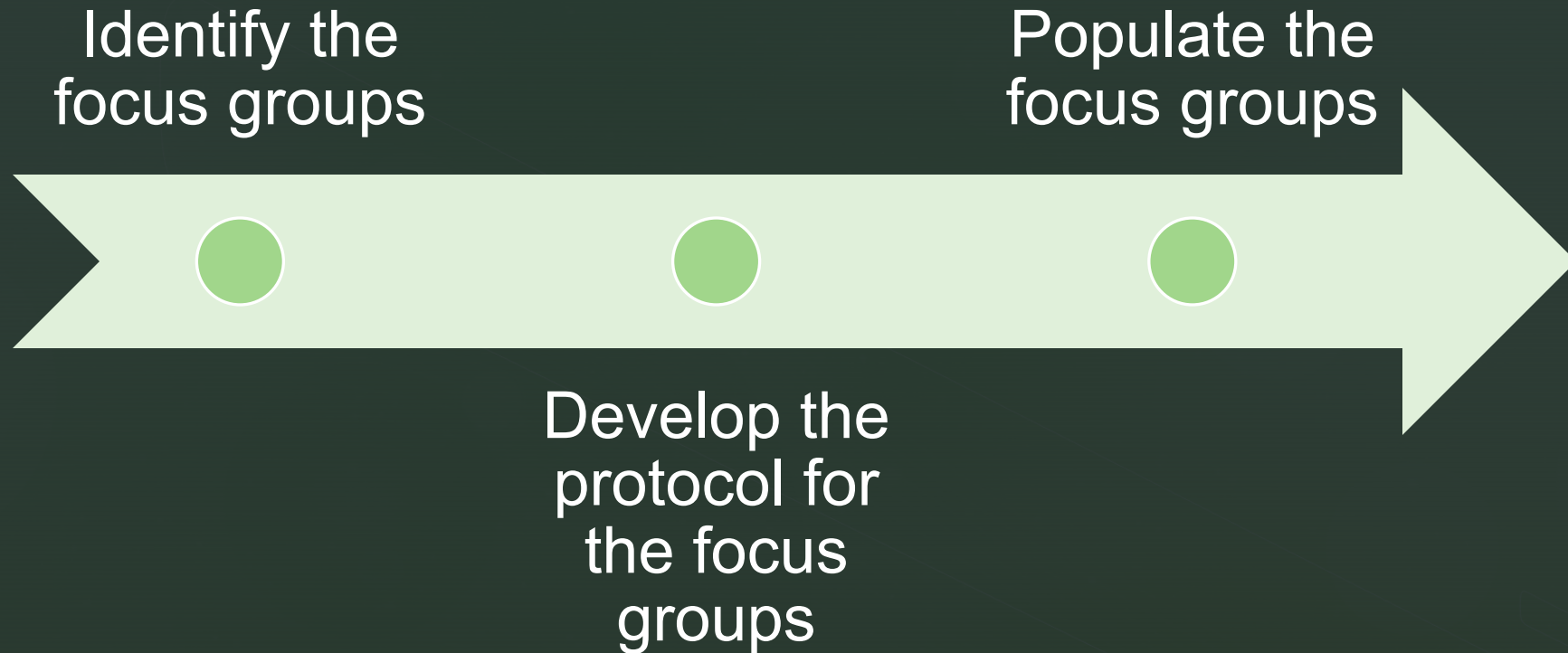


PHASE II

Focus Groups



Focus Groups



Focus group facilitators are selected and trained by the consultant



Communication Plan

Preparing the Community

- Talking points
- Incentives
- Invitation letter
- Subsequent invitations to participate



PHASE III

Data Analysis

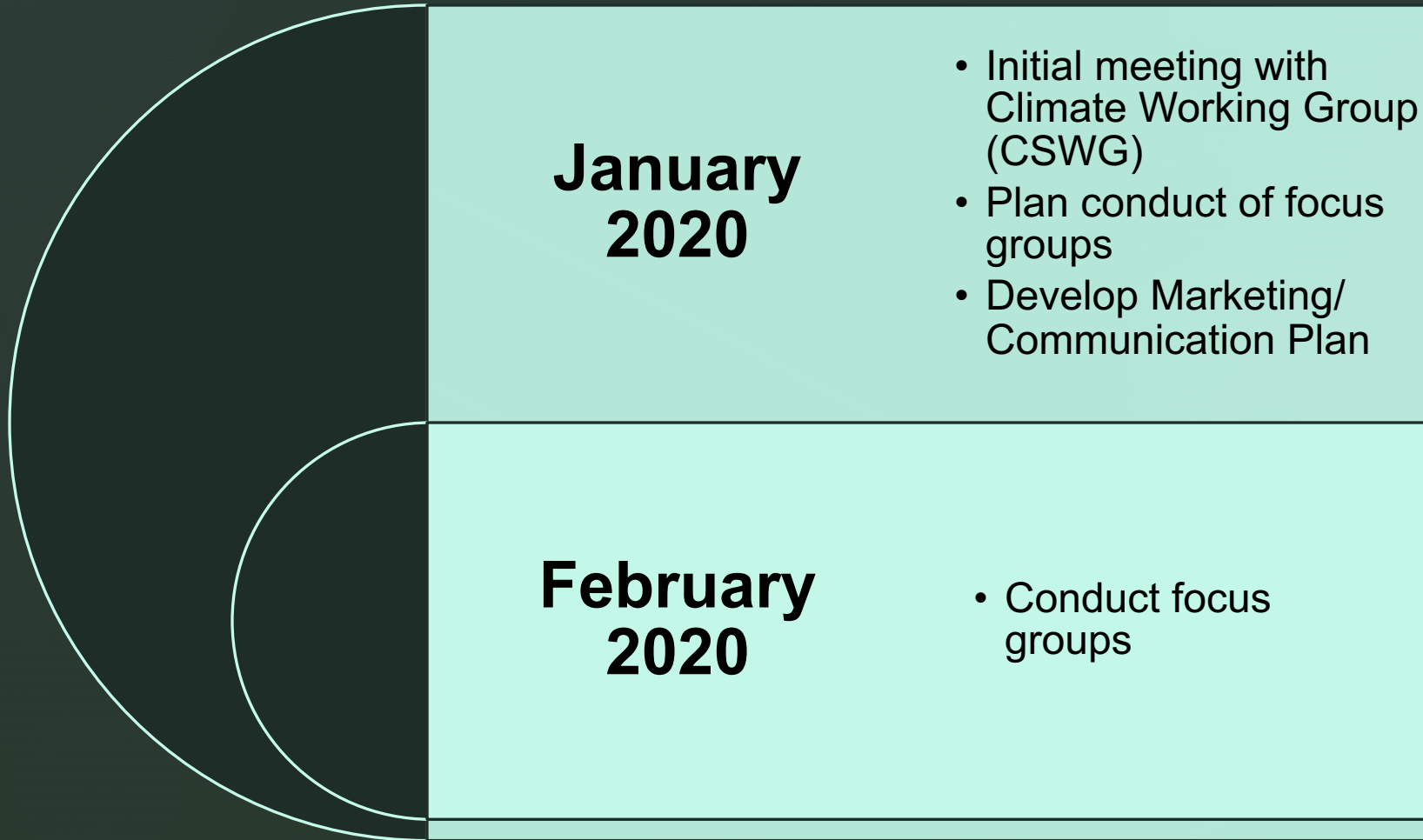
Develop Report

Present Results

Next Steps

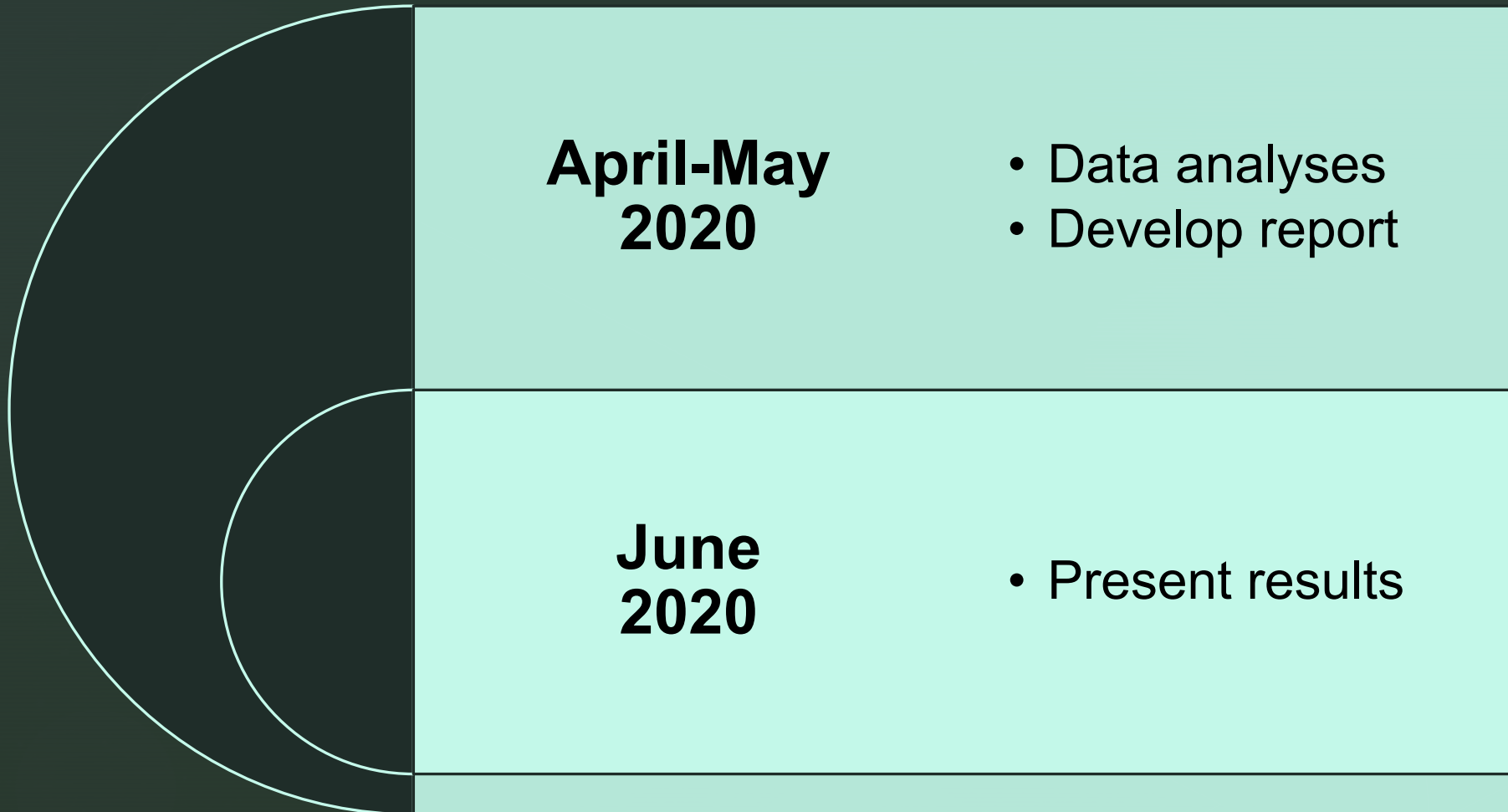


Projected Process Forward





Projected Process Forward





Questions..?

Thoughts..?



For more information:

<https://mdschool.tcu.edu/about-us/climate-study/>



Thank You!

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