



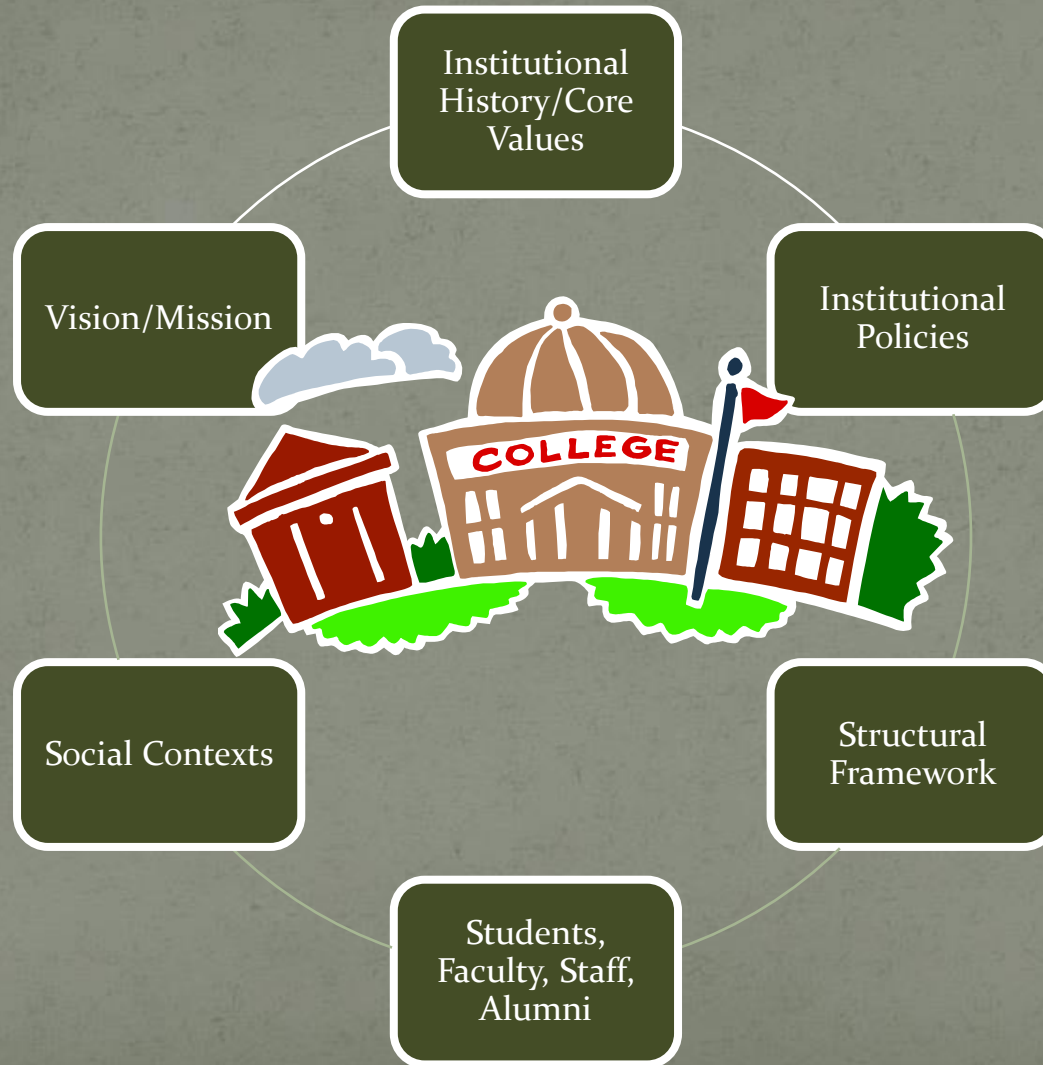
Texas A&M University Law School

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## Climate Matters

August 29, 2016

# Campuses as Social Systems



# Climate In Higher Education



Barcelo, 2004; Bauer, 1998, Kuh & Whitt, 1998; Harper, 2012, Hurtado, 1998, 2005; Ingle, 2005; Milhem, 2005; Peterson, 1990; Rankin, 1994, 1998, 2003, 2005; Rankin & Reason, 2008; Smith, 2009; Tierney, 1990; Worthington, 2008



# 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

# Campus Climate & Students



How students experience their campus environment influences both **learning and developmental outcomes.**<sup>1</sup>



Discriminatory environments have a **negative effect** on student learning.<sup>2</sup>



Research supports the pedagogical value of a diverse student body and faculty on **enhancing learning outcomes.**<sup>3</sup>

<sup>1</sup> Pascarella & Terenzini, 1991, 2005; Harper & Hurtado, 2009; Maramba. & Museus, 2011, Patton, 2011, Strayhorn, 2012

<sup>2</sup> Cabrera, Nora, Terenzini, Pascarella, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 2005

<sup>3</sup> Hale, 2004; Harper & Quaye, 2004; Harper, & Hurtado, 2009; Hurtado, 2003, Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013

# Campus Climate & Faculty/Staff



The personal and professional development of employees are impacted by campus climate.<sup>1</sup>



Faculty members who judge their campus climate more positively are more likely to feel personally supported and perceive their work unit as more supportive.<sup>2</sup>



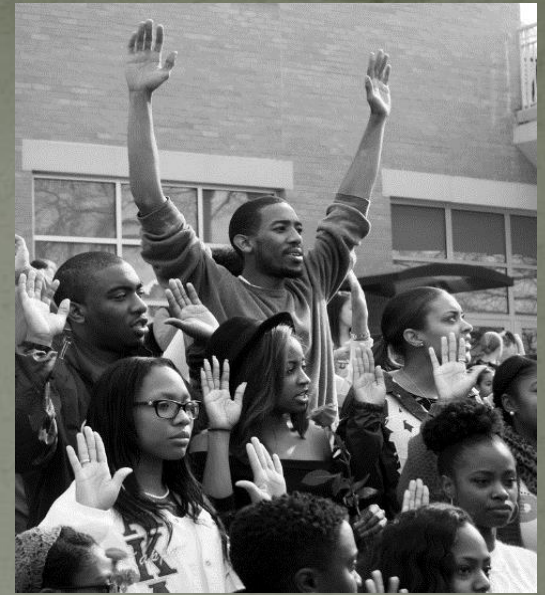
Research underscores the relationships between (1) workplace discrimination and negative job and career attitudes and (2) workplace encounters with prejudice and lower health and well-being..<sup>3</sup>

<sup>1</sup>Settles, Cortina, Malley, and Stewart, 2006; Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009

<sup>2</sup>Costello, 2012; Sears, 2002; Kaminski, & Geisler, 2012; Griffin, Pérez, Holmes, & Mayo, 2010

<sup>3</sup>Silverschanz, Cortina, Konik, & Magley, 2007





# Climate Matters

## Student Activism in 2016







# Climate Matters

## Student Activism in 2016





# Seven Major Themes



# Assessing Campus Climate

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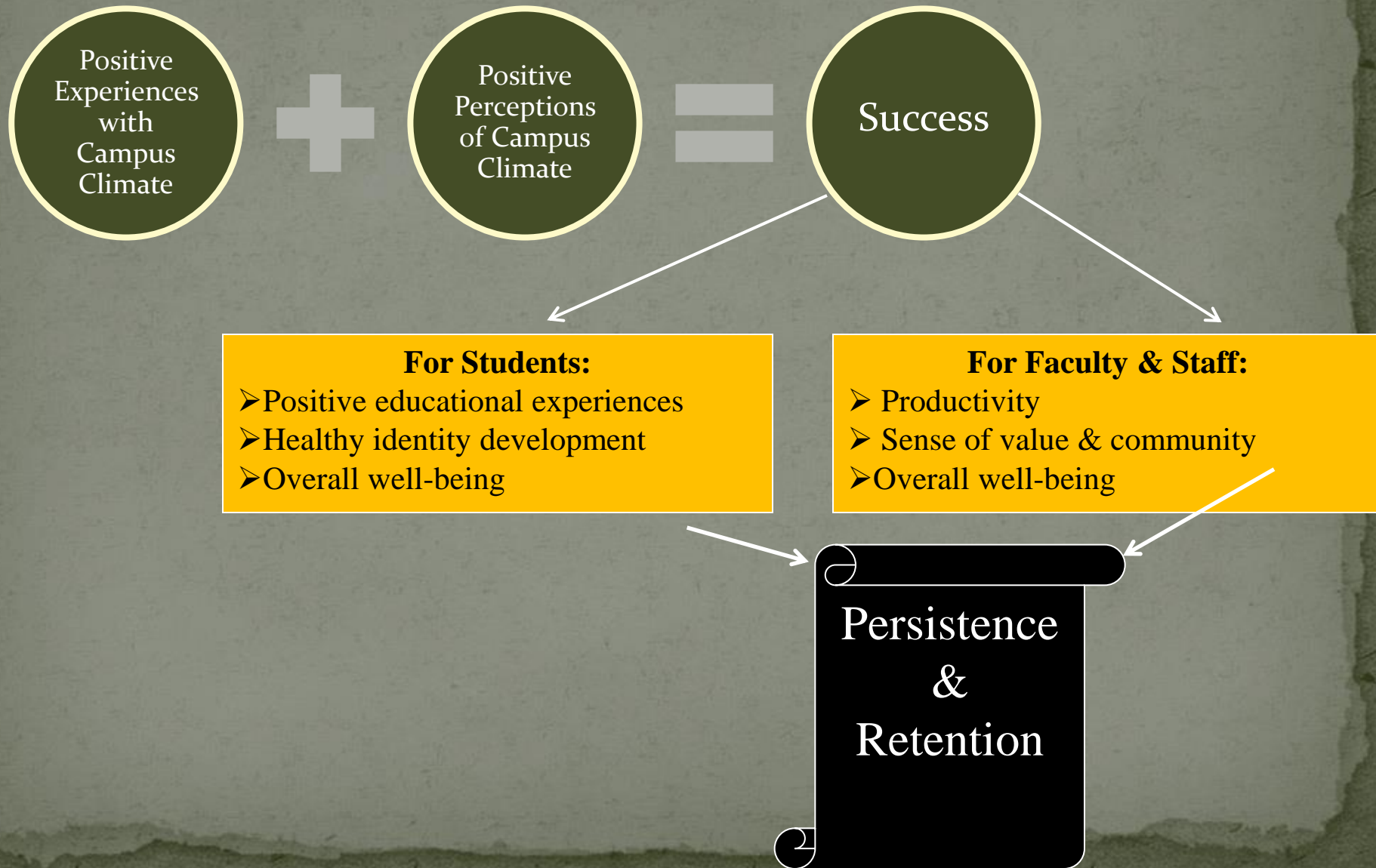
Why Assess?

What is the Process?

Where Do We Start?



# Campus Climate & Successful Outcomes



# Texas A&M University Law School Mission

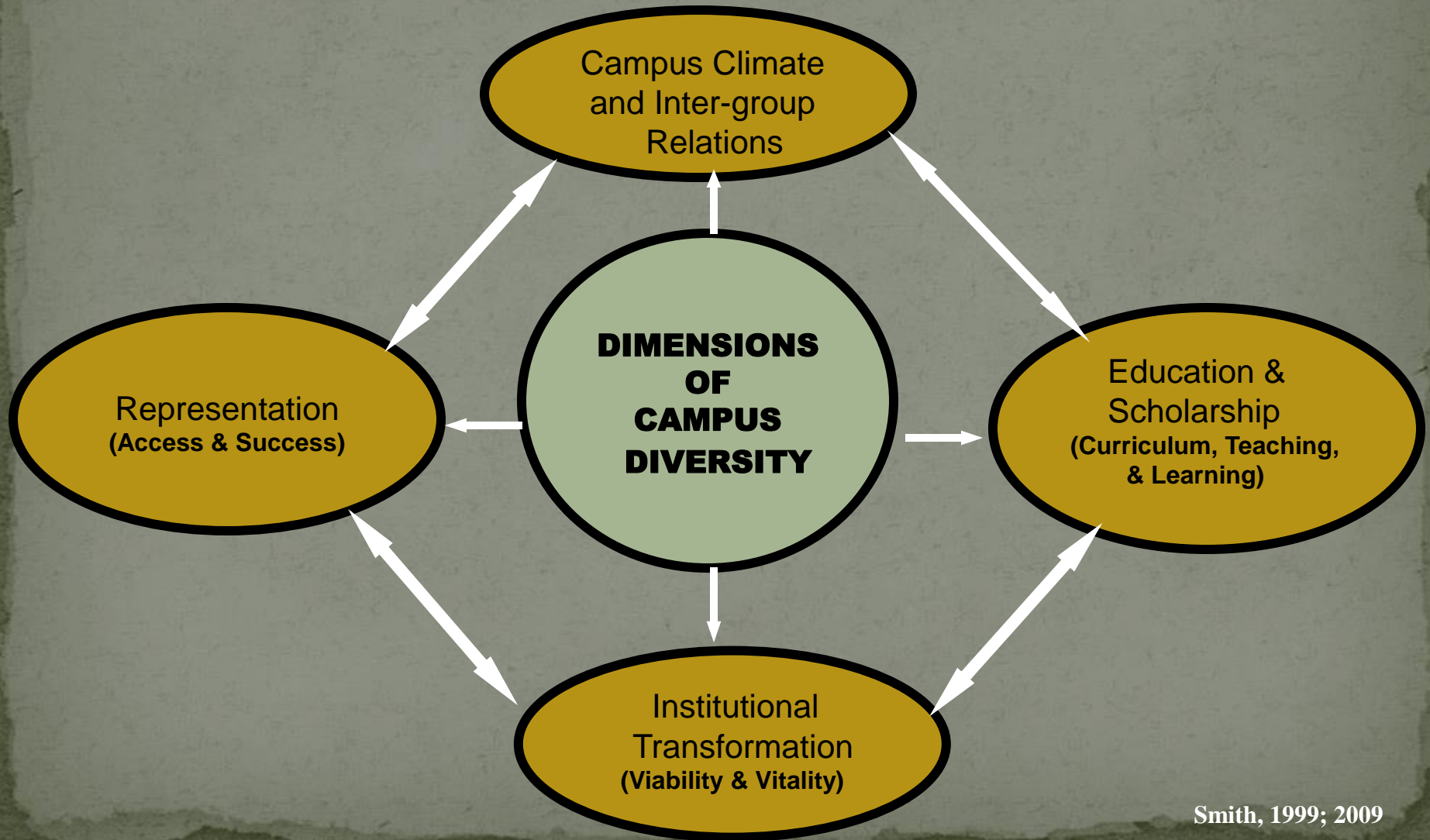
- .... Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population and a global economy...



# Diversity at Texas A&M Law

...Maintain a climate that affirms **diversity** of persons as well as **diversity** of views. We explicitly acknowledge that **diversity**, in its many dimensions, provides significant educational benefits to our learning community with full acknowledgement that this **diversity** enhances academic excellence. Our commitment to **diversity** is manifested in our partnership with institutions such as DiscoverLaw.

# Conceptual Framework for Campus Diversity Research

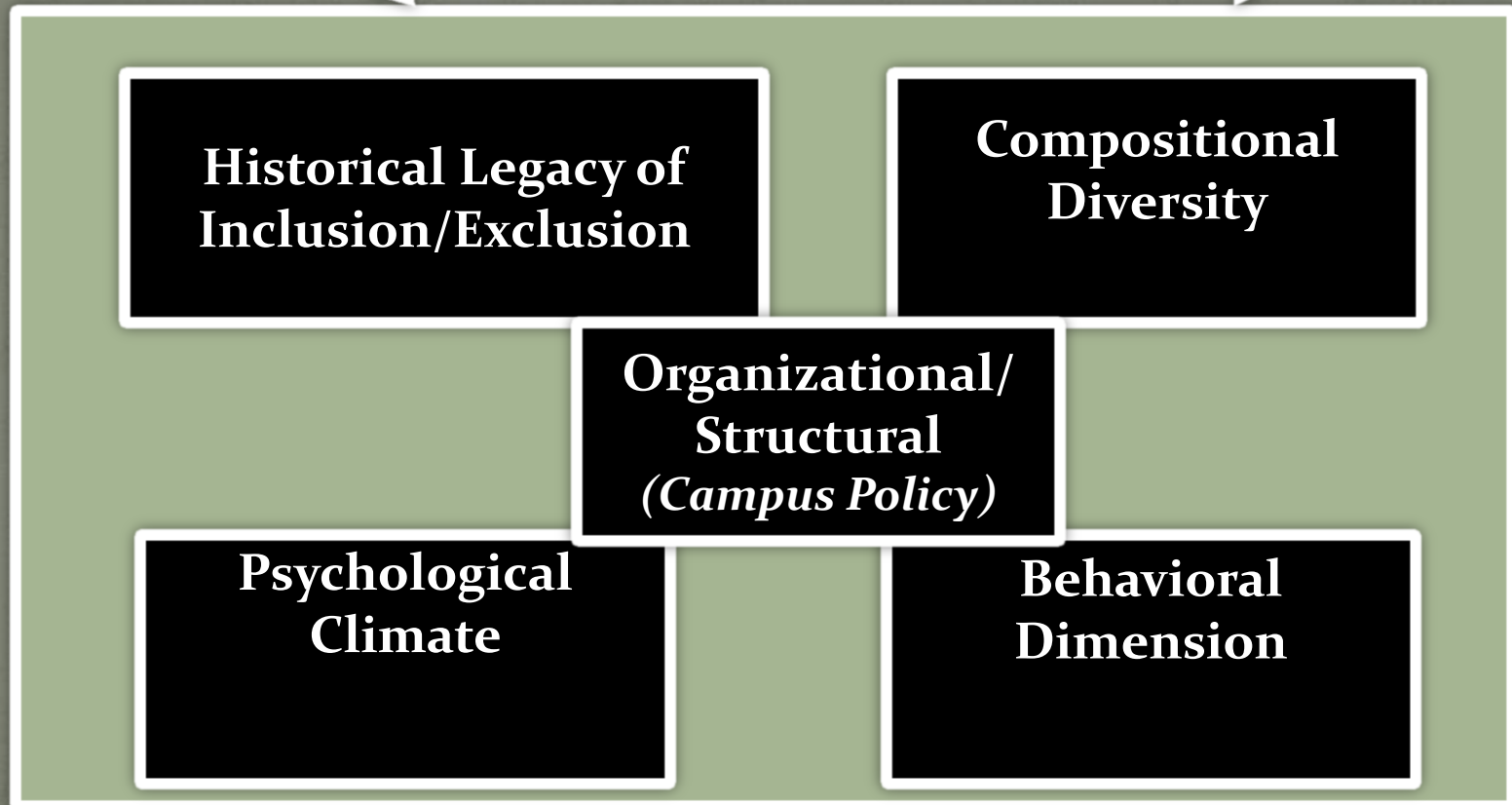




# Components of Campus Climate

Government/Policy Context

Sociohistorical Context



Rankin 2001

# National Campus Climate Diversity Assessment

## NASPA/NGLTF Grants

Underrepresented/underserved  
faculty/staff/students

30 Campuses



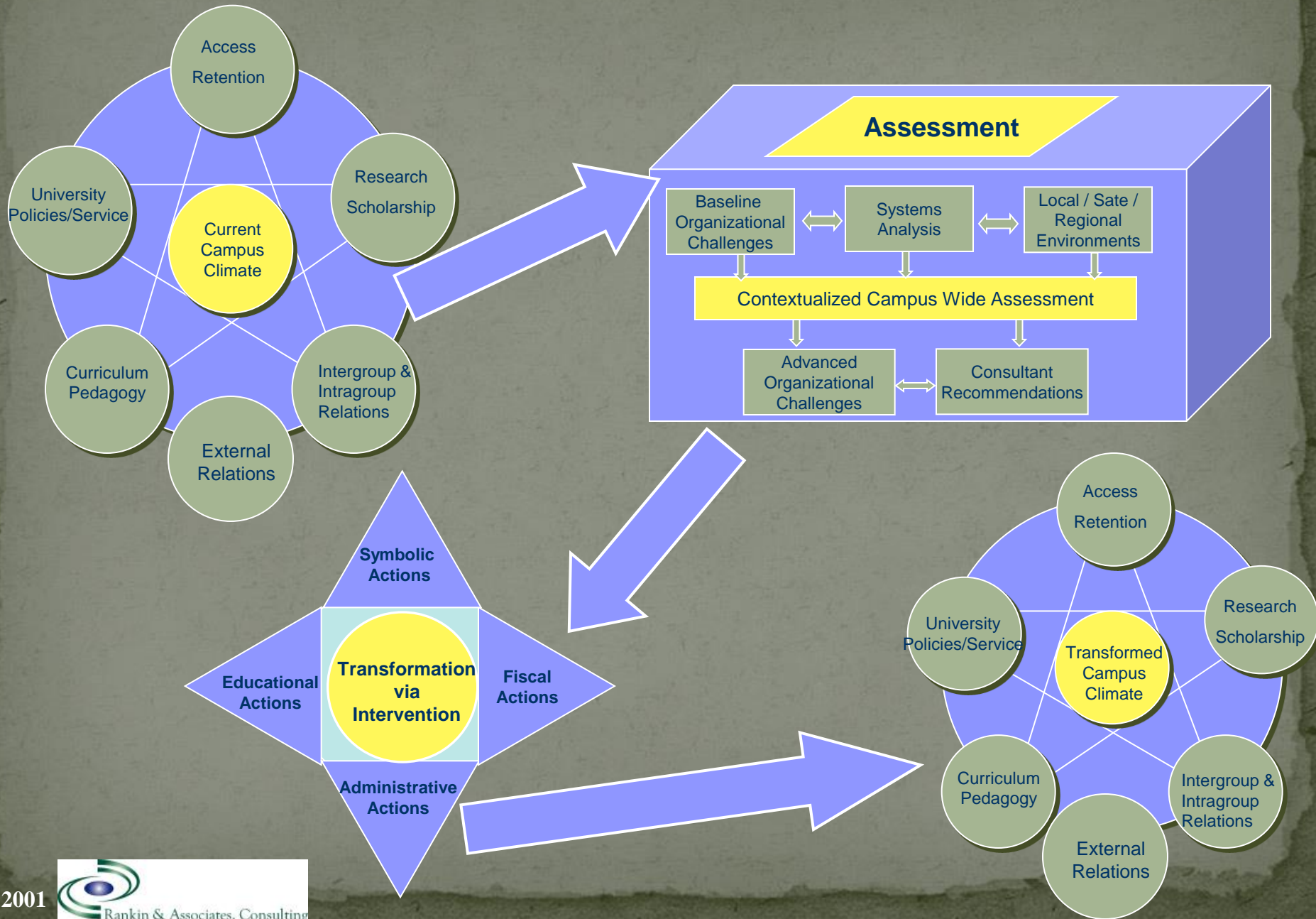
## Survey Instrument

Meta-analysis of diversity assessment  
tools from 35 institutions

Paper/Pencil only



# Transformational Tapestry Model<sup>©</sup>



# Recent Climate Research

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1999-2014 Campus Climate Assessments

2010 State of Higher Education for LGBTQ People

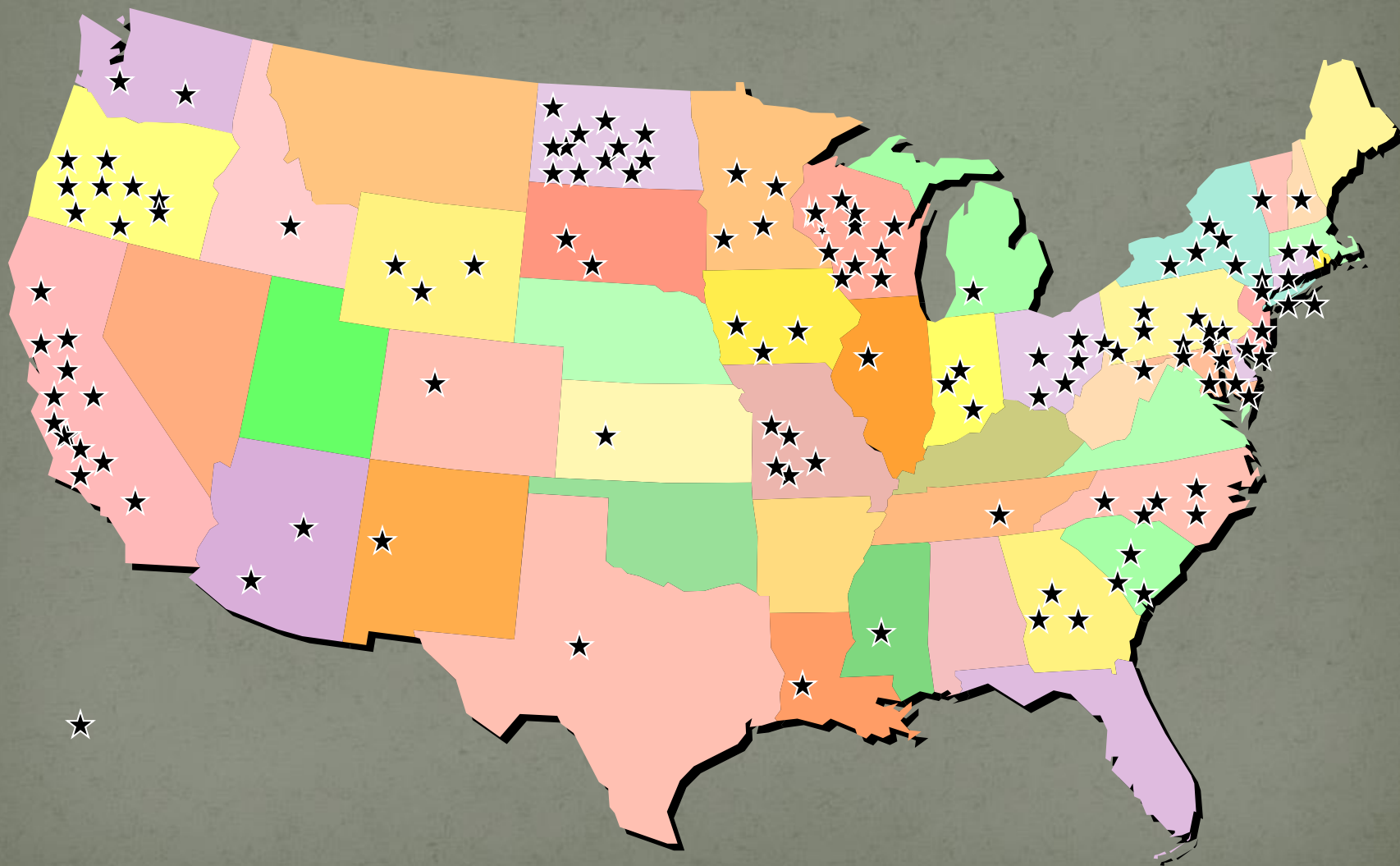
2011 NCAA Student-Athlete Climate Study

2014 International Athlete Survey

2015 United States Transgender National Survey



# R&A Campus Climate Assessments 1999-2015



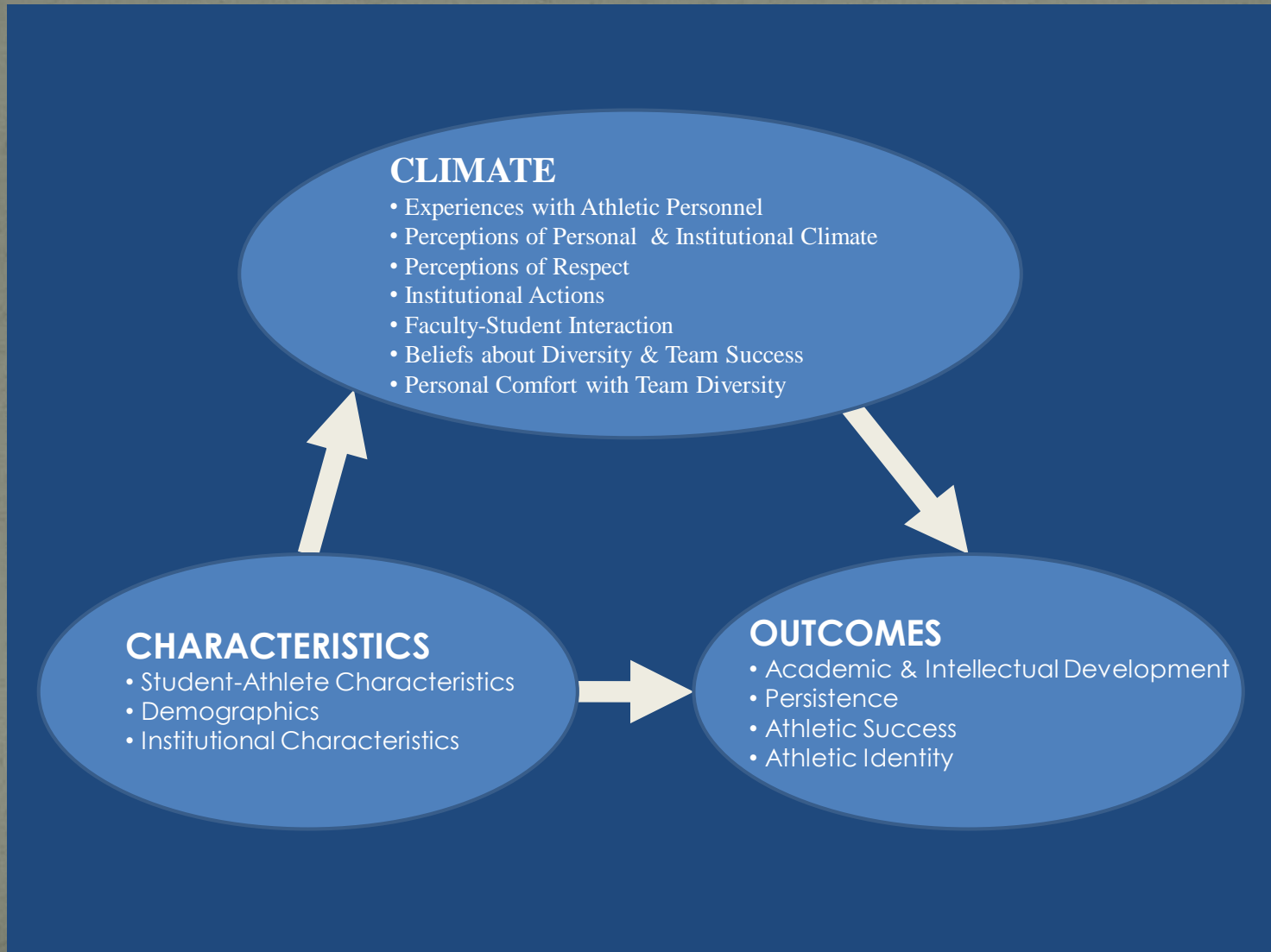
# Student-Athlete Climate Study



This project is supported by a grant from the NCAA

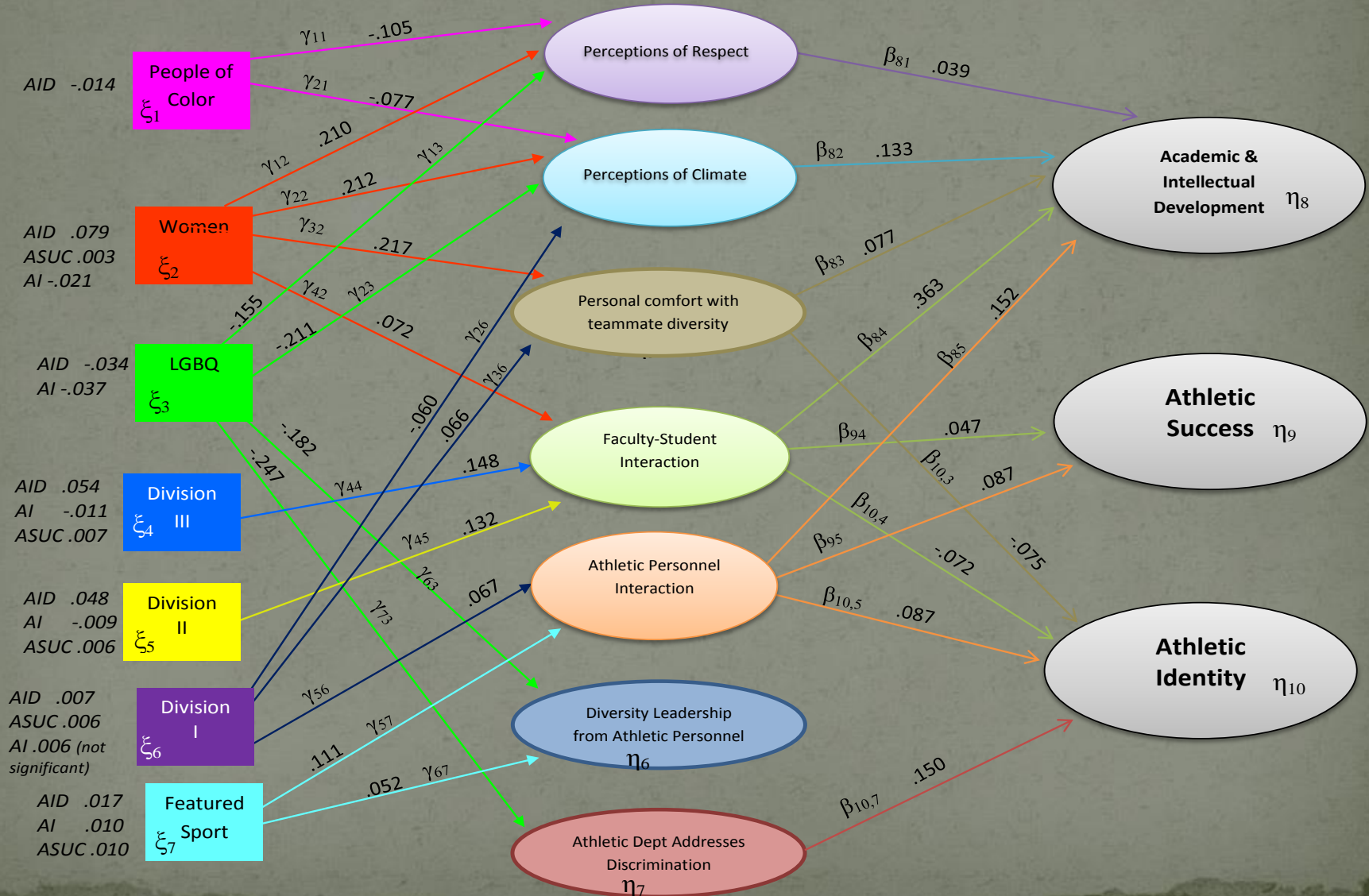


# SACS Conceptual Framework



# SEM Mediation Model

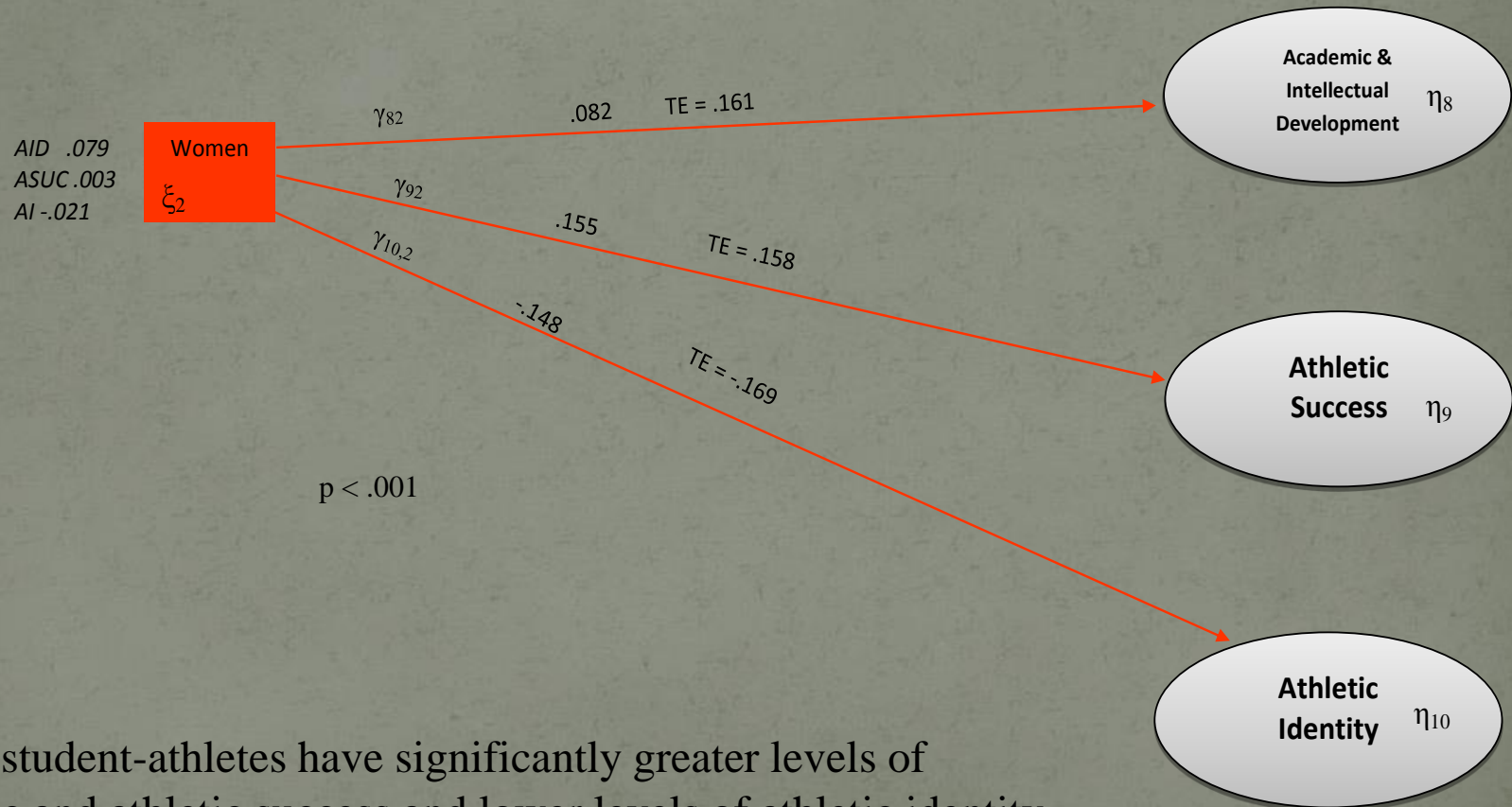
SACS Path Diagram – Mediation Model





# Gender – Direct Effects Model

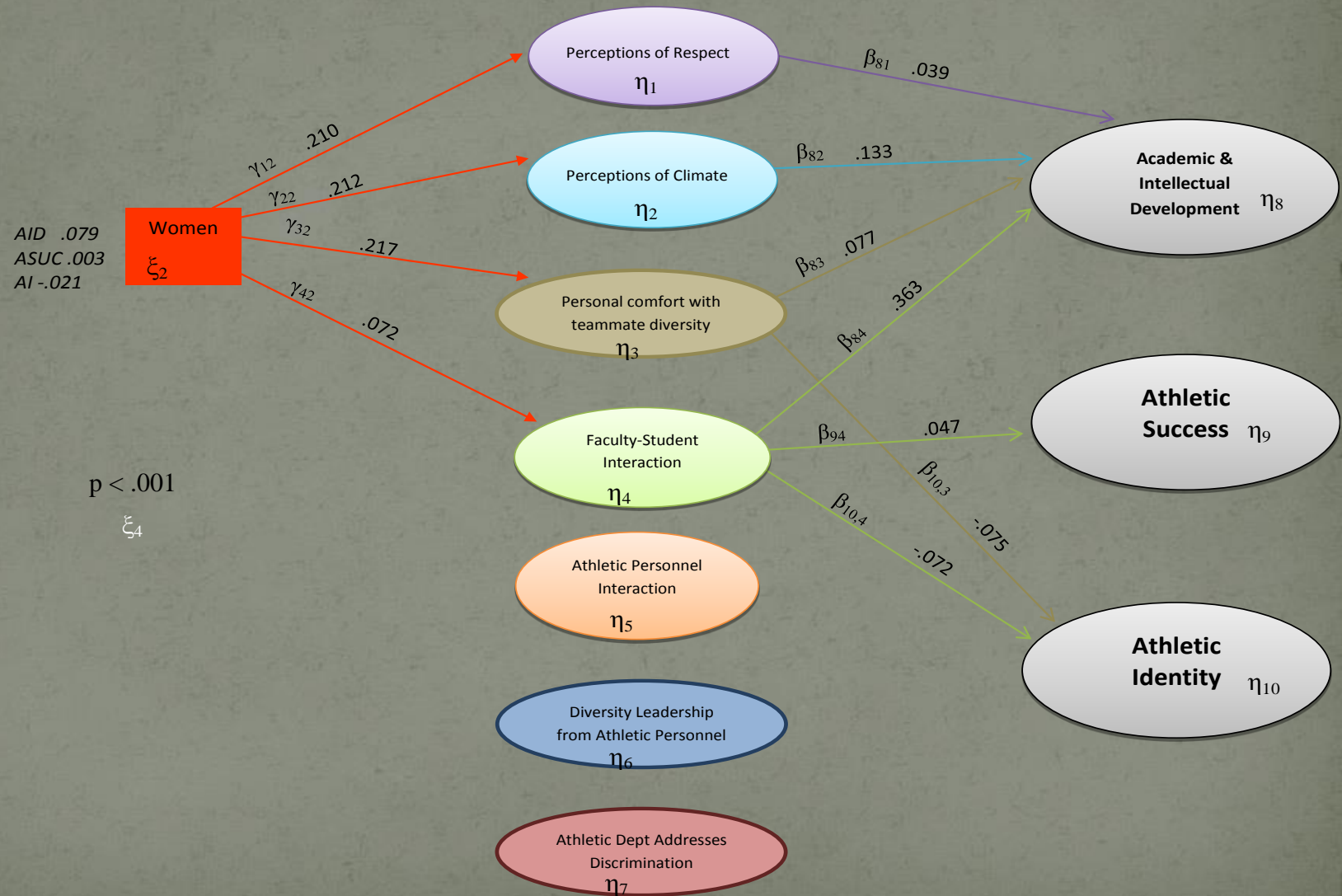
SACS Path Diagram – Direct Effects, Relevant Indirect Effects, Total Effects for Gender



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**

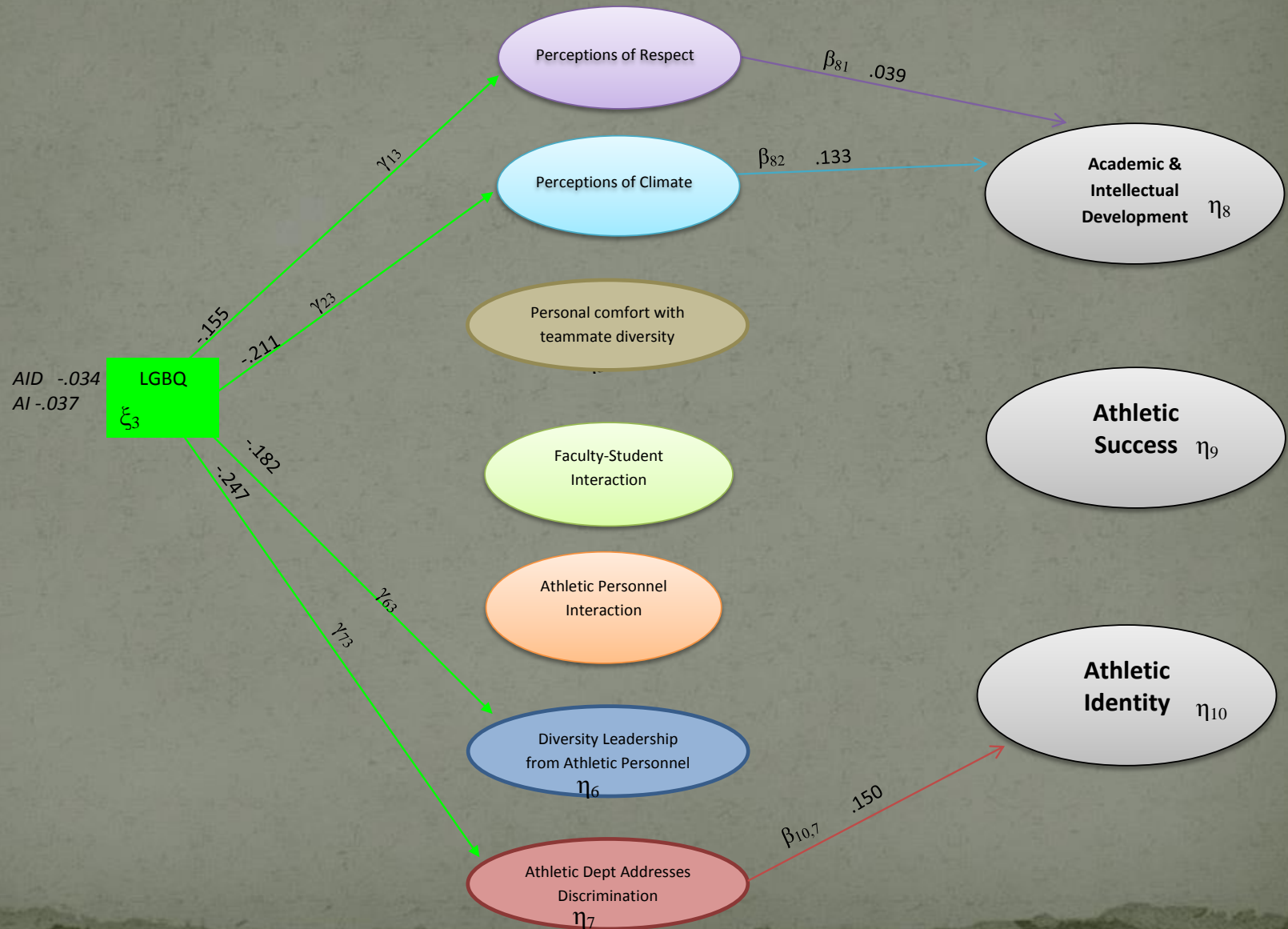
**Academic &  
Intellectual  
Development**

**Athletic  
Success**

**Athletic  
Identity**

# Sexual Identity – Mediation Model

SACS Path Diagram – Mediation Model for Sexual Identity



# Review of Climate Assessment Process

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Texas A&M University Law School  
Summary



# PHASE I

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Initial Proposal Meeting

# PHASE II

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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

## Sample = Population

- All members of the university community are invited to participate via an invitation from Dean Morriss



# SAMPLE CONCEPT MAP

## Demographics

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 from  
Texas A&M University  
School of Law  
John Murphy,  
Associate Instructional  
Professor



# PHASE III

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Survey Implementation  
Data Analysis

# SAMPLE Response Rates

## Demographics of Population & Sample

Texas A&M University School of Law								
Fall 2016								
Faculty	Man	Woman	African American	Native American	Asian American	Latino(a) American	European American	Unknown
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Adjunct Faculty								

# PHASE IV



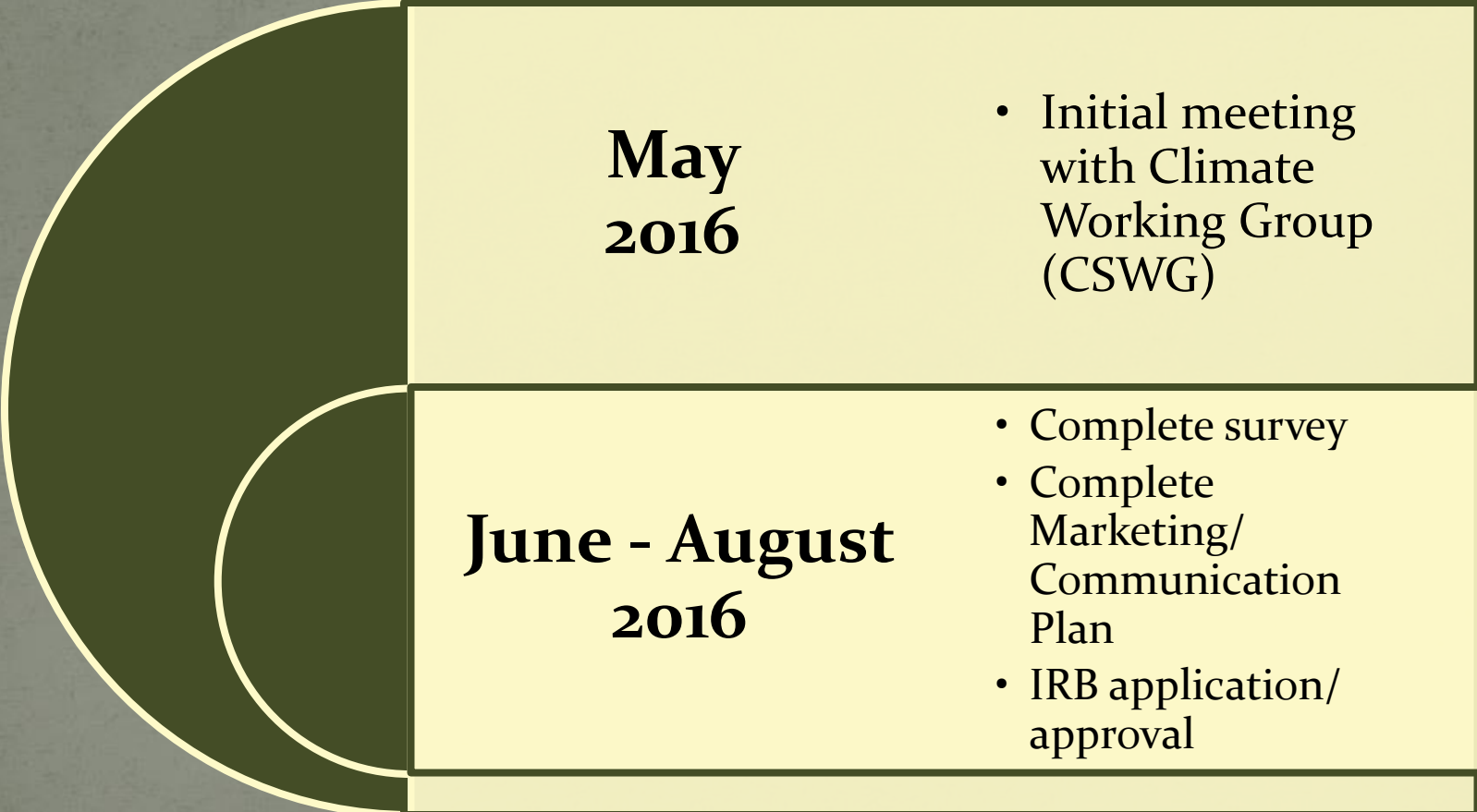
Final Report  
Presentation of Results



# Next Steps



# Project Phases Completed



**May  
2016**

- Initial meeting with Climate Working Group (CSWG)

**June - August  
2016**

- Complete survey
- Complete Marketing/Communication Plan
- IRB application/ approval

# Process Forward



**October 4-  
November 4  
2016**

- **Survey  
Launch**

**Nov 2016 –  
Jan 2017**

- **Data  
analysis**



# Projected Process Forward



**February –  
March  
2017**

- Development of Report

**April –May  
2017**

- Results Presentation

# Projected Process Forward



**June-  
August  
2017**

- **Develop  
Actions**

Questions..?



Thoughts..?



Thank You!

For more information contact Rankin &  
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