

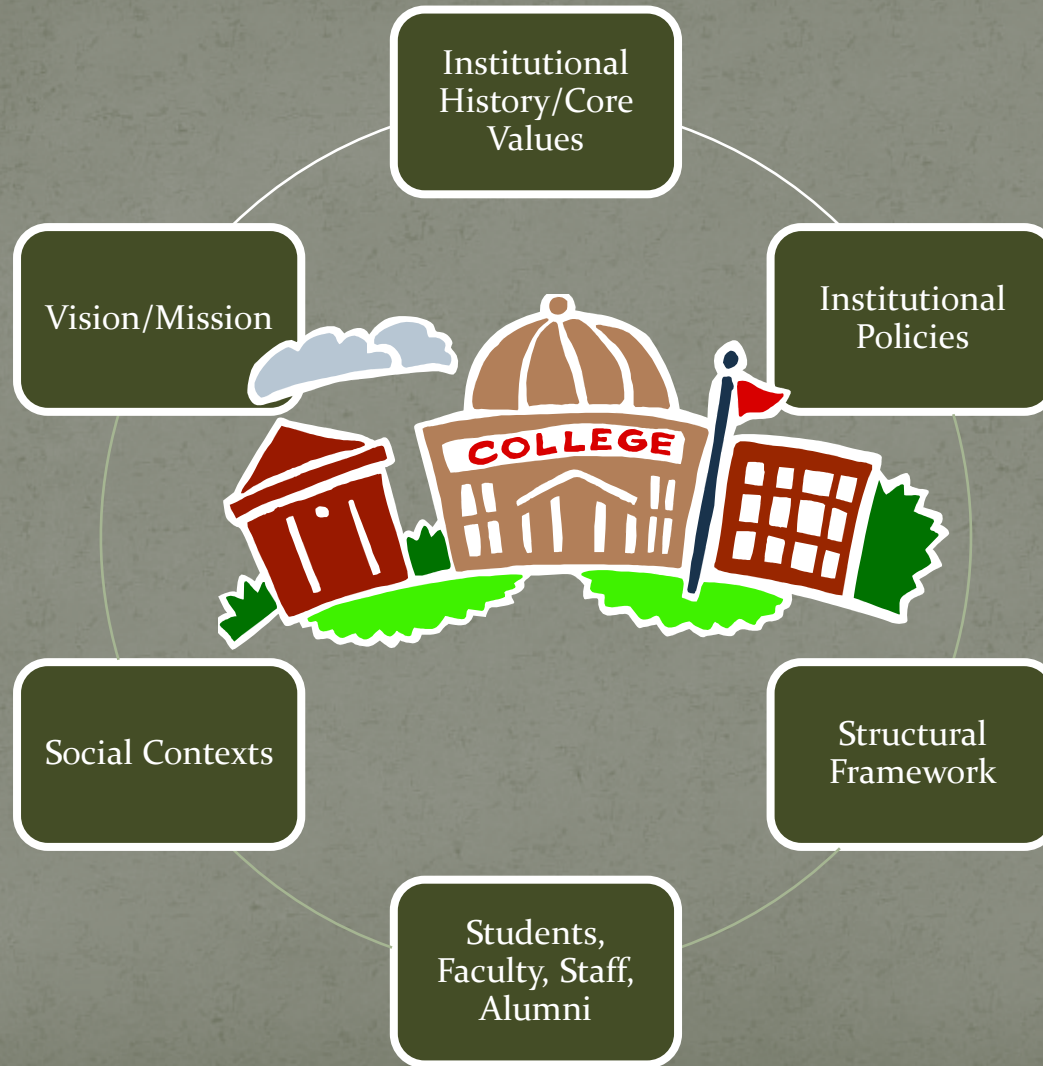


Kansas State University

Climate Matters

January 16, 2014

Campuses as Social Systems



Climate In Higher Education



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.**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 Pascarella & Terenzini, 1991, 2005

² Cabrera, Nora, Terenzini, Pascarella, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 2005

³ Hale, 2004; Harper & Quaye, 2004; Harper, & Hurtado, 2009; Hurtado, 2003.

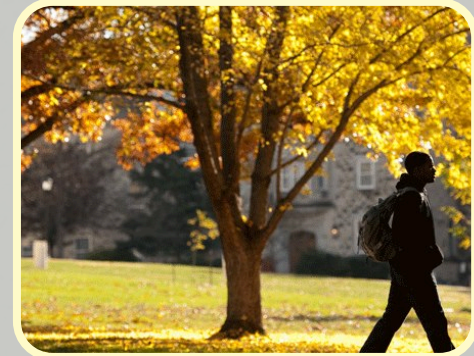
Campus Climate & Faculty/Staff



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

¹Settles, Cortina, Malley, and Stewart (2006)

²Sears, 2002

³Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999

Assessing Campus Climate

Why Assess?

What is the Process?

Where Do We Start?

Why conduct a climate assessment?



To foster a caring university community that provides leadership for constructive participation in a diverse, multicultural world.

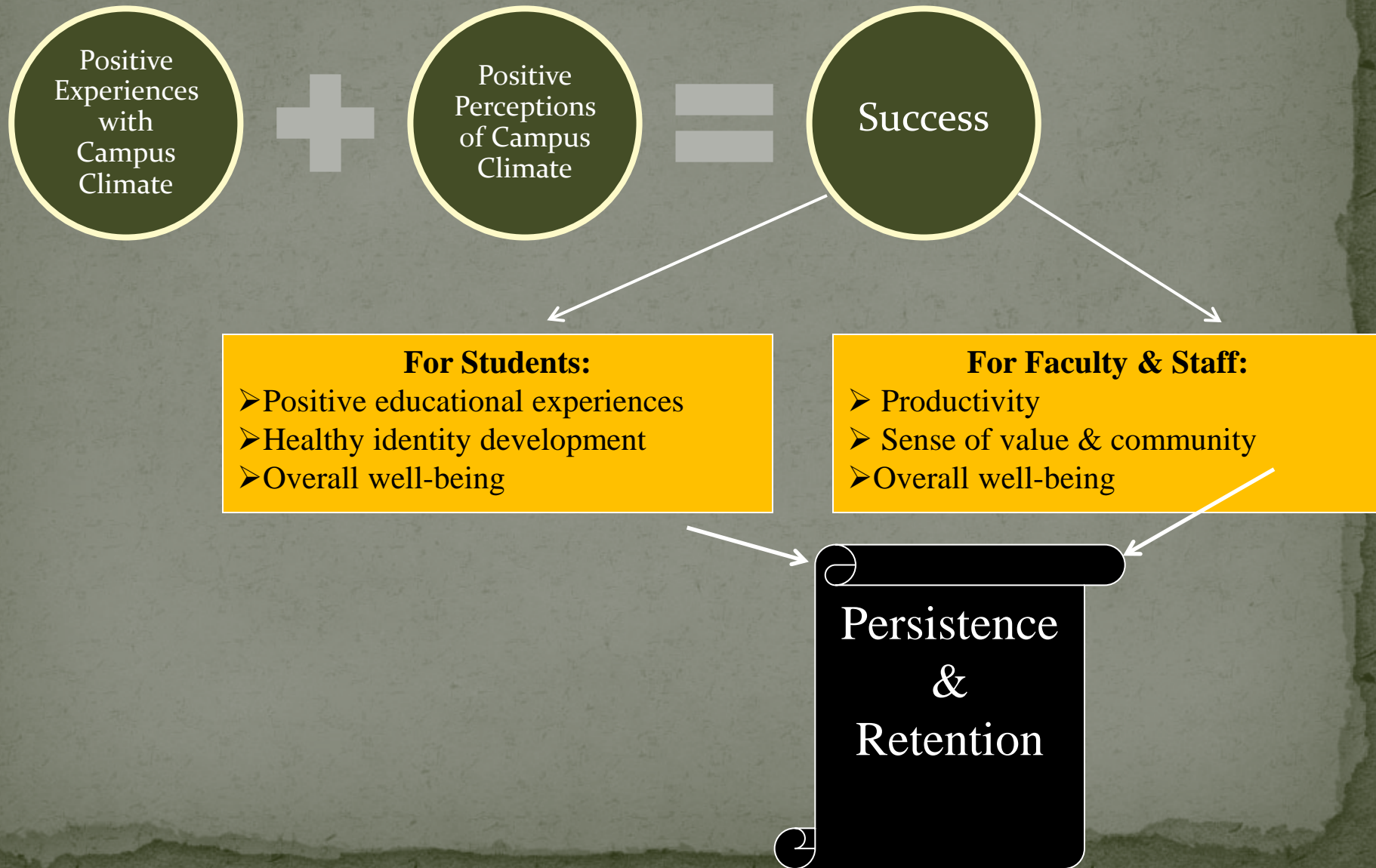


To open the doors wider for underserved constituents to create a welcoming environment.



To improve the environment for working and learning on campus.

Campus Climate & Successful Outcomes





K-State Mission Statement

The mission of Kansas State University is to foster excellent teaching, research, and service that develop a highly skilled and educated citizenry necessary to advancing the well-being of Kansas, the nation, and the international community. The university embraces diversity, encourages engagement and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve.



K-State 2025

K-State 2025 calls for "a work environment that encourages creativity, excellence, and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication and collaboration, and is respectful, trusting, fair, and collegial for all."



K-State 2025

- **Goal II: Undergraduate Educational Experience**

Build a connected, diverse, empowered, engaged, participatory culture of learning and excellence that promotes undergraduate student success and prepares students for their professional, community, social and personal lives.



K-State 2025

- **Goal III: Graduate Scholarly Experience**
Advance a culture of excellence that attracts highly talented, diverse graduate students and produces graduates recognized as outstanding in their respective professions.

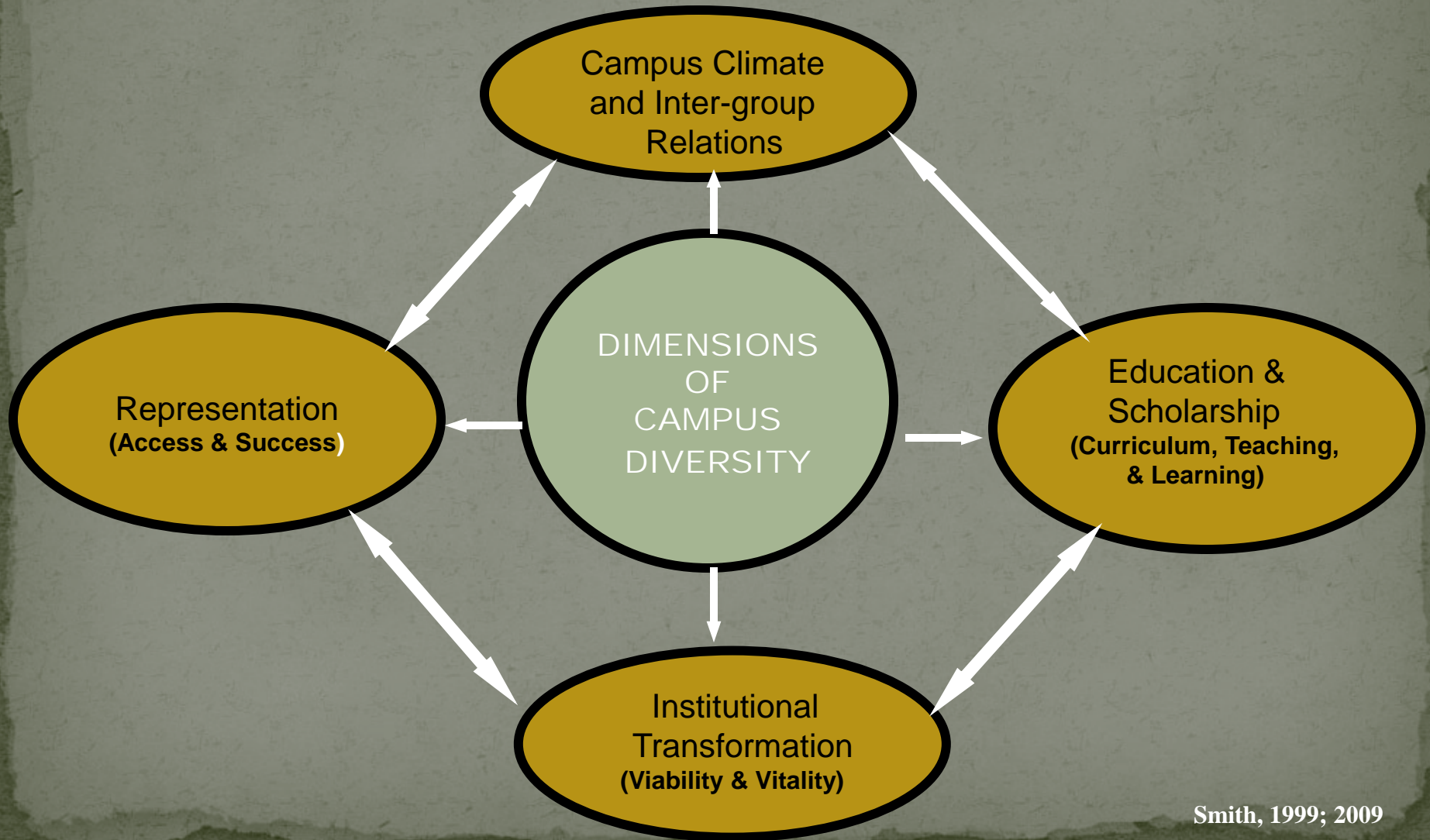


K-State 2025

- **Goal V: Faculty & Staff**

Foster a work environment that encourages creativity, excellence and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication and collaboration and is respectful, trusting, fair and collegial for all.

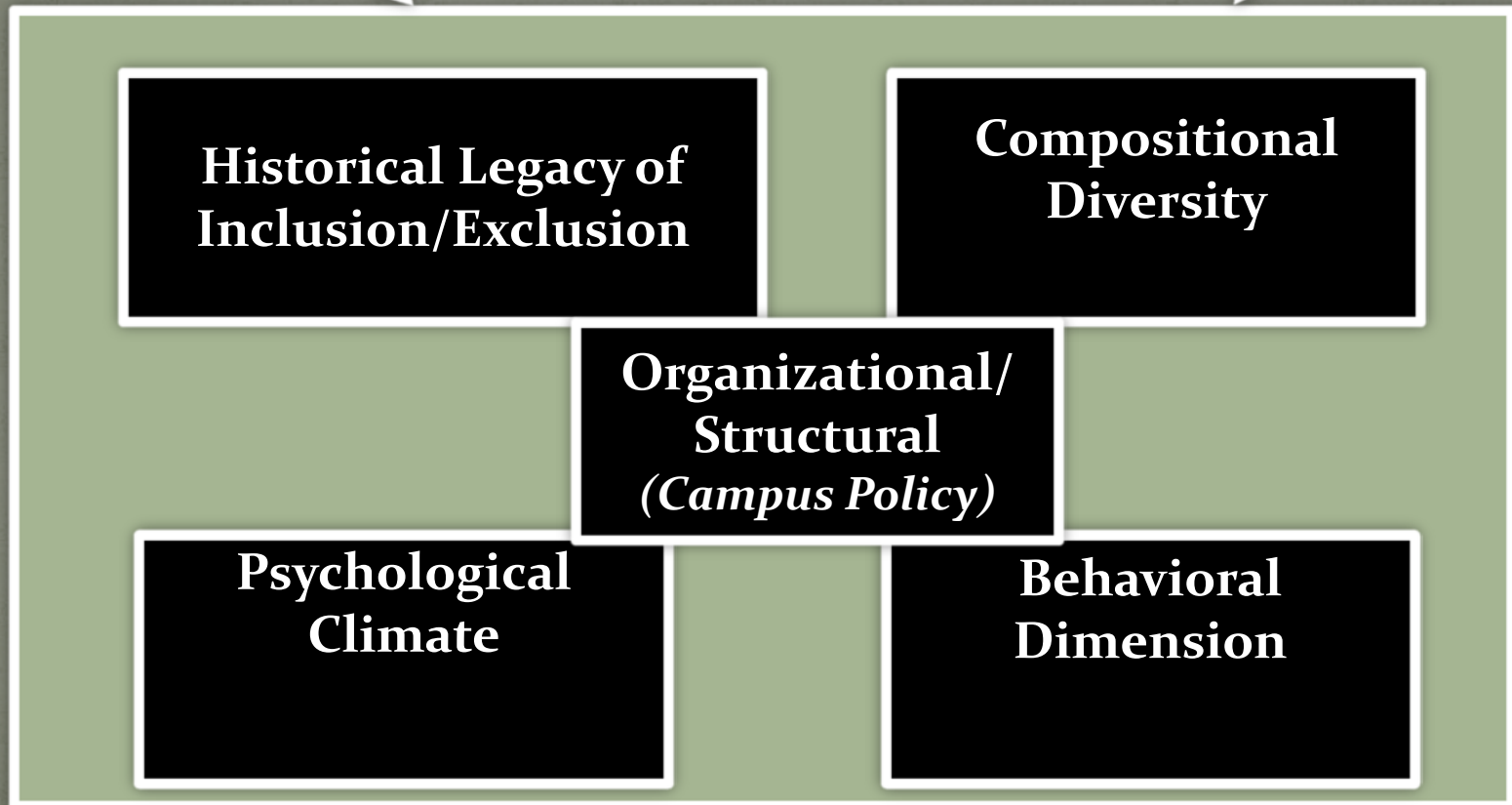
Conceptual Framework for Campus Diversity Research



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

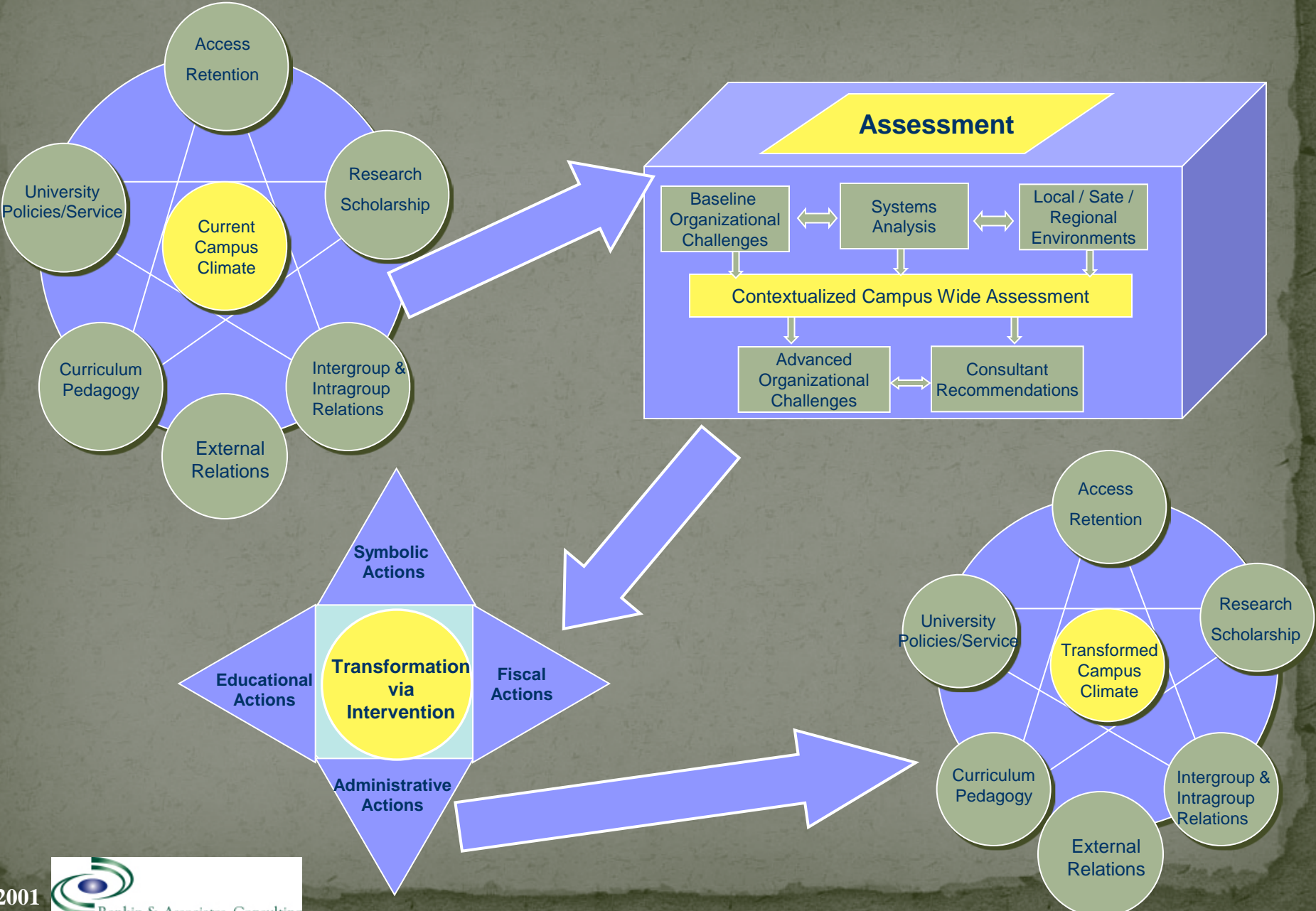


Survey Instrument

Meta-analysis of diversity assessment
tools from 35 institutions

Paper/Pencil only

Transformational Tapestry Model[©]



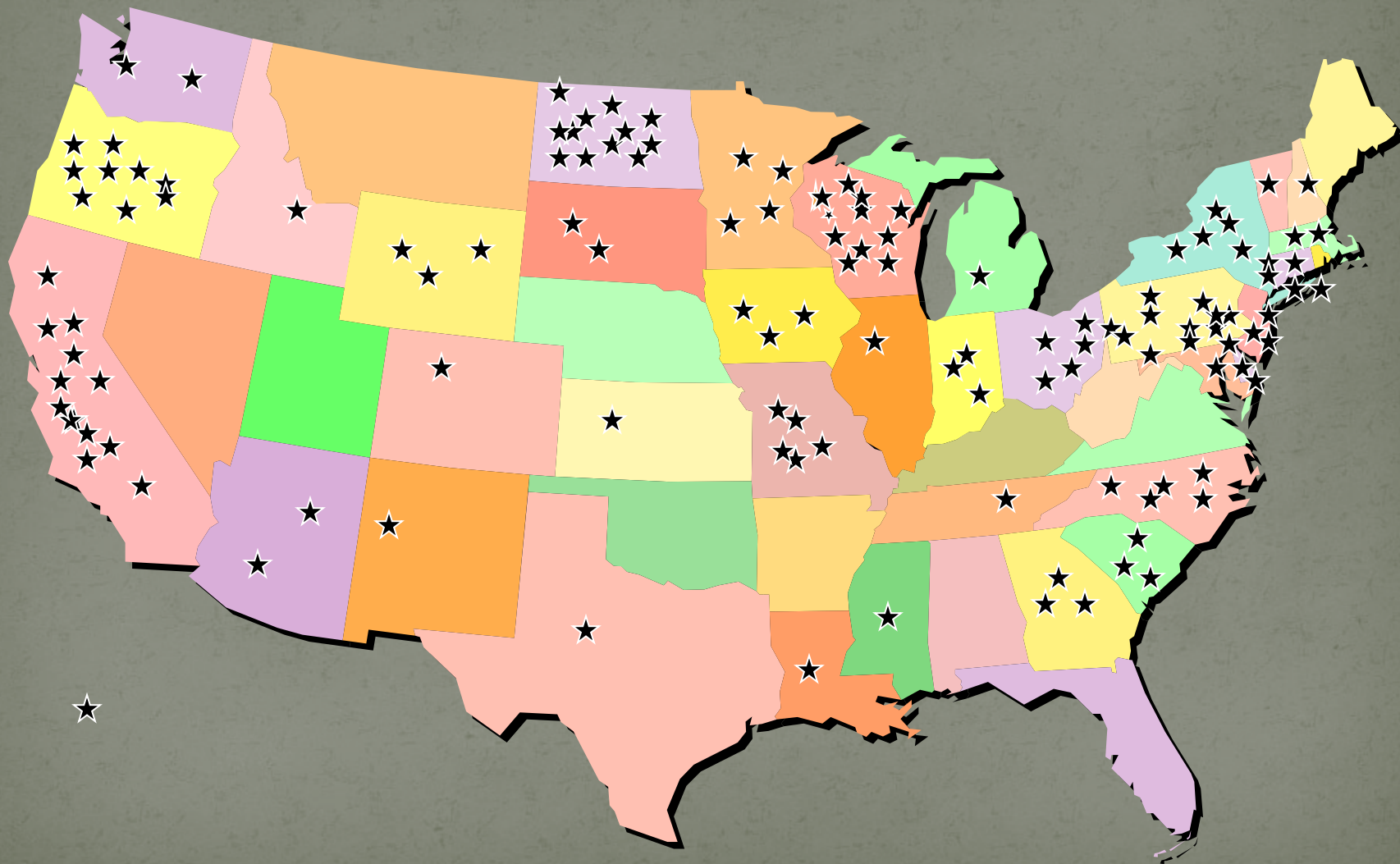
Recent Climate Research

1999-2013 Campus Climate Assessments

2010 State of Higher Education for LGBTQ People

2011 NCAA Student-Athlete Climate Study

R&A Campus Climate Assessments 1999-2014



Review of Climate Assessment Process

Kansas State Review

Project Outcomes

- Kansas State will add to their knowledge base with regard to how faculty/staff currently experience the campus climate (e.g., professional development, inter-group/intra-group relations, work-life issues).
- Kansas State can use the results of the assessment to inform current/on-going work regarding issues of campus climate for faculty/staff.

PHASE I

Initial Proposal Meeting

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

Sample = Population

- All members of the university community are invited to participate via an invitation from President Schulz

CONCEPT MAP

IDENTITY EXAMPLES

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

PHASE III

Survey Implementation
Data Analysis

Sample Questions

Experiences

- I have supervisors/colleagues/co-workers who give me job/career advice or guidance when I need it.
- I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/dissertation committees, helping with student groups and activities, providing other support) than my colleagues.
- Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (harassing) behavior at Kansas State.

Sample Questions

Perceptions

- The classroom climate is welcoming for students based on their...
- I feel valued by faculty in the classroom.
- The workplace climate is welcoming for faculty/staff based on their...
- How would you rate the accessibility on campus for people with physical, learning, psychological, or medical conditions?
- Before I enrolled, I expected that the campus climate would be _____ for people who are...

Sample Questions

Institutional Actions

- The workplace climate is welcoming for students based on their...
- What is the influence of each of the following on campus climate?
 - Providing diversity and equity training to search and tenure committees.
 - Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum

PHASE IV



Final Report
Presentation of Results

PHASE V

Development of Strategic Initiatives

Support Successes

Address Challenges

Next Steps



Projected Process Forward



January 2014

- Initial meeting with University Climate Survey Committee (UCSC)

**March/ April
2014**

- Focus Groups

Projected Process Forward



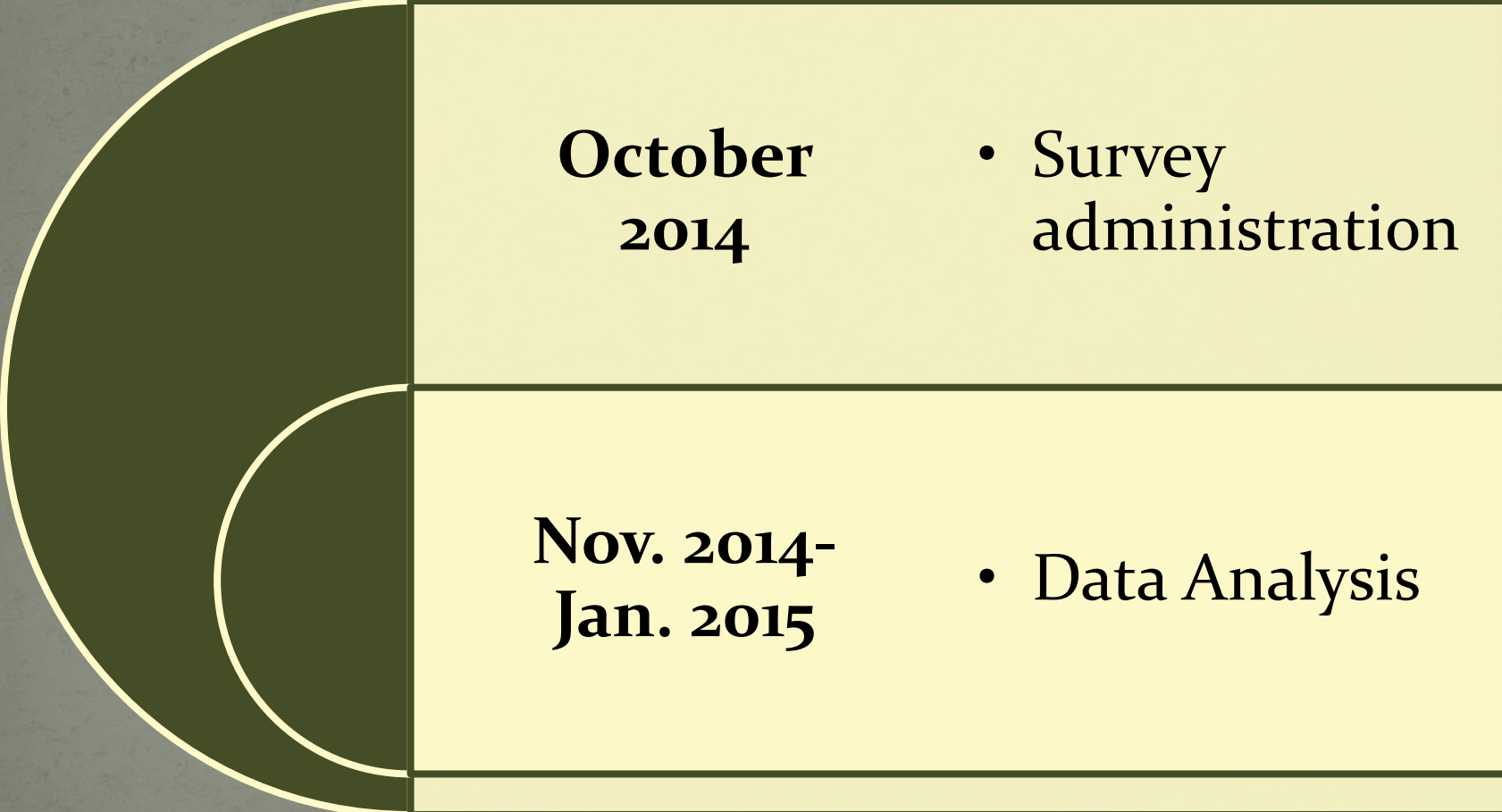
Spring 2014

- Begin survey development
- Develop Marketing and Communication Plan

Summer 2014

- Complete survey instrument
- Submit IRB proposal

Projected Process Forward



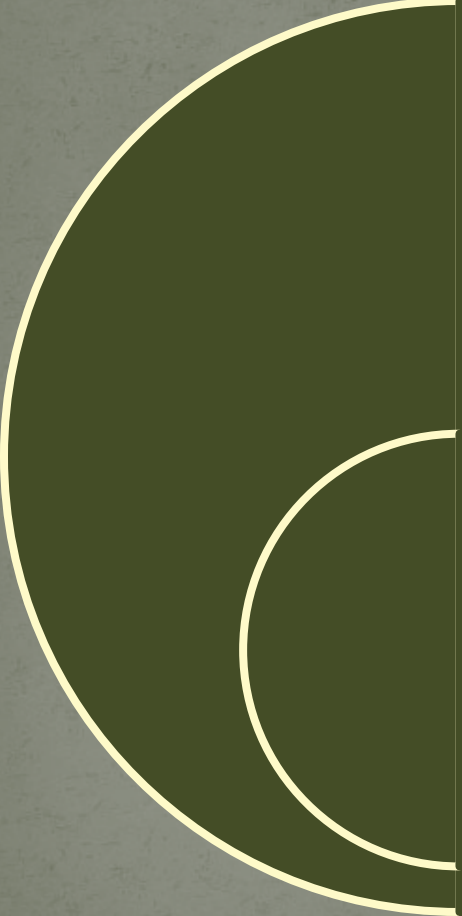
**October
2014**

- Survey administration

**Nov. 2014-
Jan. 2015**

- Data Analysis

Projected Process Forward



Feb.- March 2015	<ul style="list-style-type: none">• Develop report
April/May 2015	<ul style="list-style-type: none">• Presentation of Report

- Develop report

- Presentation of Report

Projected Process Forward



Questions..?



Thoughts..?

Thank You!

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