Campuses as Social Systems

- Institutional History/Core Values
- Vision/Mission
- Social Contexts
- Institutional Policies
- Structural Framework
- Students, Faculty, Staff, Alumni

Harper & Hurtado, 2009; Smith, 2010
Climate In Higher Education

Create and Distribute Knowledge

Climate (Living, Working, Learning)

Community Members

Assessing Campus Climate

What is it?
- Campus Climate is a construct

Definition?
- The current attitudes, behaviors, and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities, and potential.

How is it measured?
- Personal Experiences
- Perceptions
- Institutional Efforts
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

² Cabrera, Nora, Terenzini, Pascarella, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 2005
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.\(^3\)

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2. Costello, 2012; Griffin, Pérez , Holmes, & Mayo, 2010; Kaminski, & Geisler, 2012; Sears, 2002
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 due to the challenging climate.

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

Source: R&A, 2015; Rankin et al., 2010; Strayhorn, 2012
Suicidal Ideation/Self-Harm

- Experienced Victimization
- Lack of Social Support
- Feelings of hopelessness
- Suicidal Ideation or Self-Harm

Source: Liu & Mustanski, 2012
Assessing Campus Climate

Why Assess?
What is the Process?
Where Do We Start?
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
San Francisco State University
Mission

From the heart of a diverse community, San Francisco State University honors roots, stimulates intellectual and personal development, promotes equity, and inspires the courage to lead, create, and innovate.

Inspired by the diversity of our community that includes many first-generation college students, and the courage of an academic community that strives to break down traditional boundaries, SF State equips its students to meet the challenges of the 21st century. With the unwavering commitment to social justice that is central to the work of the university, SF State prepares its students to become productive, ethical, active citizens with a global perspective.

Source: http://senate.sfsu.edu/policy/revision-mission-statement-policy
SF State’s distinctive identity is founded on our commitment to equity. The principles of fairness and inclusion guide our educational mission, our institutional practices and our relations with the community around us. Our commitment to equity fosters an environment of respect, diversity, support and dignity for all of our members--faculty, staff, and students. A commitment to equity:

- sees educational access and academic quality as reciprocal goals;
- affirms that resources are distributed according to need;
- empowers students who make the world a better place; and
- eliminates barriers to success.
San Francisco State University
Core Value: Community

We believe we can teach and support students in educationally purposeful ways when we collaborate with each other and the larger community; we care about and support academic freedom and freedom of speech; we create the space for pluralism and counter stories; we reinforce the tenets of equity and live and learn in ways that are principled and just; we respect the abilities of all students, faculty and staff and provide opportunities for community members to develop a strong sense of self-worth, care and respect for others; and we believe in developing strong partnerships that will support the pursuits of our students, faculty and staff within the local, national and global communities.

Source: http://planning.sfsu.edu/
Conceptual Framework for Campus Diversity Research

Campus Climate and Inter-group Relations

DIMENSIONS OF CAMPUS DIVERSITY

Representation (Access & Success)

Education & Scholarship (Curriculum, Teaching, & Learning)

Institutional Transformation (Viability & Vitality)

Smith, 1999, 2009
Components of Campus Climate

Government/Policy Context

Historical Legacy of Inclusion/Exclusion

Compositional Diversity

Sociohistorical Context

Organizational/Structural (Campus Policy)

Psychological Climate

Behavioral Dimension

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
Recent Climate Research

1999-2018 Campus Climate Assessments
2010 State of Higher Education for LGBTQ People
2011 NCAA Student-Athlete Climate Study
2014 International Athlete Survey
2016 United States Transgender National Survey
Student-Athlete Climate Study

This project is supported by a grant from the NCAA
SACS Conceptual Framework

**CLIMATE**
- Experiences with Athletic Personnel
- Perceptions of Personal & Institutional Climate
- Perceptions of Respect
- Institutional Actions
- Faculty-Student Interaction
- Beliefs about Diversity & Team Success
- Personal Comfort with Team Diversity

**CHARACTERISTICS**
- Student-Athlete Characteristics
- Demographics
- Institutional Characteristics

**OUTCOMES**
- Academic & Intellectual Development
- Persistence
- Athletic Success
- Athletic Identity
SEM Mediation Model

SACS Path Diagram – Mediation Model

People of Color

AID

\( \xi_1 \)

AID

\( \xi_2 \)

Women

AID

\( \xi_3 \)

LGBQ

AID

\( \xi_4 \)

Division III

AID

\( \xi_5 \)

Division II

AID

\( \xi_6 \)

Division I

Featured Sport

AID

\( \xi_7 \)

Personal comfort with teammate diversity

Perceptions of Respect

\( \gamma_{11} .105 \)

\( \gamma_{21} .077 \)

\( \gamma_{21} .210 \)

Perceptions of Climate

\( \gamma_{22} .212 \)

\( \gamma_{23} .217 \)

Athletic Personnel Interaction

Faculty-Student Interaction

\( \gamma_{42} .148 \)

\( \gamma_{43} .132 \)

Division I

\( \xi_6 \)

Division II

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Division III

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Division II

\( \xi_5 \)

Division III

\( \xi_4 \)

LGBQ

\( \xi_3 \)

Women

\( \xi_2 \)
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 \( \xi_2 \)

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 \( \eta_{10} \)

AID \( .079 \)

ASUC \( .003 \)

AI \( -.021 \)

\( p < .001 \)

\( \xi_4 \)
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
SACS Path Diagram – Mediation Model for Sexual Identity

Academic & Intellectual Development

Athletic Success

Athletic Identity

Perceptions of Respect

Perceptions of Climate

Personal comfort with teammate diversity

Faculty-Student Interaction

Athletic Personnel Interaction

Diversity Leadership from Athletic Personnel

Athletic Dept Addresses Discrimination

LGBQ

AID -.034
AI -.037

\[ \eta_1 \]

\[ \eta_2 \]

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\[ \eta_{10} \]

\[ \beta_{81} .039 \]

\[ \beta_{82} .133 \]

\[ \beta_{10.7} .150 \]
Review of Climate Assessment Process

SFSU Summary
SFSU will add to their knowledge base with regard to how students, faculty, and staff currently experience the campus climate.

SFSU will use the results of the assessment to inform current/on-going work regarding issues of campus climate for students, faculty, and staff.
PHASE I

Initial Proposal Meeting
Focus Groups
Focus Groups

Identify the focus groups

Develop the protocol for the focus groups

Populate the focus groups

Focus group facilitators are selected and trained by the consultant
PHASE II
Assessment Tool Development
Communication/Marketing Plan
IRB proposal
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 Wong.
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
Preparing the College Community

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

- Proposal application
- Primary Investigator from SFSU
PHASE III

Survey Implementation
Data Analysis
## SAMPLE Response Rates
### Demographics of Population & Sample

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<th>Man</th>
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<th>Native American</th>
<th>Asian American</th>
<th>Latino(a) American</th>
<th>European American</th>
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PHASE IV

Final Report
Presentation of Results
Next Steps
Projected Process Forward

February-March 2018
- Initial meeting with Climate Study Steering Committee (CSSC)
- Plan Focus Groups

March-April 2018
- Conduct Focus Groups
- Begin survey development
Projected Process Forward

June-September 2018
- Complete survey
- Develop Marketing/Communication Plan
- IRB application/approval

October 2018
- Survey Administration
**Projected Process Forward**

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<th>January–February 2019</th>
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<tbody>
<tr>
<td>• Data analysis</td>
<td>• Report Development</td>
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Projected Process Forward

March-April 2019

- Results Presentation
Questions..?  Thoughts..?
Thank You!

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