



# Climate Matters

February 14, 2022



# R&A Foundational Pillars



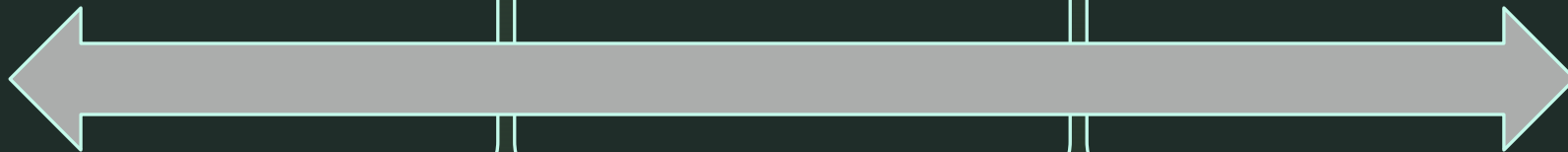
**Social  
Justice**



**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



# 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 for **enhancing learning outcomes.**<sup>3</sup>

<sup>1</sup> 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

<sup>2</sup> 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

<sup>3</sup> 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 is influenced 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> Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009; Smith, D. G. , 2015; Urrieta, L., Méndez, L., & Rodríguez, E., 2015

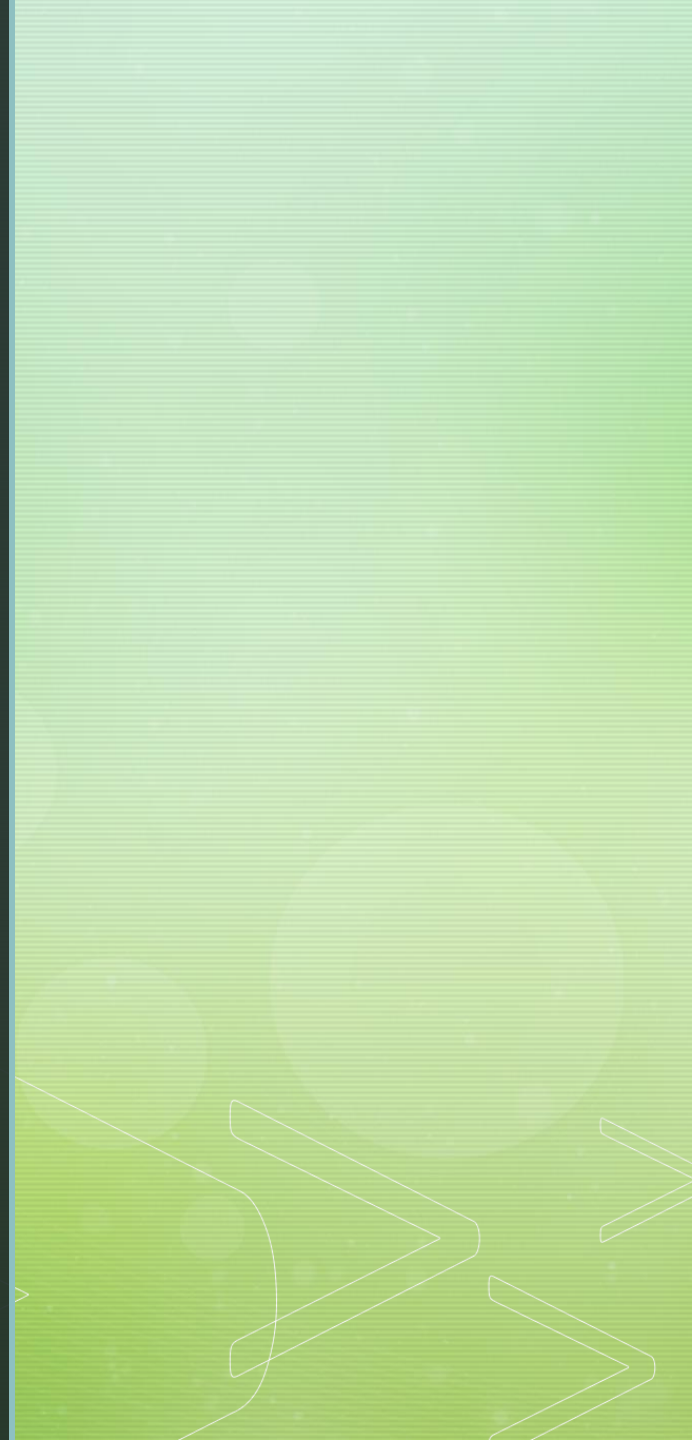
<sup>2</sup> Costello, 2012; Griffin, Pérez , Holmes, & Mayo, 2010; Kaminski, & Geisler, 2012; Vaccaro, A., 2012, Griffin, K. A., Pifer, M. J., Humphrey, J. R., & Hazelwood, A. M., 2011; Vaccaro, A., 2012

<sup>3</sup> Young, K., Anderson, M., & Stewart, S. 2014; Costello, C. A., 2012; Garcia, G. A. , 2016; Mayhew, M., Grunwald, H., & Dey, E.; 2006



# Responses to Unwelcoming Campus Climates

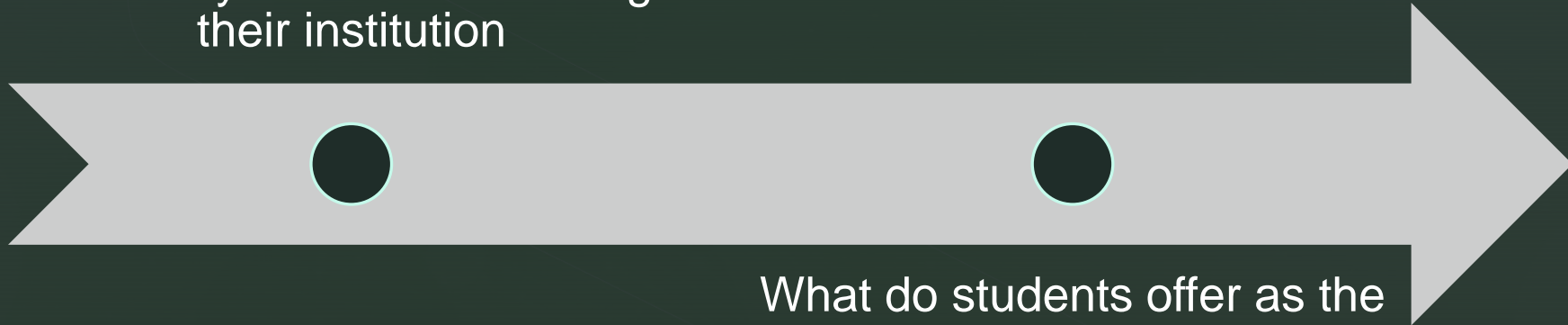
- What are behavioral responses?





# Lack of Persistence

30% of respondents have seriously considered leaving their institution



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

## ▸ Lack of a sense of belonging

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

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

<sup>1</sup>Blumenfeld 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)

<sup>2</sup>Booker (2016); García & Garza (2016)



# ◀ Influence of microaggressions



Several empirical studies reinforce the importance of the perception of nondiscriminatory environments for positive learning and developmental outcomes.<sup>1</sup>

Research also underscores the relationship between hostile workplace climates and subsequent productivity.<sup>2</sup>

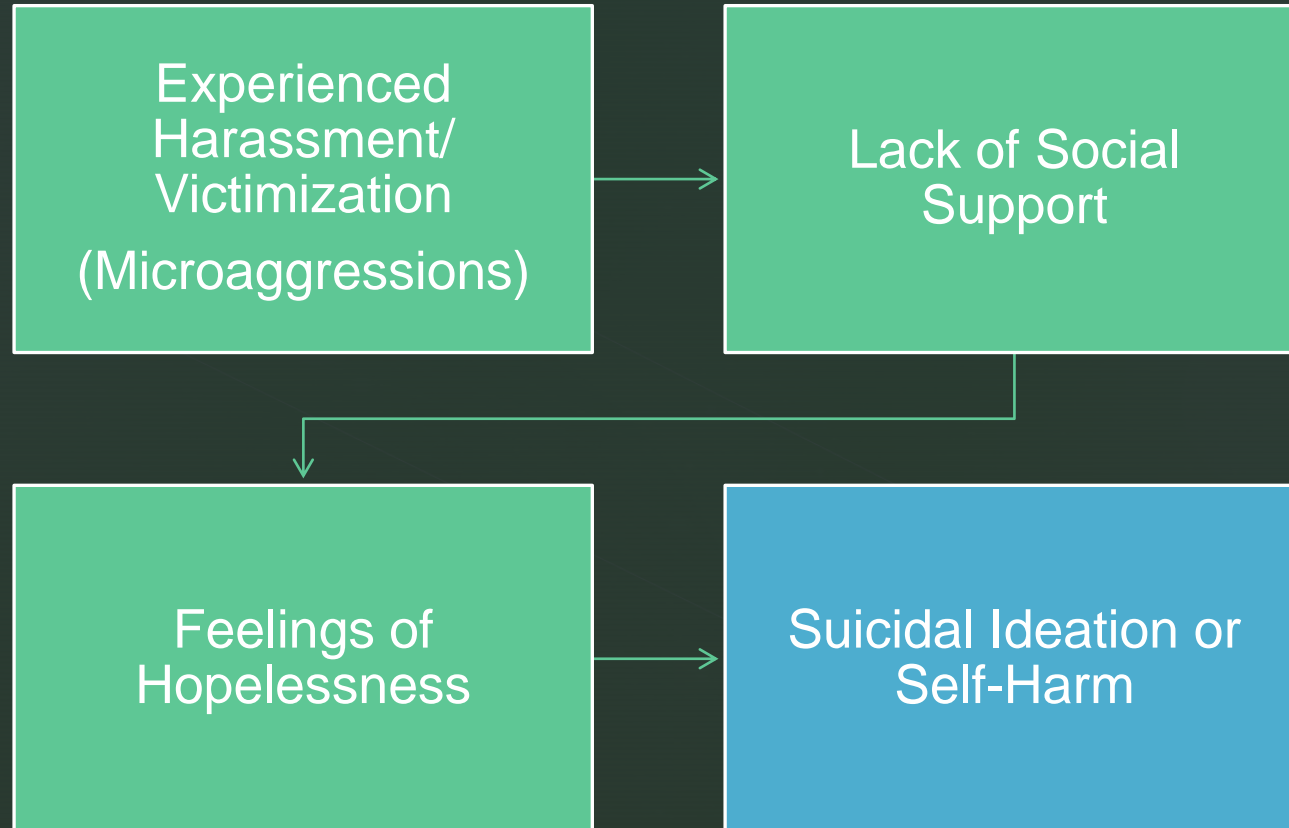
Additionally, research has examined the effects of various forms of racial microaggressions (including interpersonal microaggressions, racial jokes, and institutional microaggressions) on Latinx and Black/African American students.

<sup>1</sup>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)

<sup>2</sup>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)  
Harper, (2015); Harper & Hurtado, (2007); Ellis et al., (2018); Kim & Aquino, (2017); Leath & Chavous, (2018); Museus & Park, (2015); Pittman, (2012); Quinton, (2018); Seelman et al., (2017); Sue, (2010); Yosso, (2009)



# Influence of Microaggressions



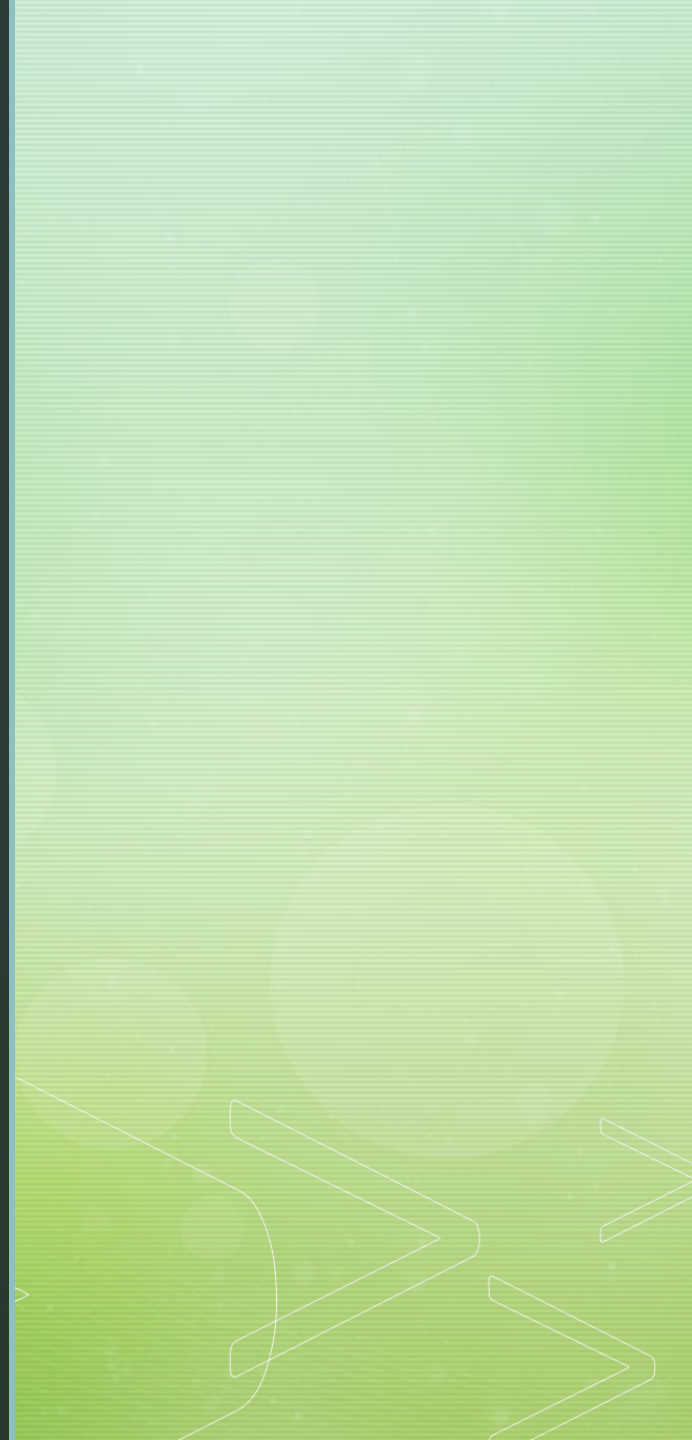


# Assessing Campus Climate

Why Assess?

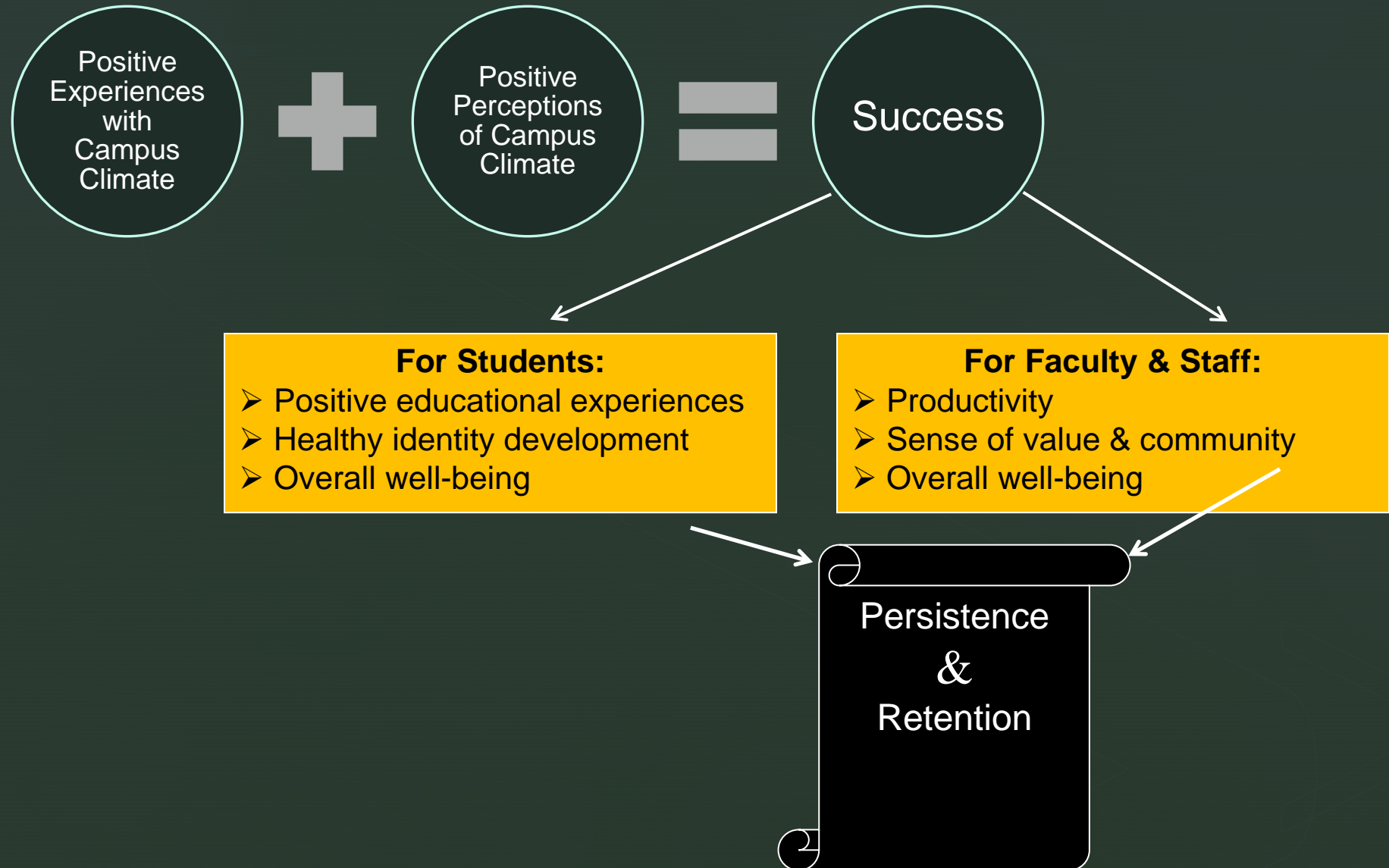
What is the Process?

Where Do We Start?





# Campus Climate & Successful Outcomes





# 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.



# Haverford College Honor Code<sup>1</sup>

- 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.

<sup>1</sup>Source: <https://honorcouncil.haverford.edu/wp-content/uploads/2018/06/2018-Honor-Code-approved-by-President.pdf>



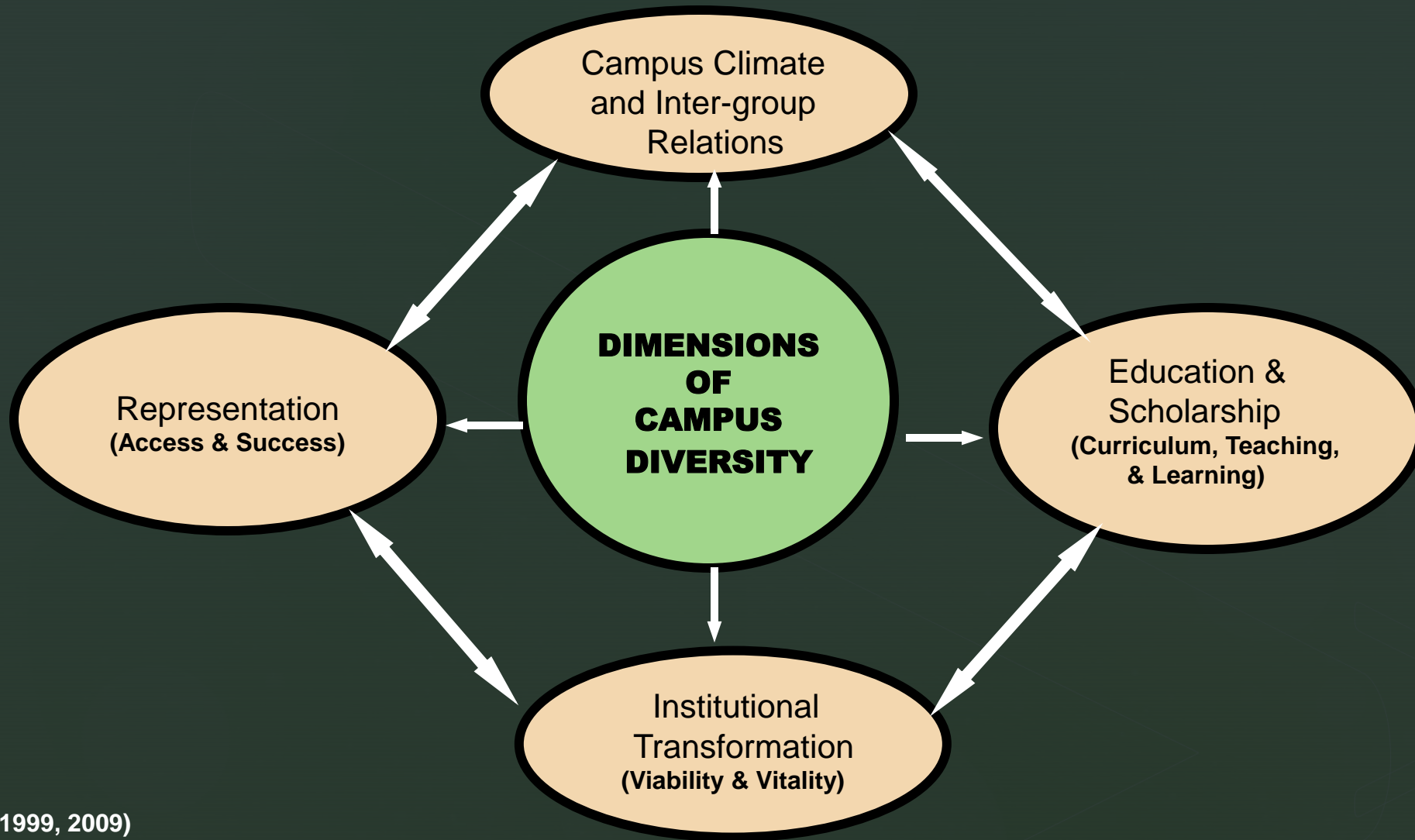
# Haverford College Honor Code<sup>1</sup>

- **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.

<sup>1</sup>Source: <https://www.haverford.edu/admission/supplement>



# Conceptual Framework for Campus Diversity Research



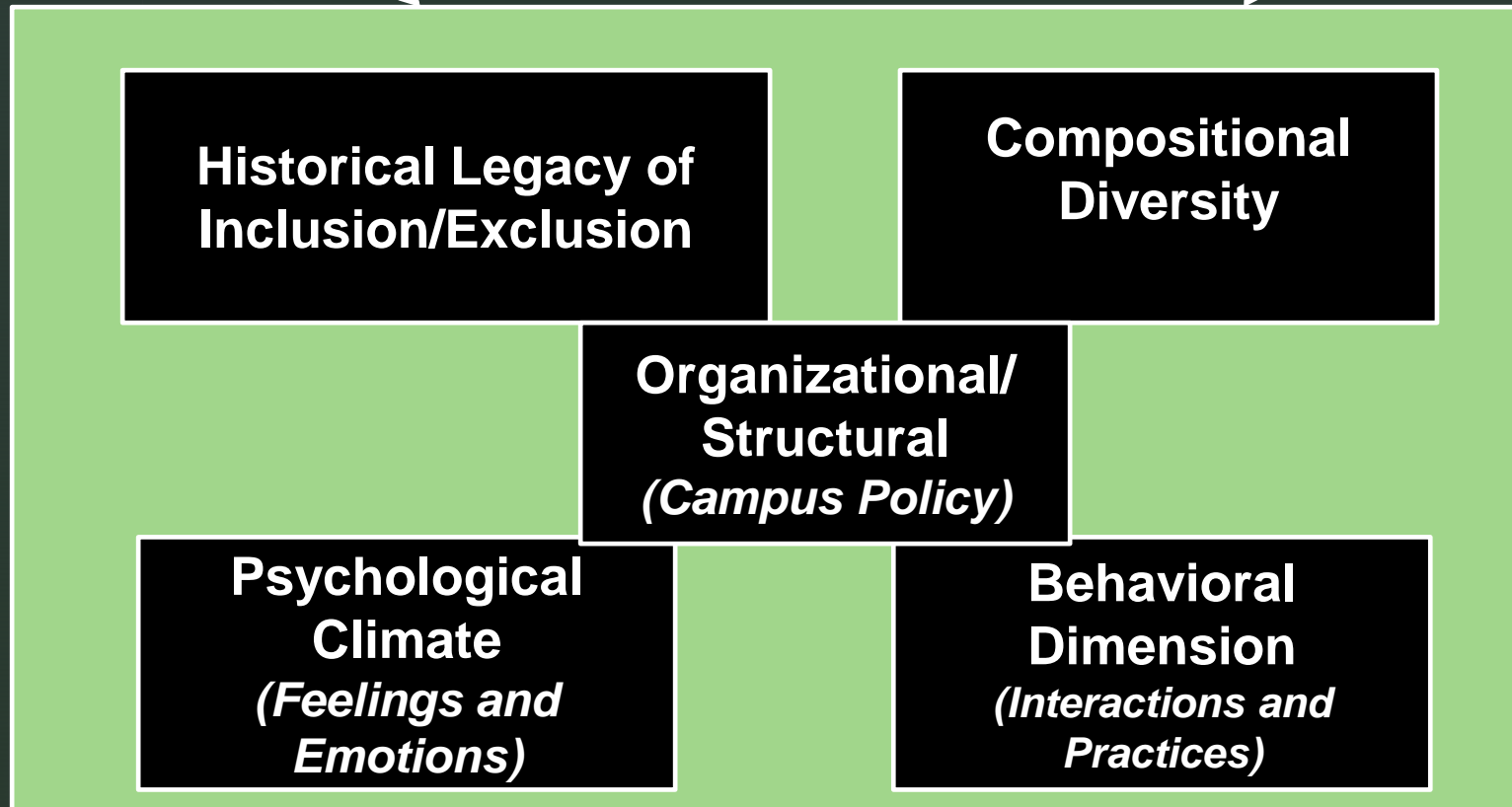




# Components of Campus Climate

Government/Policy Context

Sociohistorical Context





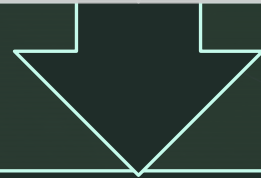
Rankin 2001

National Campus Climate Assessment

## NASPA/NGLTF Grants

Underrepresented/underserved  
faculty/staff/students

30 Campuses



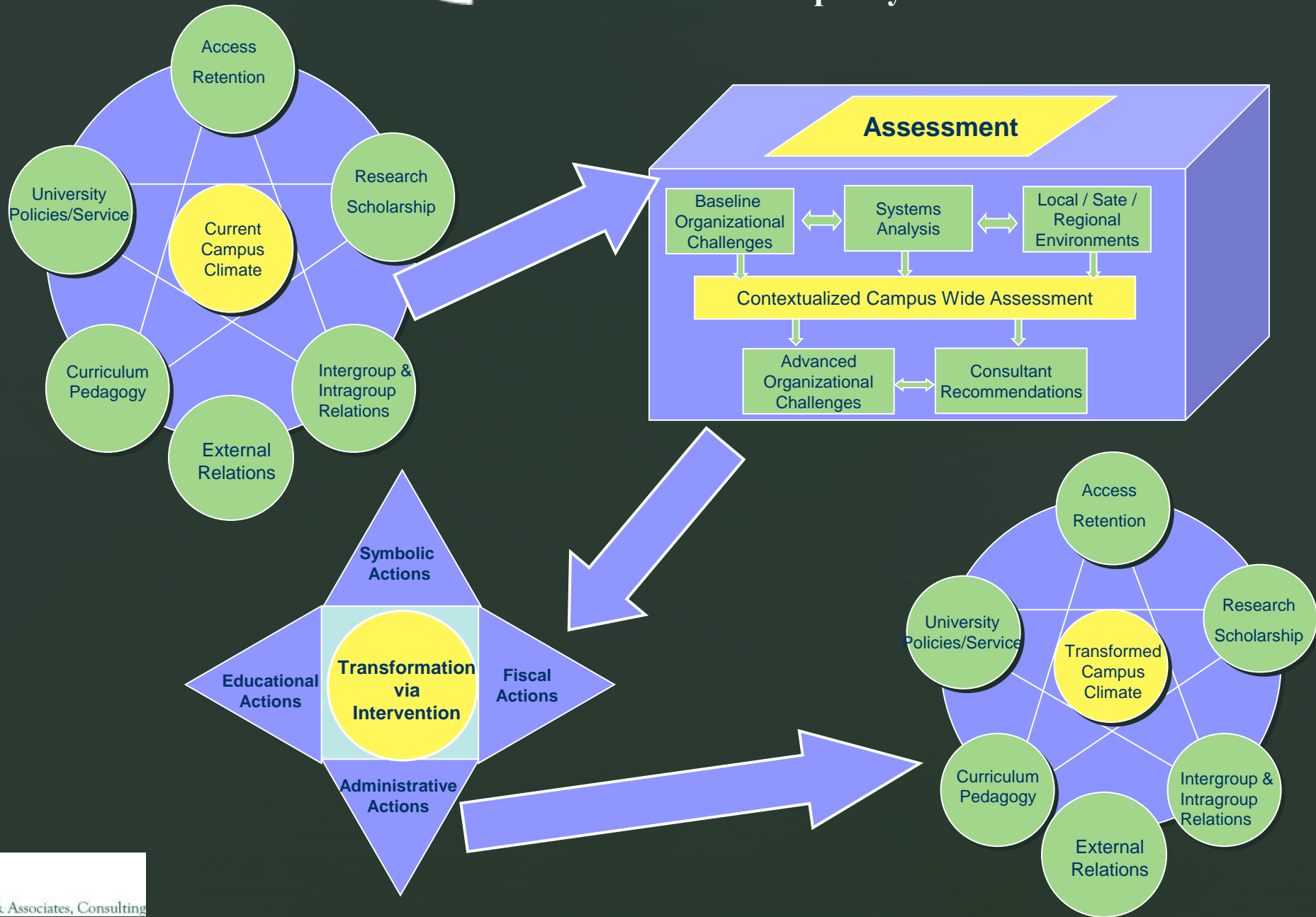
## Survey Instrument

Meta-analysis of diversity  
assessment tools from 35  
institutions

Paper/Pencil only



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





# 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

**Crandall, R. E.**, Zagorsky, J. L., Rockenbach, A. N., & Mayhew, M. J. (in press). First-year LGBTQ+ students in higher education: Who are they and where do they enroll? *Journal of College Student Development*.

Gayles, J. G., & **Crandall, R. E.** (2020). Engaging student-athletes in college. In S. J. Quaye, S. R. Harper, & S. L. Pendakur (Eds.), *Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations* (3rd ed., pp. 257-272). New York, NY: Taylor & Francis.

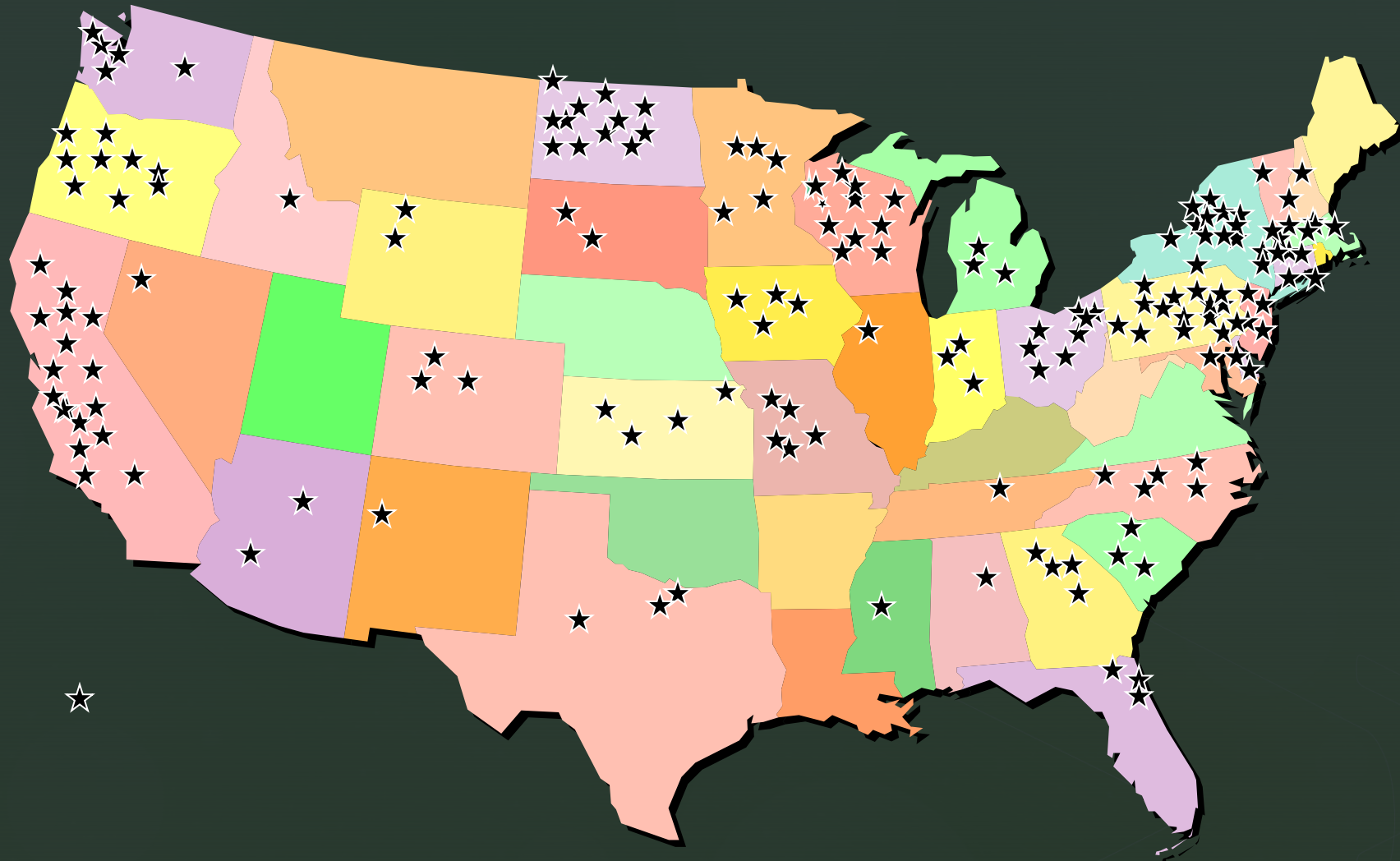
Kodama, C., **Narui, M.**, Walterbush, T. (2021). Being geographically bound in student affairs: Challenges to advancement and professional identity. *Journal of Student Affairs Research and Practice*. 1-14. .

Woodford, M., Nicolazzo, Z., **Weber, G.**, & Renn, K. (In press). Depression and attempted suicide among LGBTQ college students: Fostering resilience to the effects of heterosexism and cisgenderism on campus. *Journal of College Student Development*.

Garcia, C. E., & **Duran, A.** (Eds.). (2021). Moving culturally-based sororities and fraternities forward: Innovations in practice. Peter Lang.

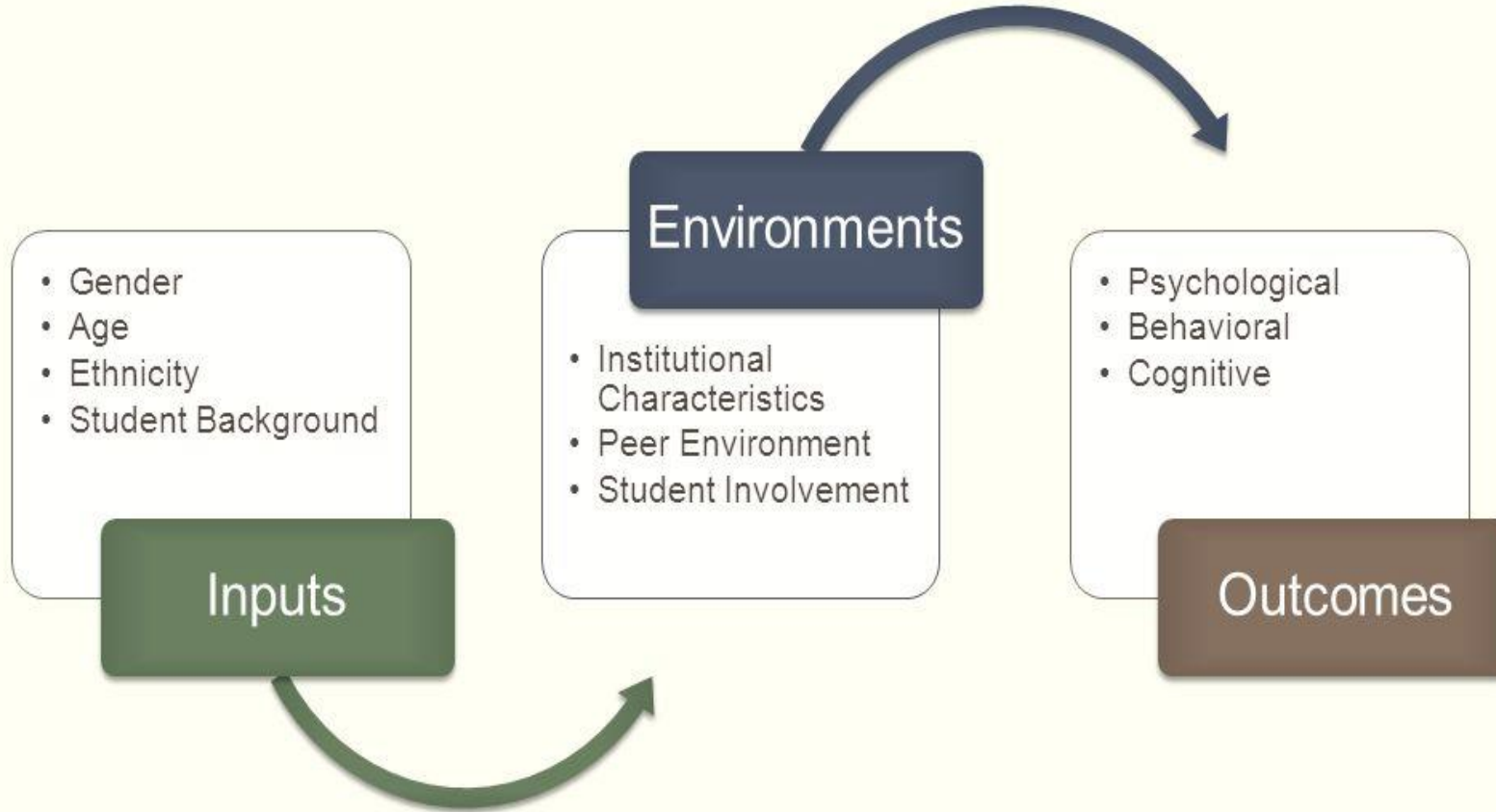


# R&A Campus Climate Assessments 1999-2021



# CONCEPTUAL MODEL

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



# Student-Athlete Climate Study

**SACS** | **STUDENT-ATHLETE  
CLIMATE STUDY**   
[WWW.ED.PSU.EDU/EDUC/STUDENT-ATHLETE/](http://WWW.ED.PSU.EDU/EDUC/STUDENT-ATHLETE/)

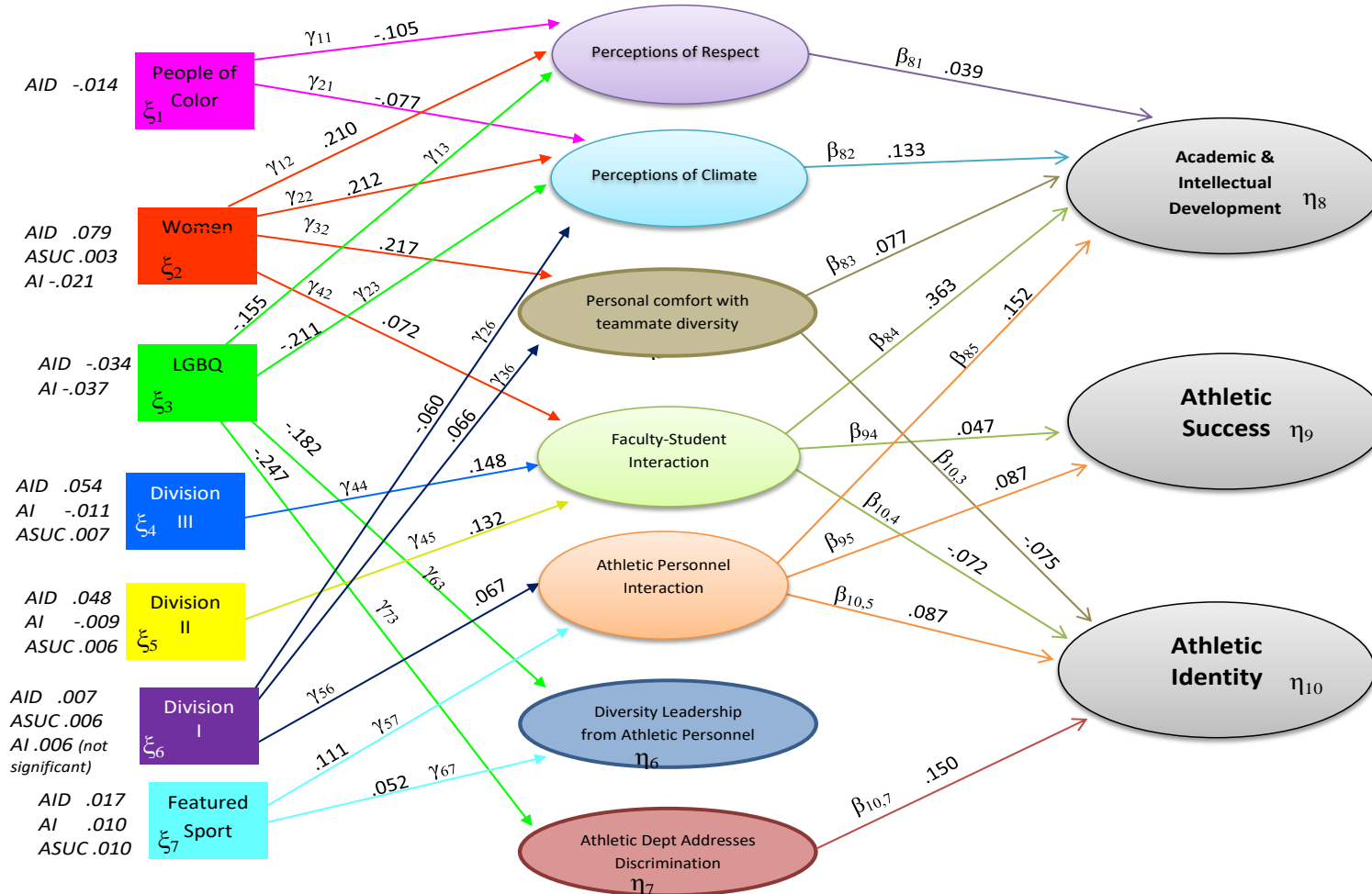


This project was supported by a grant from the NCAA



# SEM Mediation Model

SACS Path Diagram – Mediation Model

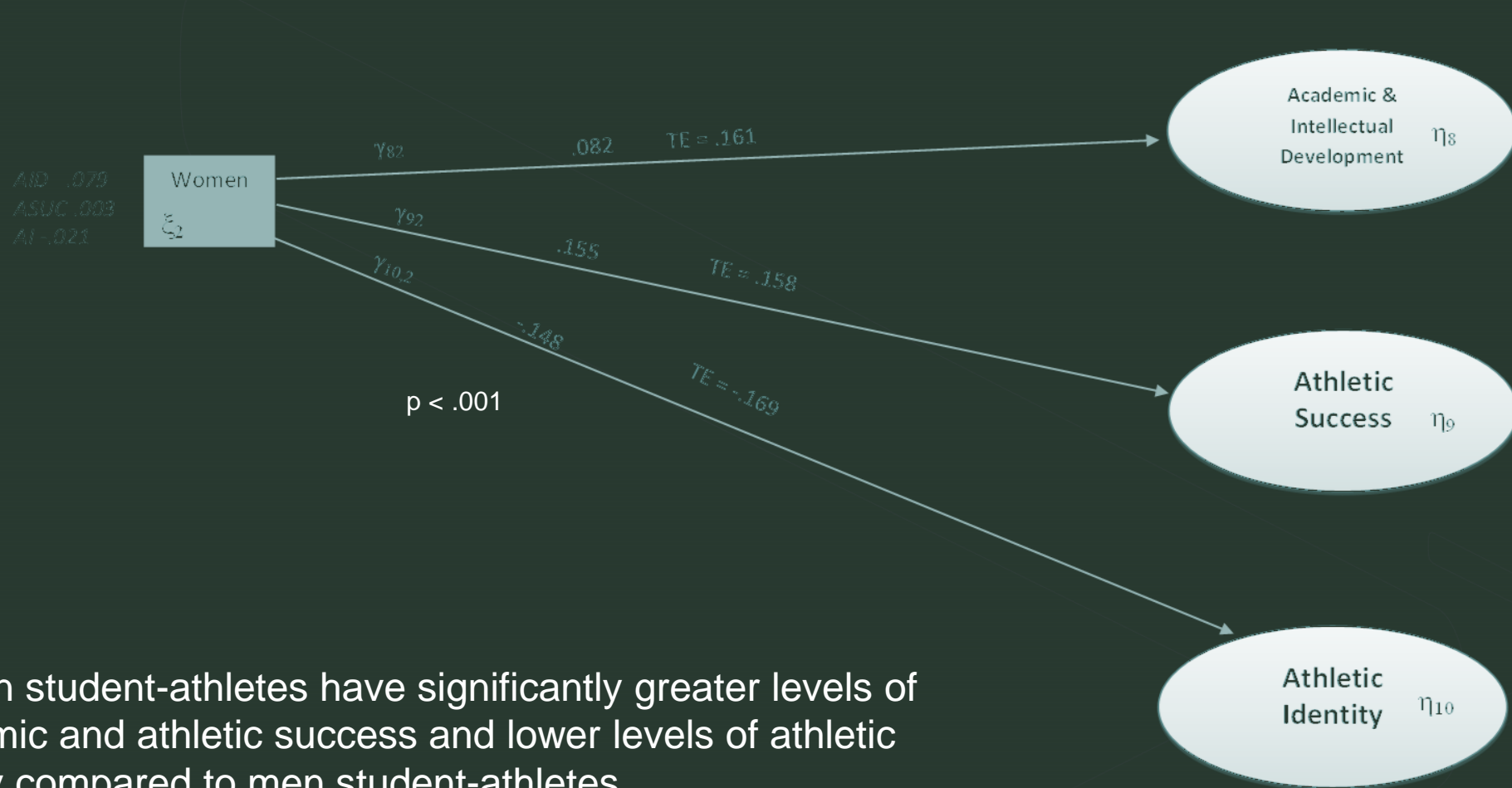






# Gender – Direct Effects Model

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

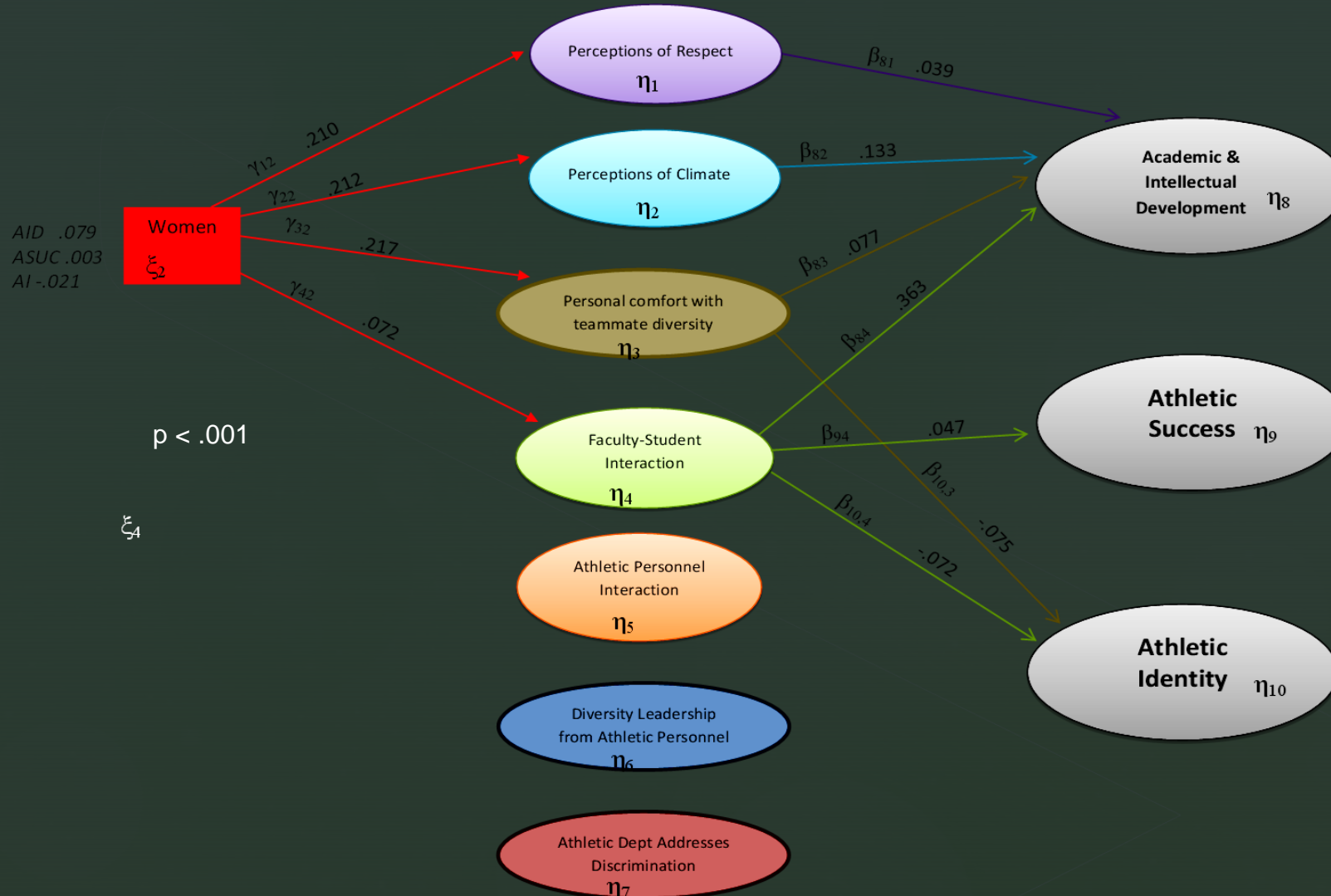


Women student-athletes have significantly greater levels of academic and athletic success and lower levels of athletic identity compared to men student-athletes.



# 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**

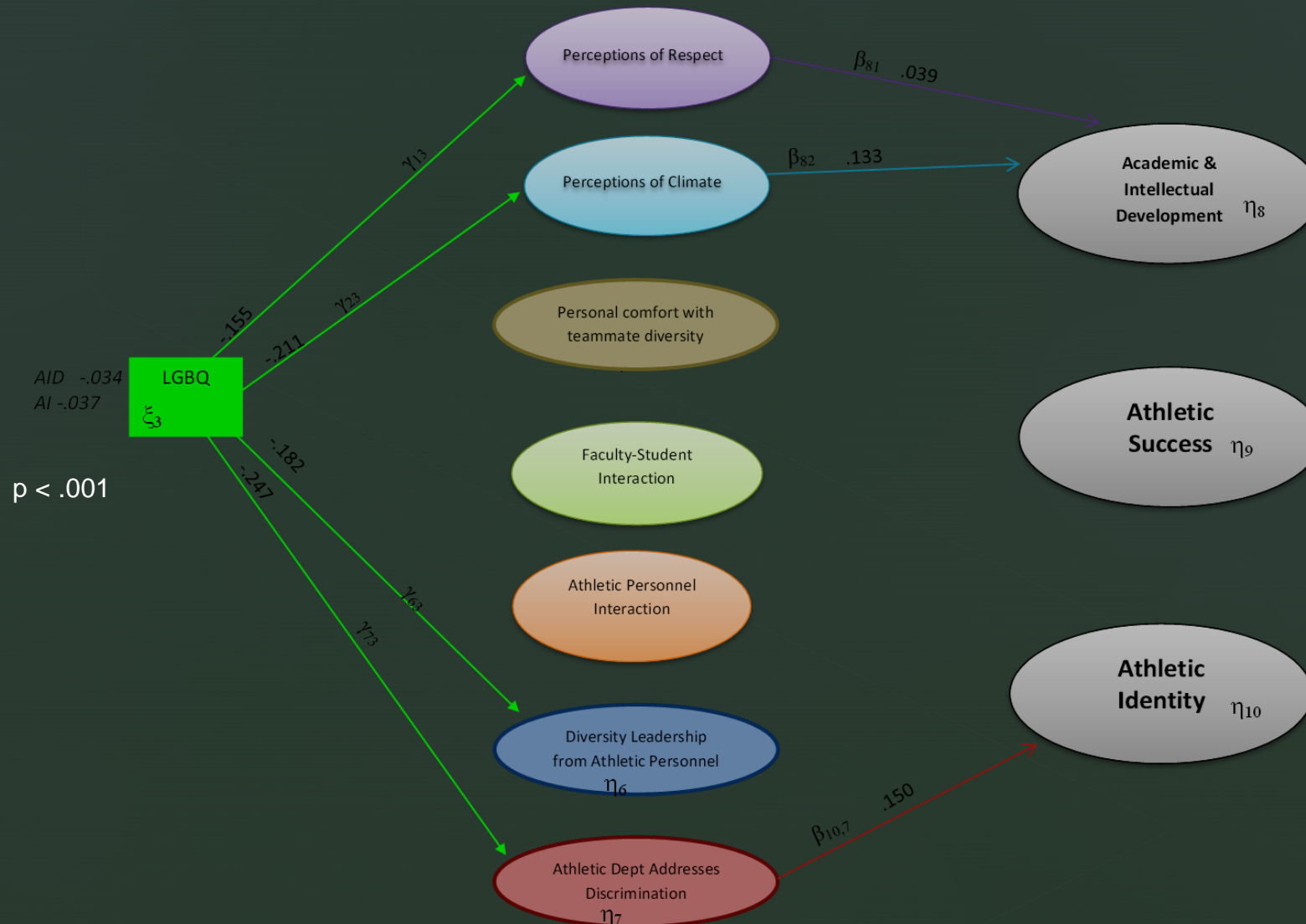
**Athletic  
Success**

**Athletic  
Identity**



# Sexual Identity – Mediating Effects on Outcomes

SACS Path Diagram – Mediation Model for Sexual Identity





# Review of Climate Assessment Process

Haverford College



# 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



# SAMPLE CONCEPT MAP

Demographics

Climate

Outcomes

Position  
Status

Racial  
Identity

Gender  
Identity

Sexual  
Identity

disAbility  
Status

SES Status

Spiritual  
Identity

Experiences

Perceptions

Institutional  
Actions

Professional  
Success

Intent to  
Persist



# 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



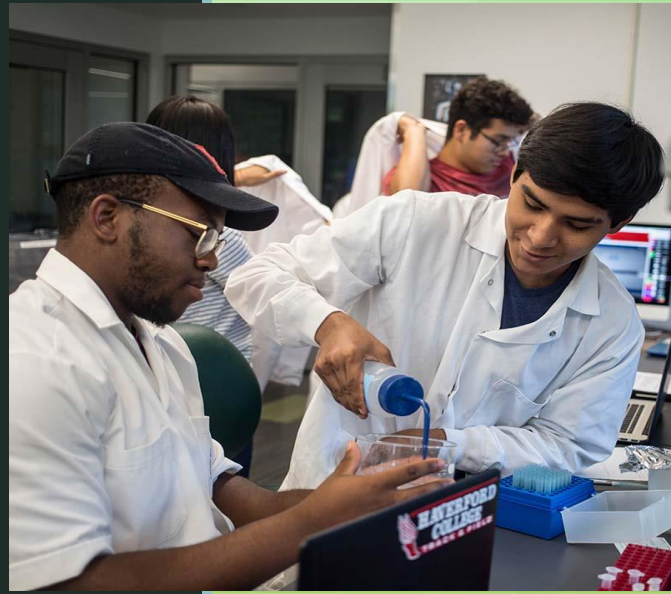


# PHASE V

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

<b>May - June 2022</b>	<ul style="list-style-type: none"><li>• Data Coding</li><li>• Data Analysis</li></ul>
<b>July - August 2022</b>	<ul style="list-style-type: none"><li>• Develop Report</li></ul>
<b>September 2022</b>	<ul style="list-style-type: none"><li>• Present Report Results</li></ul>
<b>October - December 2022</b>	<ul style="list-style-type: none"><li>• Facilitate Actions Planning Process</li></ul>



Questions...



Thoughts...



Thank You!



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