Using Climate Surveys to Build Inclusive Environments in Higher Education

Susan (Sue) Rankin
Emily Niemann

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Inclusion Forum

#NCAAIInclusion
Campuses are Complex Social Systems

Institutional History/Core Values

Vision/Mission

Institutional Policies

Social Contexts

Structural Framework

Students, Faculty, Staff, Alumni

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

Assessing Campus Climate

What is it?
- Campus Climate is a construct

Definition?
- Current attitudes, behaviors, standards, and practices of employees and students of an institution

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**.\(^3\)

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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.²

¹Settles, Cortina, Malley, and Stewart, 2006, Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009
²Costello, 2012; Sears, 2002; Kaminski, & Geisler, 2012; Griffin, Pérez, Holmes, & Mayo, 2010
³Silverschanz, Cortina, Konik, & Magley, 2007
Climate Matters
Student Activism in 2016
Climate Matters
Student Activism in 2016
What Are Students Demanding?

While the demands vary by institutional context, a qualitative analysis reveals similar themes across the 76 institutions and organizations (representing 73 U.S. colleges and universities, three Canadian universities, one coalition of universities and one consortium of Atlanta HBCUs.)

Chessman & Wayt explore these overarching themes in an effort to provide collective insight into what is important to today’s students in the heated context of racial or other bias-related incidents on college and university campuses.

Source: Chessman & Wayt, 2016; http://www.thedemands.org/
Seven Major Themes

- Policy (91 percent)
- Leadership (89 percent)
- Resources (88 percent)
- Increased Diversity (86 percent)
- Training (71 percent)
- Curriculum (68 percent)
- Support (61 percent)

Source: Chessman & Wayt, 2016; http://www.thedemands.org/
Student Responses to Challenging Campus Climates

What are students’ behavioral responses?
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
Self-Harm/Suicide Ideation

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

Source: Liu & Mustanski 2012
Campus Climate & Successful Outcomes

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
Climate for Student-Athletes

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

Academic & Intellectual Development

Athletic Dept Addresses Discrimination

Diversity Leadership from Athletic Personnel

Athletic Dept Addresses Discrimination

Personal comfort with teammate diversity

Perceptions of Climate

Perceptions of Respect

Faculty-Student Interaction

Athletic Personnel Interaction

Athletic Success

Athletic Identity

People of Color

Women

LGBQ

Division III

Division II

Division I

Featured Sport

AI .014

AID .079

ASUC .003

AI -.021

AID -.034

AI -.037

AID .054

AI -.011

ASUC .007

AID .048

AI -.009

ASUC .006

AID .007

ASUC .006

AI .006 (not significant)

AID .017

AI .010

ASUC .010

\[ \beta_{61} = .039 \]

\[ \beta_{81} = .133 \]

\[ \beta_{82} = .077 \]

\[ \beta_{83} = .368 \]

\[ \beta_{84} = .047 \]

\[ \beta_{94} = -.072 \]

\[ \beta_{95} = .087 \]

\[ \beta_{96} = .087 \]

\[ \beta_{97} = .155 \]
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

AID .079
ASUC .003
AI -.021

η1

Perceptions of Respect

η2

Perceptions of Climate

η3

Personal comfort with teammate diversity

η4

Faculty-Student Interaction

η5

Athletic Personnel Interaction

η6

Diversity Leadership from Athletic Personnel

η7

Athletic Dept Addresses Discrimination

η8

Academic & Intellectual Development

η9

Athletic Success

η10

Athletic Identity

η

p < .001

ξ2

ξ4
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

- **η₁**: Perceptions of Respect
- **η₂**: Perceptions of Climate
- **η₃**: Personal comfort with teammate diversity
- **η₄**: Faculty-Student Interaction
- **η₅**: Athletic Personnel Interaction
- **η₆**: Diversity Leadership from Athletic Personnel
- **η₇**: Athletic Dept Addresses Discrimination
- **η₈**: Academic & Intellectual Development
- **η₉**: Athletic Success
- **η₁₀**: Athletic Identity

Variables:
- LGBQ
- AID
- AI

Correlation coefficients:
- β₁ = 0.039
- β₂ = 0.133
- β₆ = 0.150

Note: The diagram illustrates the mediation model for sexual identity in relation to academic & intellectual development, athletic success, and athletic identity.
Operationalizing the Research
What do I do with this information?

- What do we do?
- How do we apply these insights to our student-athletes?
- What climate research means to us?
Introduce a modified version of the social identity wheel designed for student-athletes.

Explain the variables that influence the composition of that wheel.

Demonstrate how to apply the wheel to some example student-athletes.

Give you an opportunity to apply it to one of your current athletes or potential student-athlete.
### Student-Athlete Wholeness Wheel

<table>
<thead>
<tr>
<th>Identity</th>
<th>Current Significance</th>
<th>Degree of Support/Inclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spirituality</td>
<td>2</td>
<td>4</td>
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<tr>
<td>Size</td>
<td>2</td>
<td>4</td>
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</tr>
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<td>4</td>
</tr>
<tr>
<td>Race</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Athletic</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Socio-economic</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
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<td>2</td>
<td>1</td>
</tr>
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**CURRENT SIGNIFICANCE**

- Spirituality: 19%
- Size: 10%
- Gender Identity: 2%
- Sex: 2%
- Sexuality: 19%
- Race: 4%
- Ethnicity: 2%
- Athletic: 19%
- Socio-economic: 2%
- Education: 6%
- Mental Health Status: 15%
- Exposure to Trauma: 4%
- Ability Status: 2%
How can you use the wheel?

You could apply it to your current athletes.

You could ensure that each individual coming in has a chance for wholeness.

Or, you could proactively create a fully inclusive climate and consider all identities regardless of who is represented currently.
References


Questions..?

Thoughts..?
Thank You for Participating!

For additional information please visit our web site:

• Rankin & Associates Consulting
  • www.rankin-consulting.com

Or Contact:

• Susan (Sue) Rankin, Ph. D.
  • sxr2@psu.edu

• Emily Niemann
  • emily@rankin-consulting.com