



# Marquette University

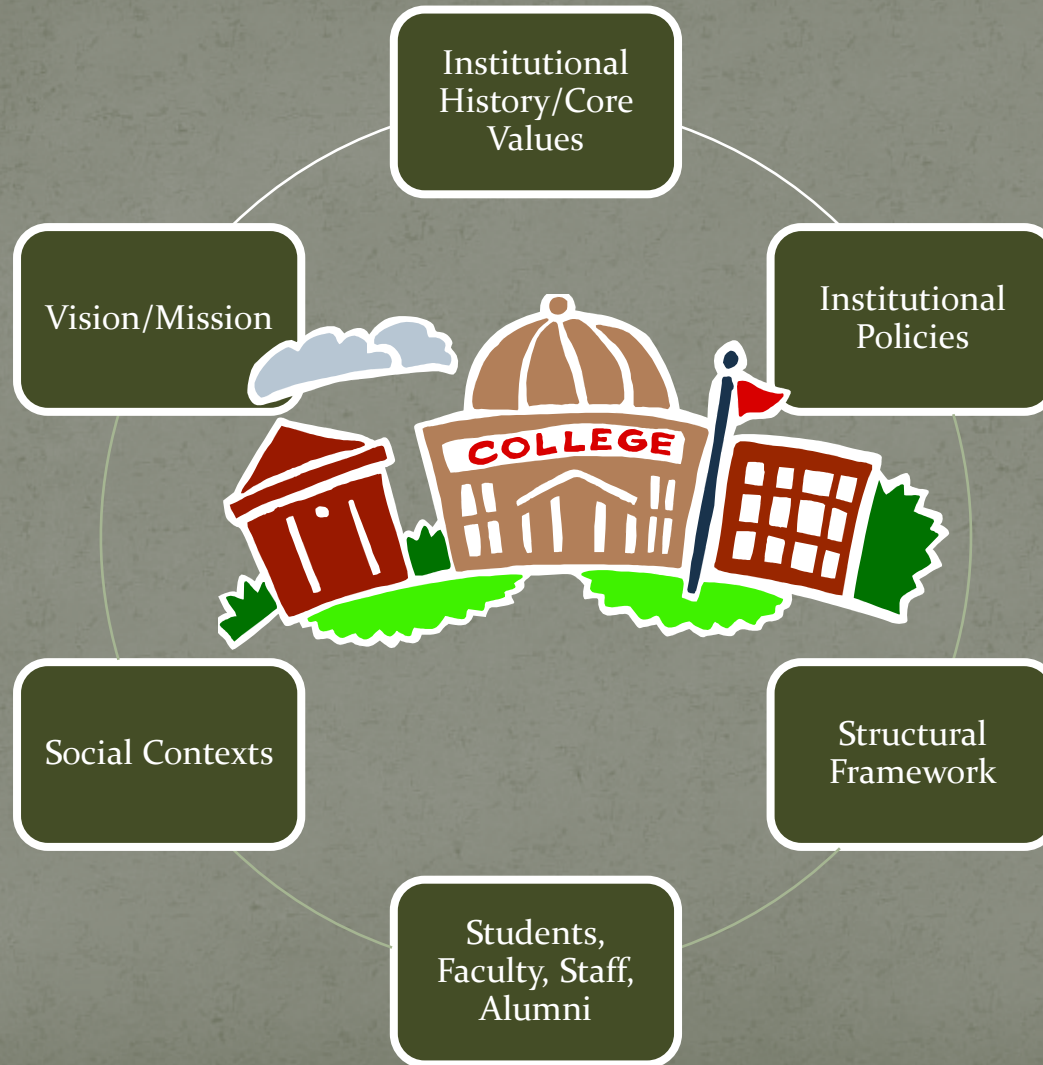
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## Climate Matters

April 15, 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.**<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>

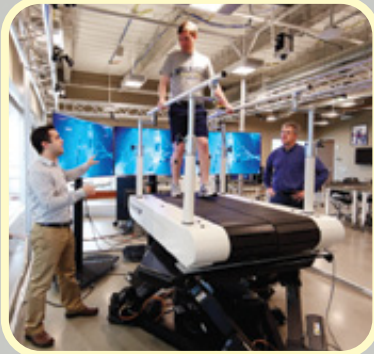
<sup>1</sup> Pascarella & Terenzini, 1991, 2005

<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.



# 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)

<sup>2</sup>Sears, 2002

<sup>3</sup>Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999

# Assessing Campus Climate

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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.



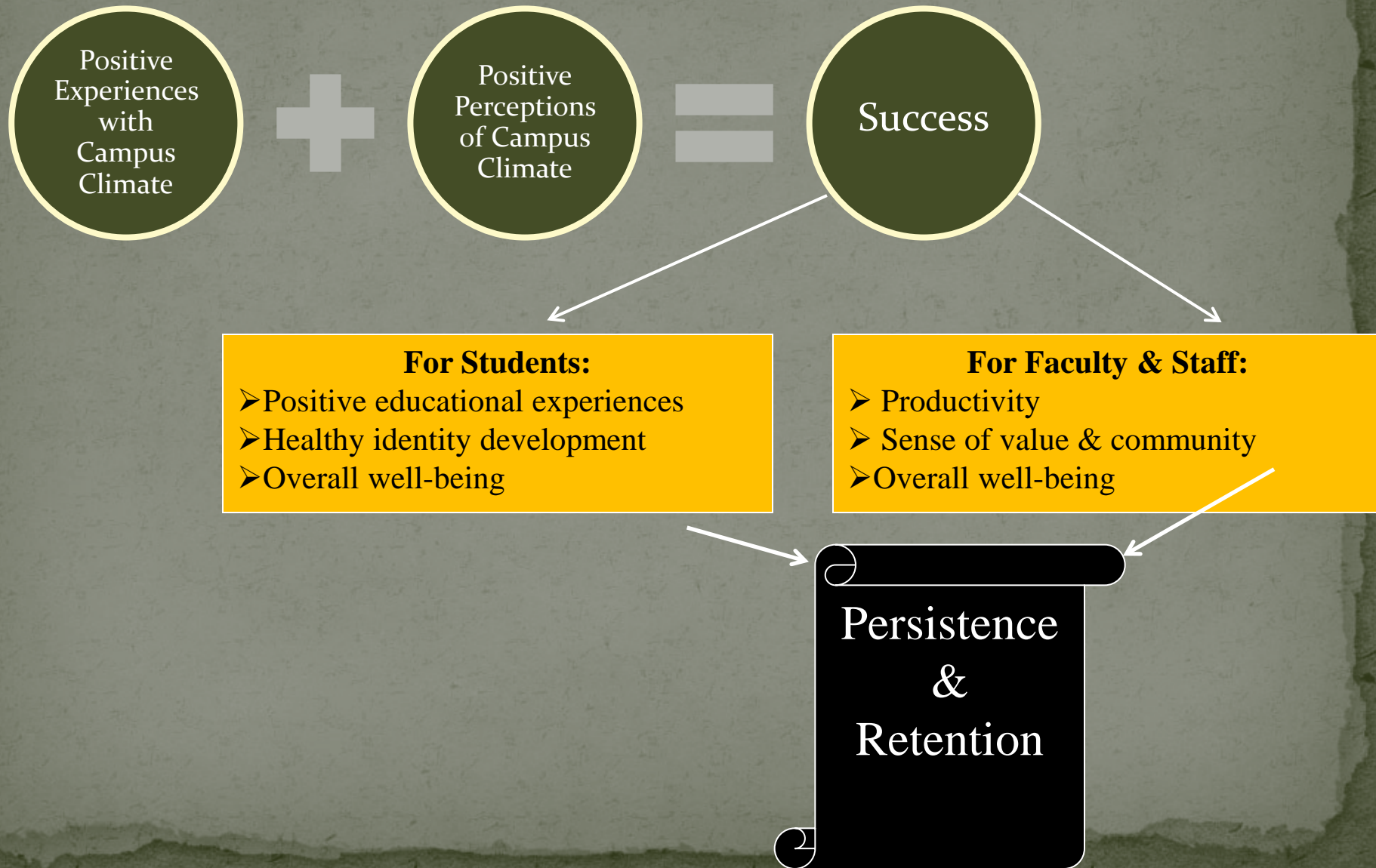
To open the doors wider for under-served constituents to create a welcoming environment.



To improve the environment for working and learning on campus.



# Campus Climate & Successful Outcomes





# Marquette University Vision Statement

Marquette University aspires to be, and to be recognized, among the most innovative and accomplished Catholic and Jesuit universities in the world, promoting the greater glory of God and the well-being of humankind.

We must reach beyond traditional academic boundaries and embrace new and collaborative methods of teaching, learning, research and service in an inclusive environment that supports all of our members in reaching their fullest potential.

Marquette graduates will be problem-solvers and agents for change in a complex world so in the spirit of St. Ignatius and Jacques Marquette, they are ready in every way "to go and set the world on fire."

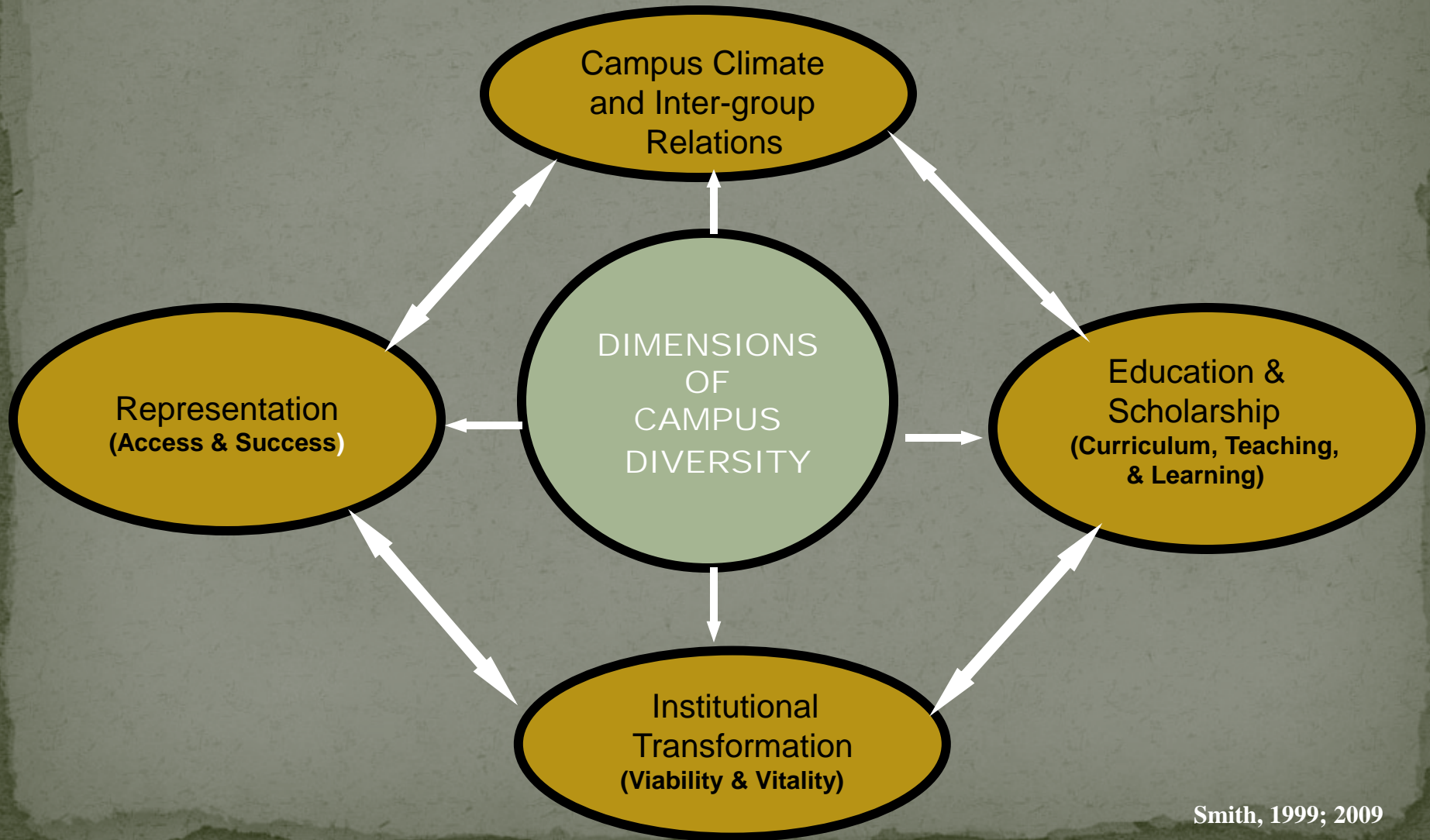




# Marquette University Statement on Human Dignity & Diversity

As a Catholic, Jesuit university, Marquette recognizes and cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class.

# Conceptual Framework for Campus Diversity Research

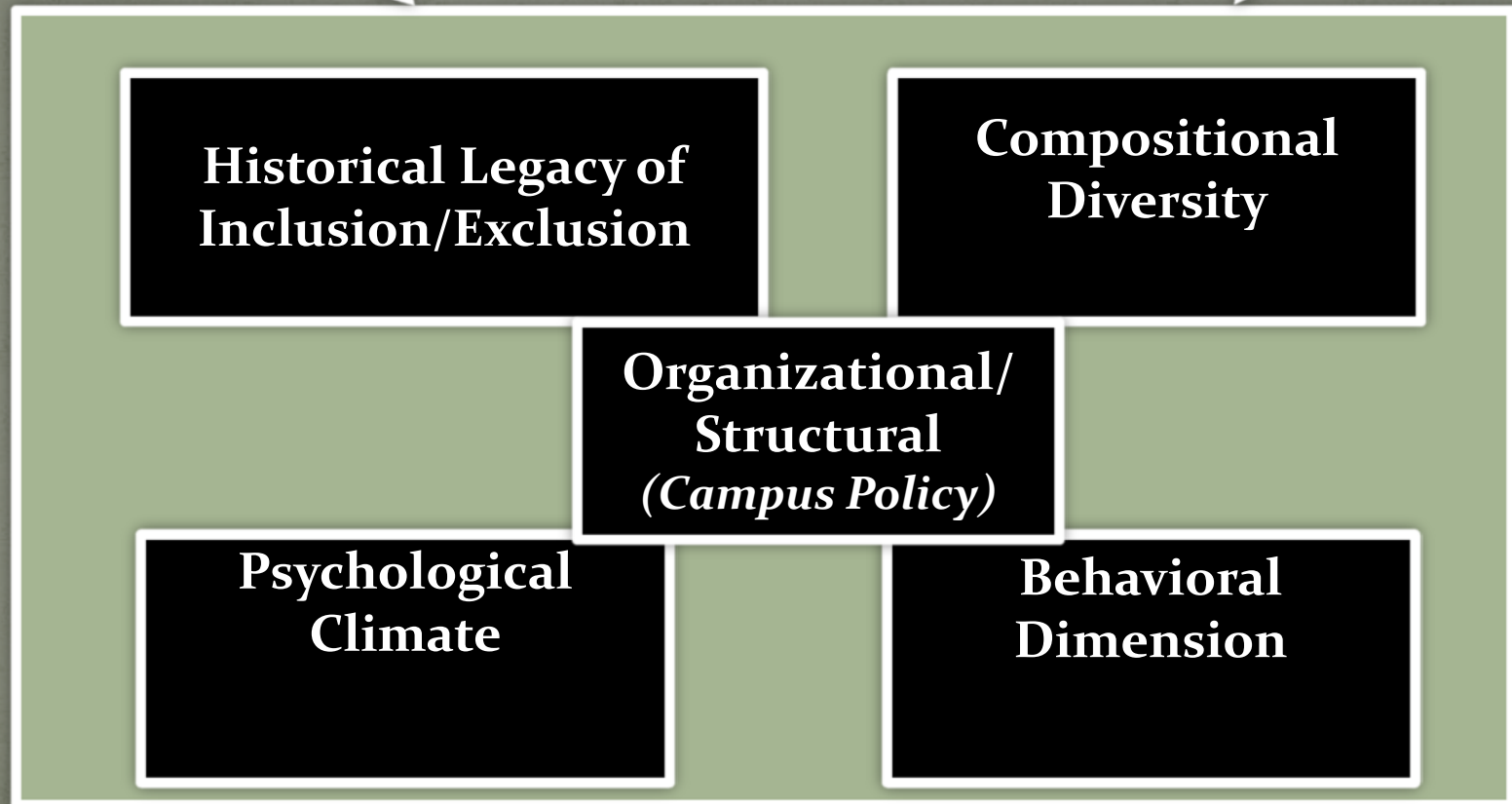




# Components of Campus Climate

Government/Policy Context

Sociohistorical Context



Rankin 2001

# National Campus Climate Diversity Assessment

## NASPA/NGLTF Grants

Underrepresented/underserved  
faculty/staff/students

30 Campuses



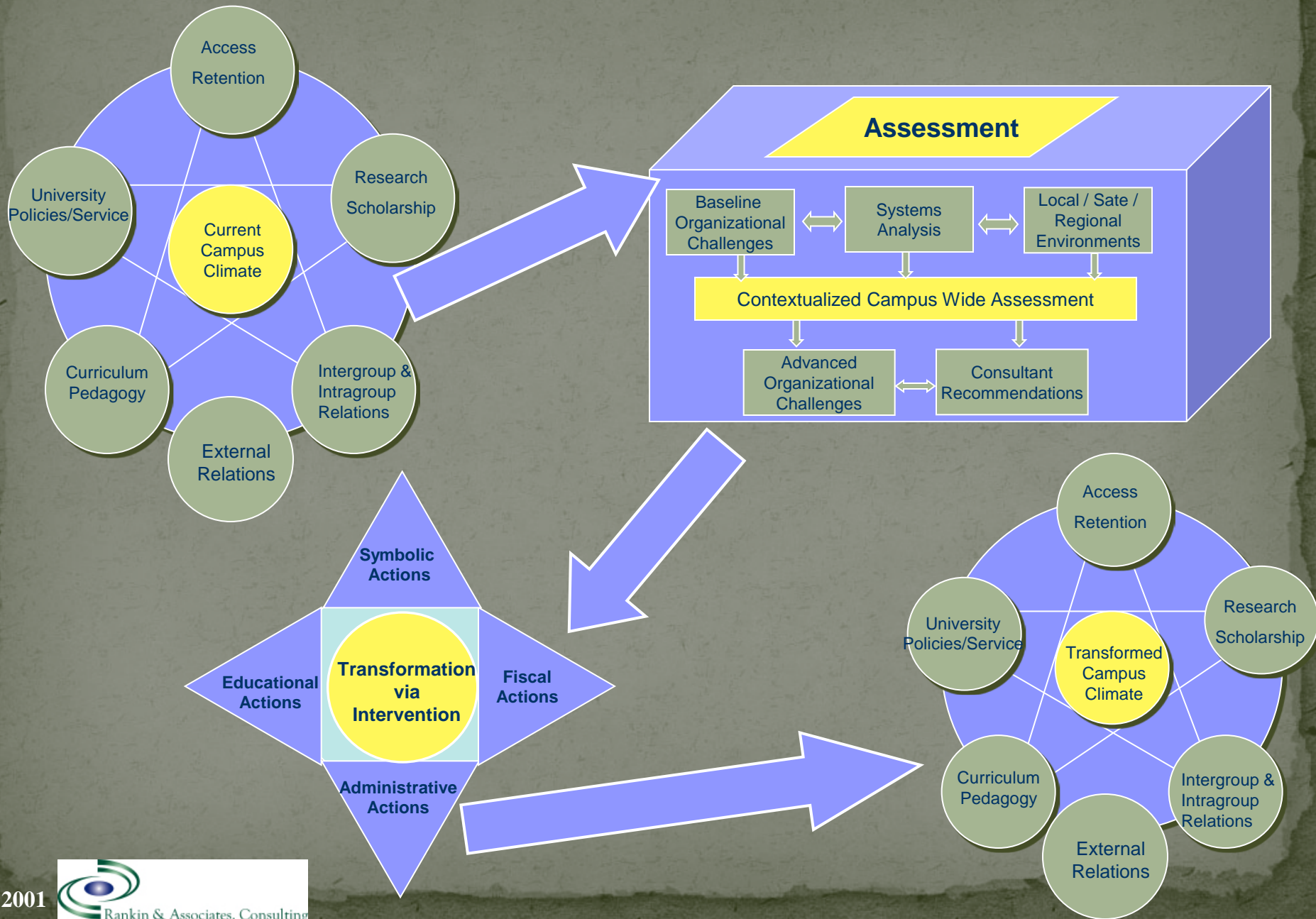
## Survey Instrument

Meta-analysis of diversity assessment  
tools from 35 institutions

Paper/Pencil only



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



# Recent Climate Research

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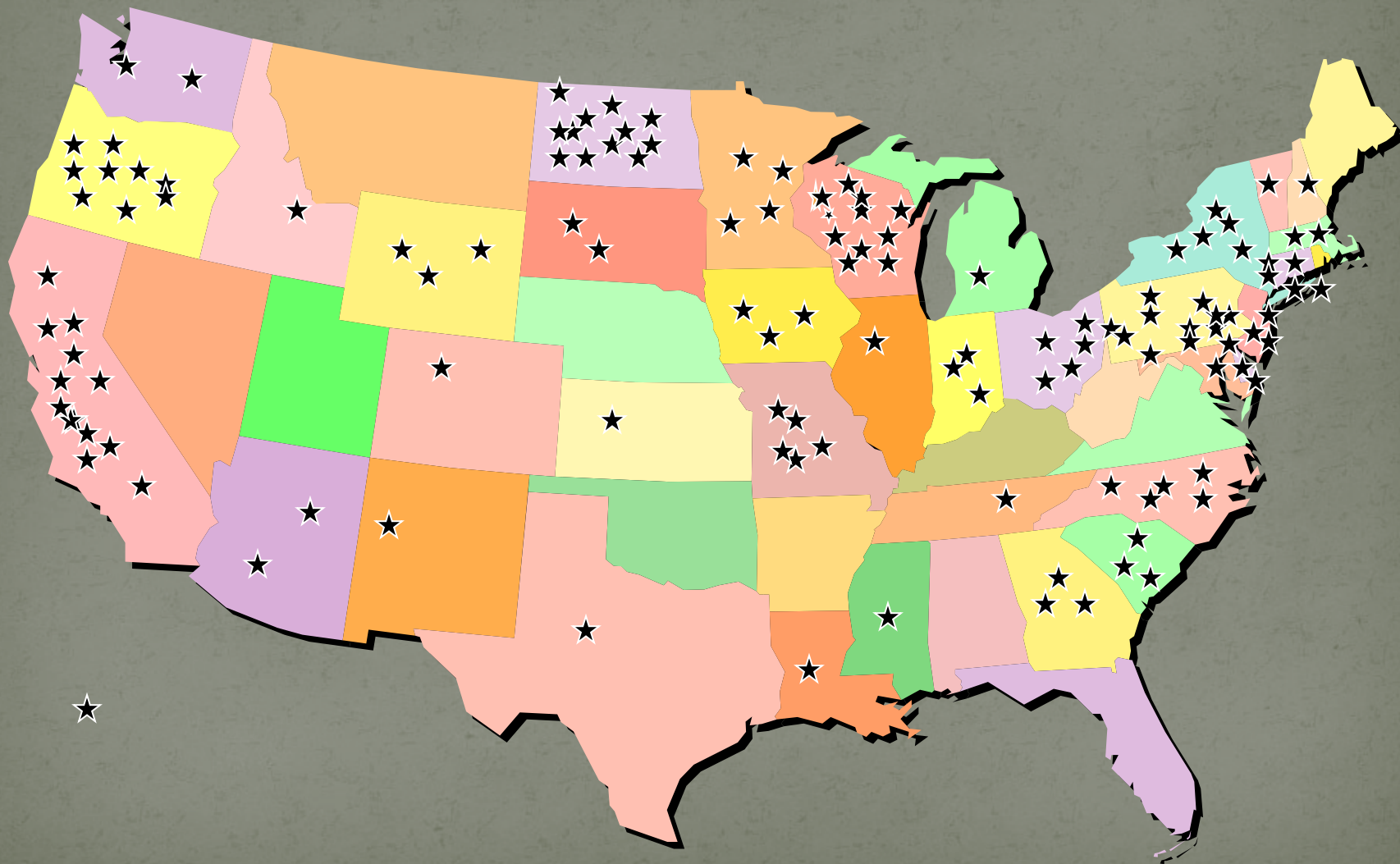
1999-2013 Campus Climate Assessments

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

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Marquette University Summary



# Project Outcomes

- Marquette University 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).
- Marquette University will use the results of the assessment to inform current/on-going work regarding issues of campus climate for faculty/staff.

# PHASE I

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Initial Proposal Meeting  
Focus Groups



# Focus Groups

Identify the  
focus groups

Populate the  
focus groups

Develop the  
protocol for  
the focus  
groups

Focus group facilitators are selected and trained by the consultant

# 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 President Lovell

# 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

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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 Marquette University.



# 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



# Response rates

## Demographics of Population & Sample

Marquette University								
Fall 2014								
Faculty	Male	Female	African American	Native American	Asian American	Latino(a) American	European American	Unknown
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Adjunct Faculty								

# PHASE IV

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Final Report  
Presentation of Results



# PHASE V

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Development of Strategic Initiatives

Support Successes

Address Challenges



# Next Steps





# Projected Process Forward



# Projected Process Forward



**September -  
October  
2014**

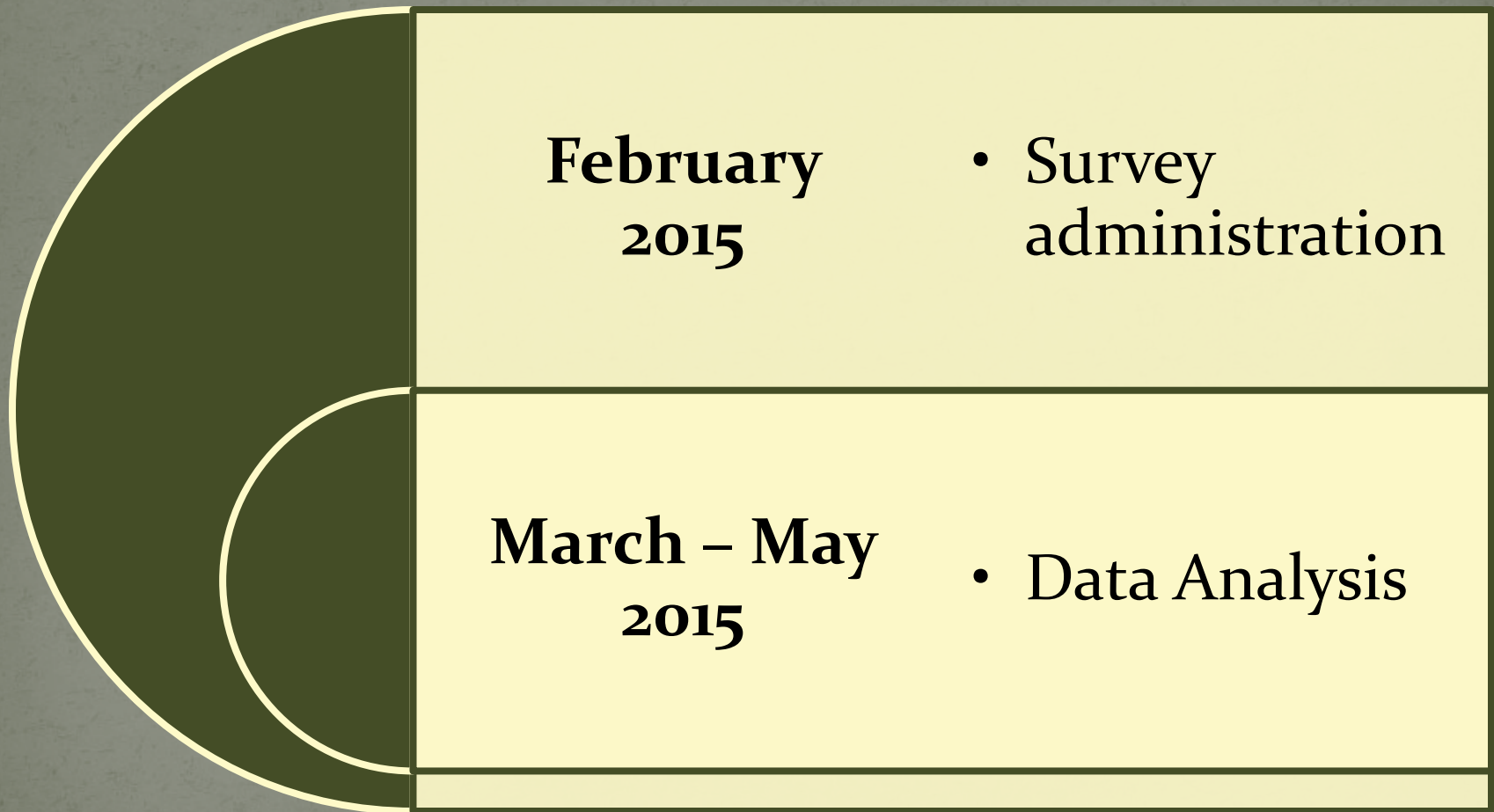
- Focus Groups
- Develop Communication Plan

**November-  
December  
2014**

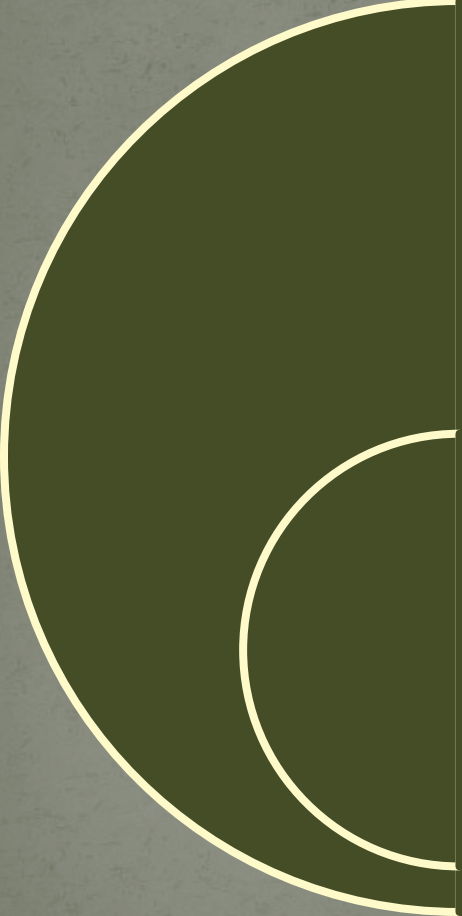
- Complete survey instrument
- Submit IRB proposal



# Projected Process Forward



# Projected Process Forward



**June – August  
2015**

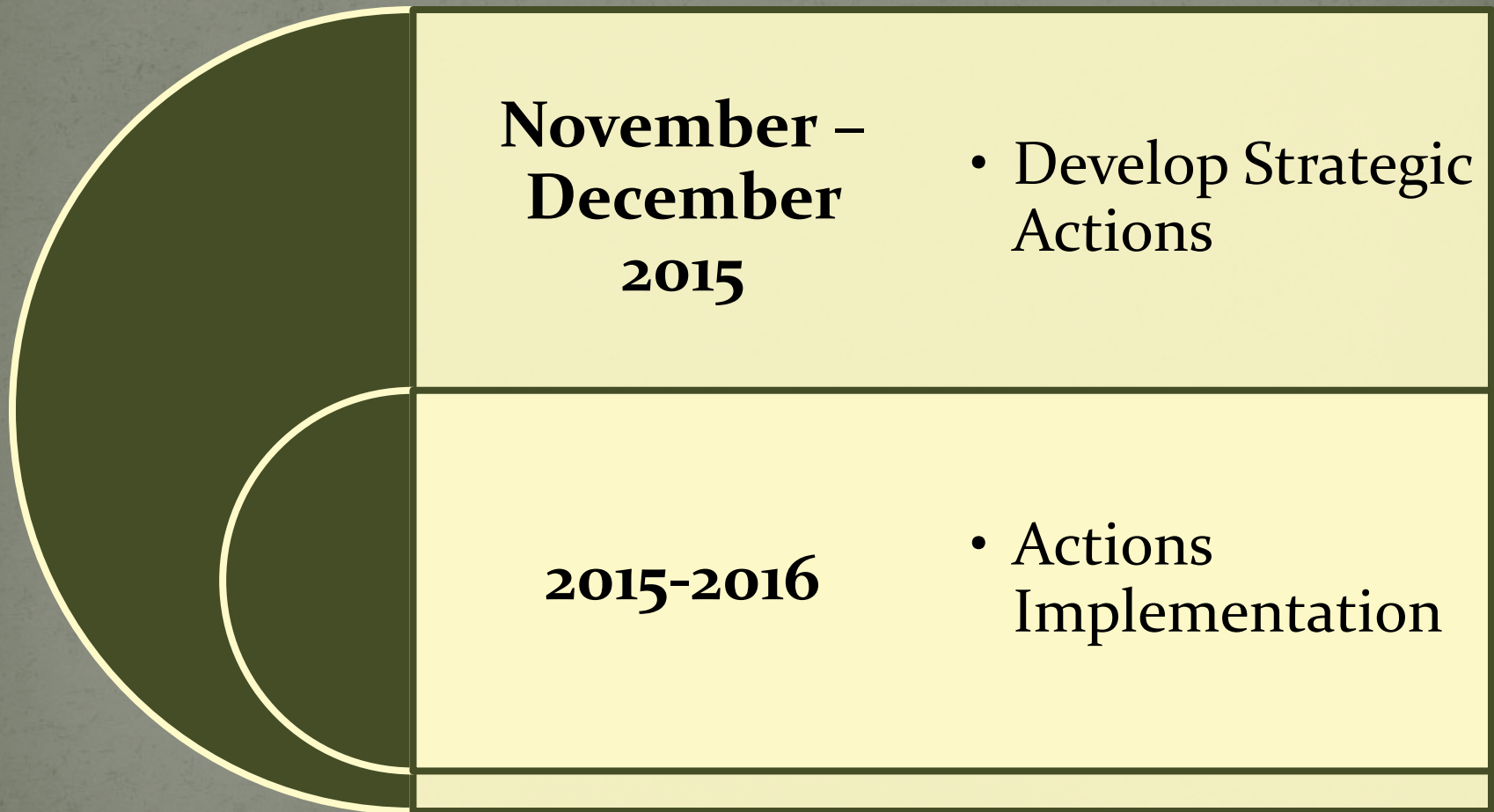
- Develop report

**September  
2015**

- Presentation of Report



# Projected Process Forward



Questions..?



Thoughts..?



# Thank You!

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