

University of Washington
Faculty Council on Teaching and Learning
January 10, 2019
10:30am – 12:00pm
Mary Gates Hall 224

Meeting Synopsis

1. Call to order
 2. Review of the minutes from November 8 and December 6, 2018
 3. New faculty council attendance policy
 4. Review/feedback on subcommittee framing worksheet
 5. Jason Johnson: tri-campus climate assessment committee consultants
 6. Class C proposals: discussion and prioritization
 7. Good of the order
 8. Adjourn
-

1. Call to order

The meeting was called to order at 10:30 a.m.

2. Review of the minutes from November 8 and December 6, 2018

The minutes from November 8 and December 6, 2018 were approved as written.

3. New faculty council attendance policy

Halverson, the chair, notified the council that the Faculty Senate passed Class A legislation in regards to the Faculty Council attendance policy. Once passed, if a council member has three unexcused absences, within an academic year, the council chair may remove that member from the council.

4. Review/feedback on subcommittee framing worksheet

The chair shared an updated version of a framing worksheet which subcommittees could use to focus their meetings and reports (Exhibit 1).

The chair asked the council to review the worksheet within their subcommittee and provide any feedback.

5. Jason Johnson: tri-campus climate assessment committee consultants

Jason Johnson, Associate Vice Provost for Undergraduate Academic Affairs, introduced Rankin & Associates, a consulting firm, who is working with the University to produce a tri-campus climate assessment. They presented an overview of their work and plans for the University using a PowerPoint presentation (Exhibit 2).

A member asked what response rate they expect. The consultants responded that they expect to receive a 30 percent response rate. They noted that the provost wants 40 percent.

A member asked about targeted communications. The consultants will take periodic response rate and tailor communications to attempt to capture all groups (faculty, staff and students).

6. Class C proposals: discussion and prioritization

The chair shared an example of a Class C resolution that was passed by the Faculty Senate last year.

The chair suggested that the council work on a Class C resolution addressing the concerns ASUW brought up last year regarding religious accommodations.

A member commented that there is some data coming out around the number of students who request accommodations.

The chair asked council members to send any ideas or comments via email to him before the next meeting.

A member commented that the ASUW may pursue advancing their religious accommodations resolution to the Washington state legislature.

7. Good of the order

Nothing was stated.

8. Adjourn

The meeting was adjourned at 12:00 p.m.

Minutes by Lauren Hatchett, lehatch@uw.edu, council analyst

Present: **Faculty:** Kathleen Peterson, Mark Zachry, Thomas Halverson
(chair), David Goldstein, Fred Bookstein, Timea Tihanyi,
Ex-officio reps: Judith Howard, Angelia Miranda, Amanda Hornby
President's designee: LeAnne Jones Wiles
Guests: Jason Johnson, Katie Malcolm, Tom Lewis

Absent: **Faculty:** Amy Howells, David Masuda, Ellen McGough,
Laurianne Mullinax, Sri Devi Duvvuri
Ex-officio reps: N/A

Exhibits

Exhibit 1 – FCT&L Project Template.docx

Exhibit 2 – UW Climate Project Presentation.pptx

FCT&L

Subcommittee:

Members:

2018/2019 Goals

-
-
-
-
-
-

FCT&L Meetings

Meeting Date	Project Targets	Deliverables
February 14 th , 2019		
Meeting Date	Project Targets	Deliverables
April 11 th , 2019		

May 9 th , 2019		
June 6 th , 2019		



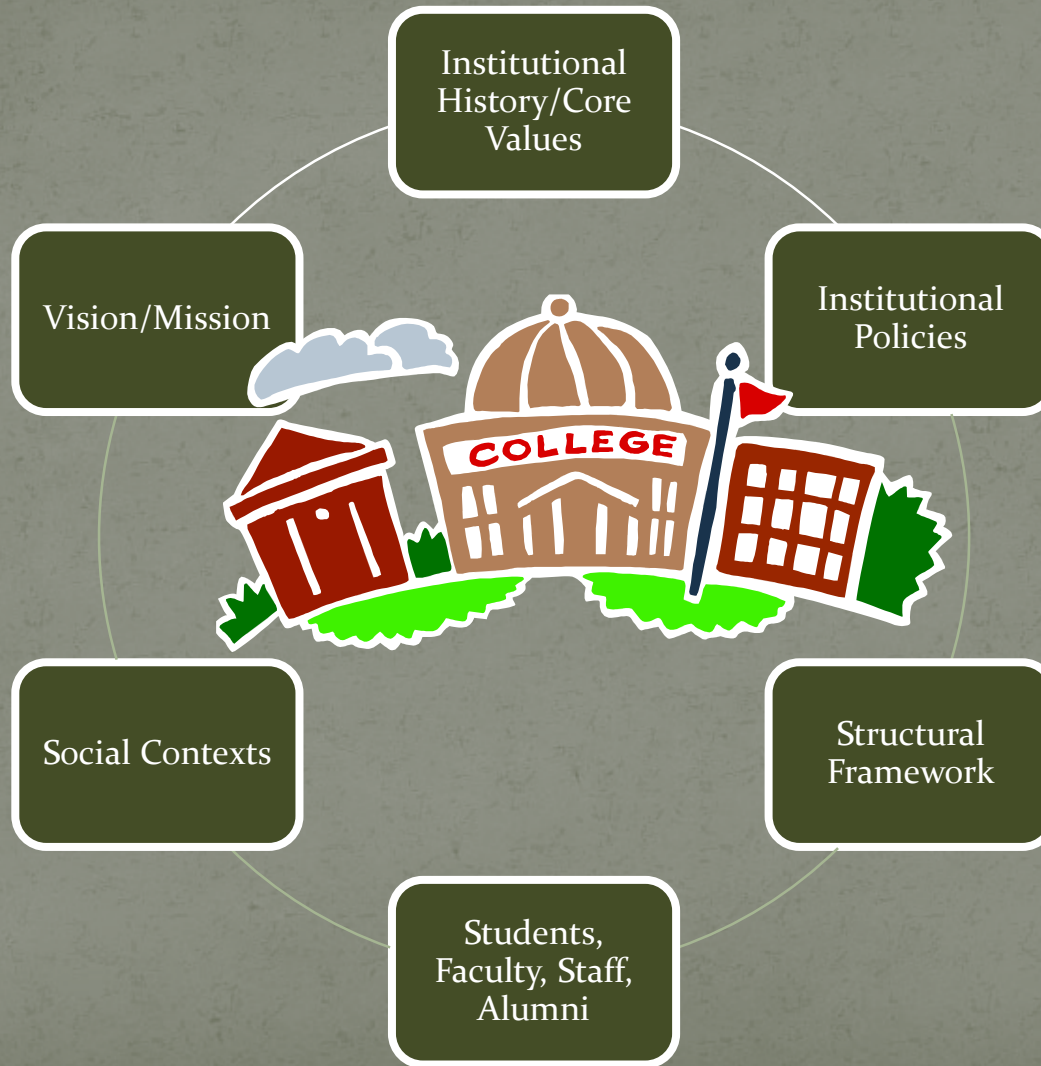
UNIVERSITY *of* WASHINGTON

Climate Matters

January 9, 2019



Campuses as Social Systems



Climate In Higher Education



Barcelo, 2004; Bauer, 1998; Harper, 2012; Hurtado, 1998, 2005; Ingle, 2005; Kuh & Whitt, 1998; Milhem, 2005; Peterson, 1990; Rankin, 1994, 1998, 2003, 2005; Rankin & Reason, 2008; Smith, 2009; Tierney, 1990; Worthington, 2008

Assessing Campus Climate

What is it?

- Campus Climate is a construct

Definition?

- Climate is defined by R&A as 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

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 Harper & Hurtado, 2009; Maramba. & Museus, 2011; Pascarella & Terenzini, 1991, 2005; Patton, 2011; Strayhorn, 2012

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

³ Hale, 2004; Harper, & Hurtado, 2009; Harper & Quaye, 2004; Hurtado, 2003; Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013

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

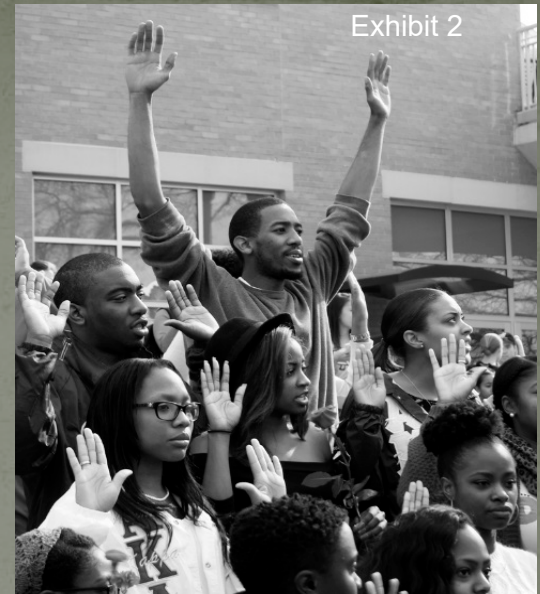


Research underscores the relationships between (1) workplace discrimination and negative job and career attitudes and (2) workplace encounters with prejudice and lower health and well-being.³

¹ Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009; Settles, Cortina, Malley, & Stewart, 2006

² Costello, 2012; Griffin, Pérez, Holmes, & Mayo, 2010; Kaminski & Geisler, 2012; Sears, 2002

³ Silverschanz, Cortina, Konik, & Magley, 2007



Climate Matters





Climate Matters





Academic Freedom



Exhibit 2



Hate Speech

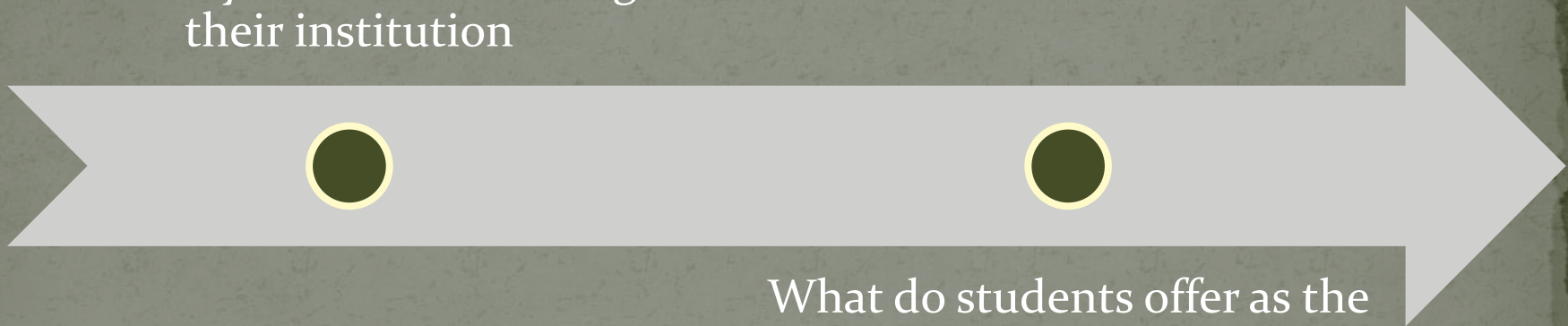


Responses to Unwelcoming Campus Climates

What are students' 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?

Student Departure

Experienced Harassment/
Victimization

Lack of Social
Support

Feelings of
hopelessness

Suicidal Ideation or
Self-Harm



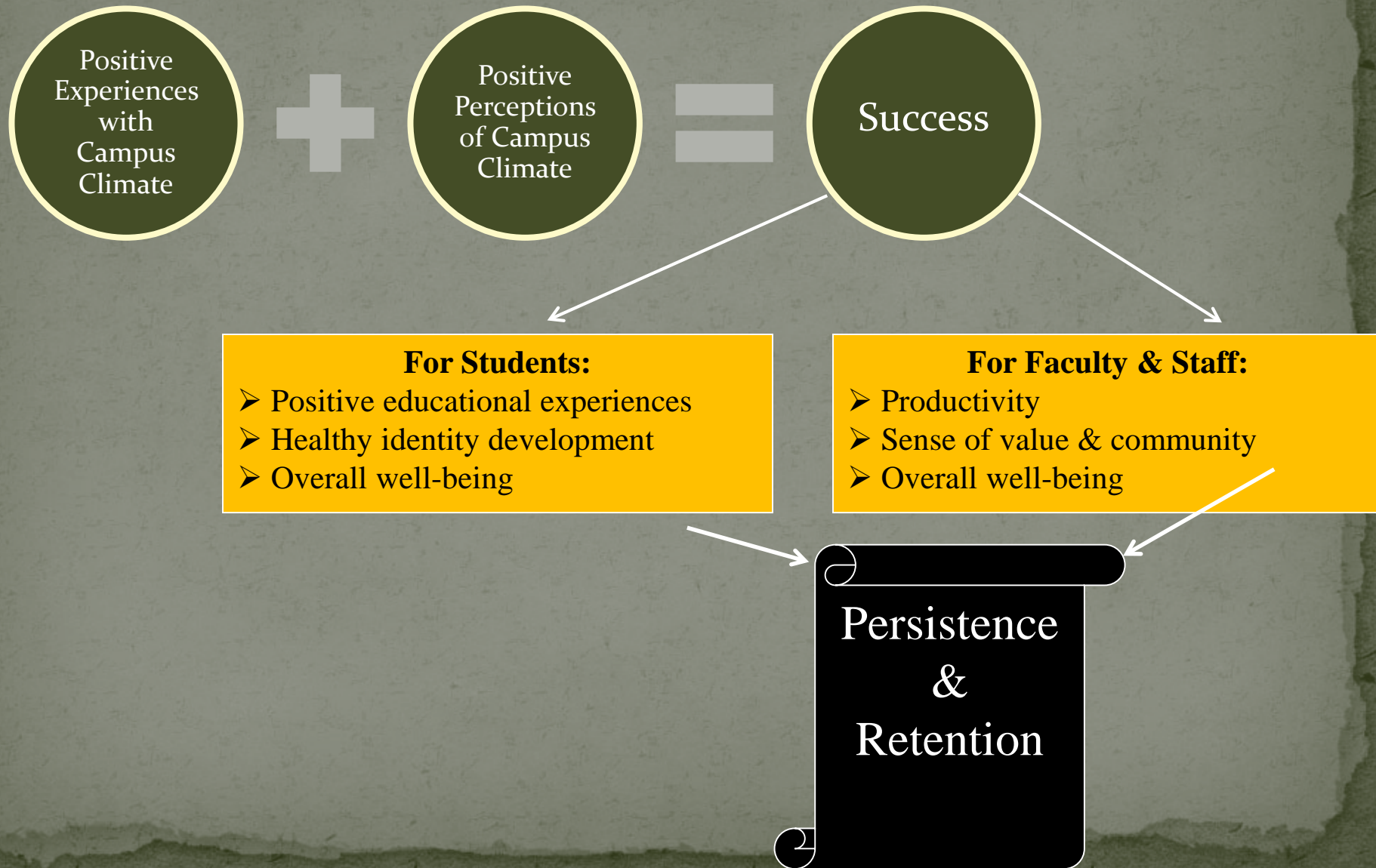
Assessing Campus Climate

Why Assess?

What is the Process?

Where Do We Start?

Campus Climate & Successful Outcomes



The University of Washington Exhibit 2

Vision

The University of Washington educates a diverse student body to become responsible global citizens and future leaders through a challenging learning environment informed by cutting-edge scholarship.

The University of Washington

Core Values

Exhibit 2

- Integrity
- Diversity
- Excellence
- Collaboration
- Innovation
- Respect

The University of Washington Diversity Blueprint

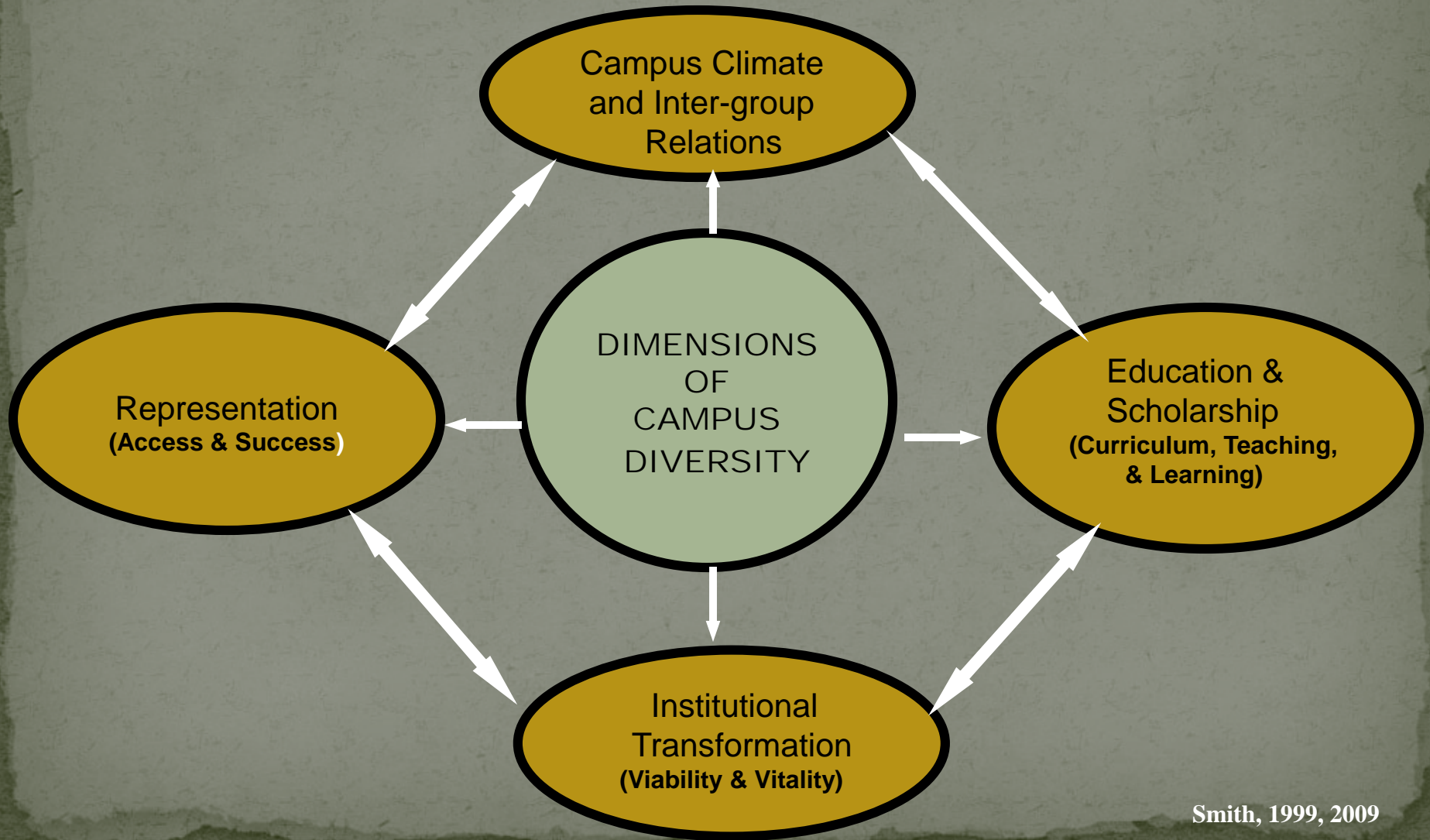
Exhibit 2

OFFICE OF MINORITY AFFAIRS & DIVERSITY
UNIVERSITY of WASHINGTON

UW Diversity Blueprint 2017-2021

- Cultivate an Inclusive Campus Climate,
- Attract, Retain, and Graduate a Diverse and Excellent Student Body,
- Attract and Retain a Diverse Faculty,
- Attract and Retain a Diverse Staff,
- Assess Tri-Campus Diversity Needs, and
- Improve Accountability and Transparency.

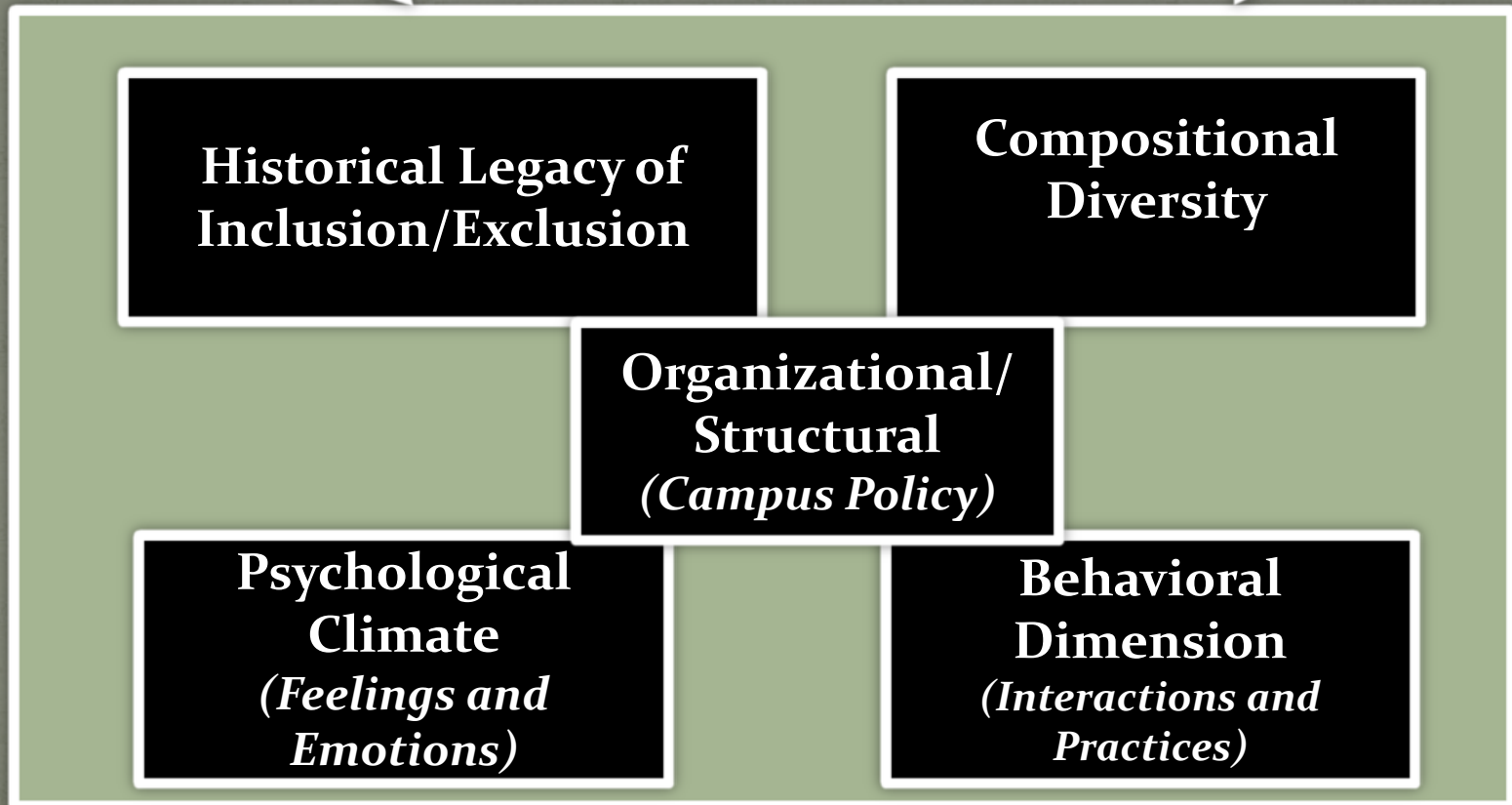
Conceptual Framework for Campus Diversity Research



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

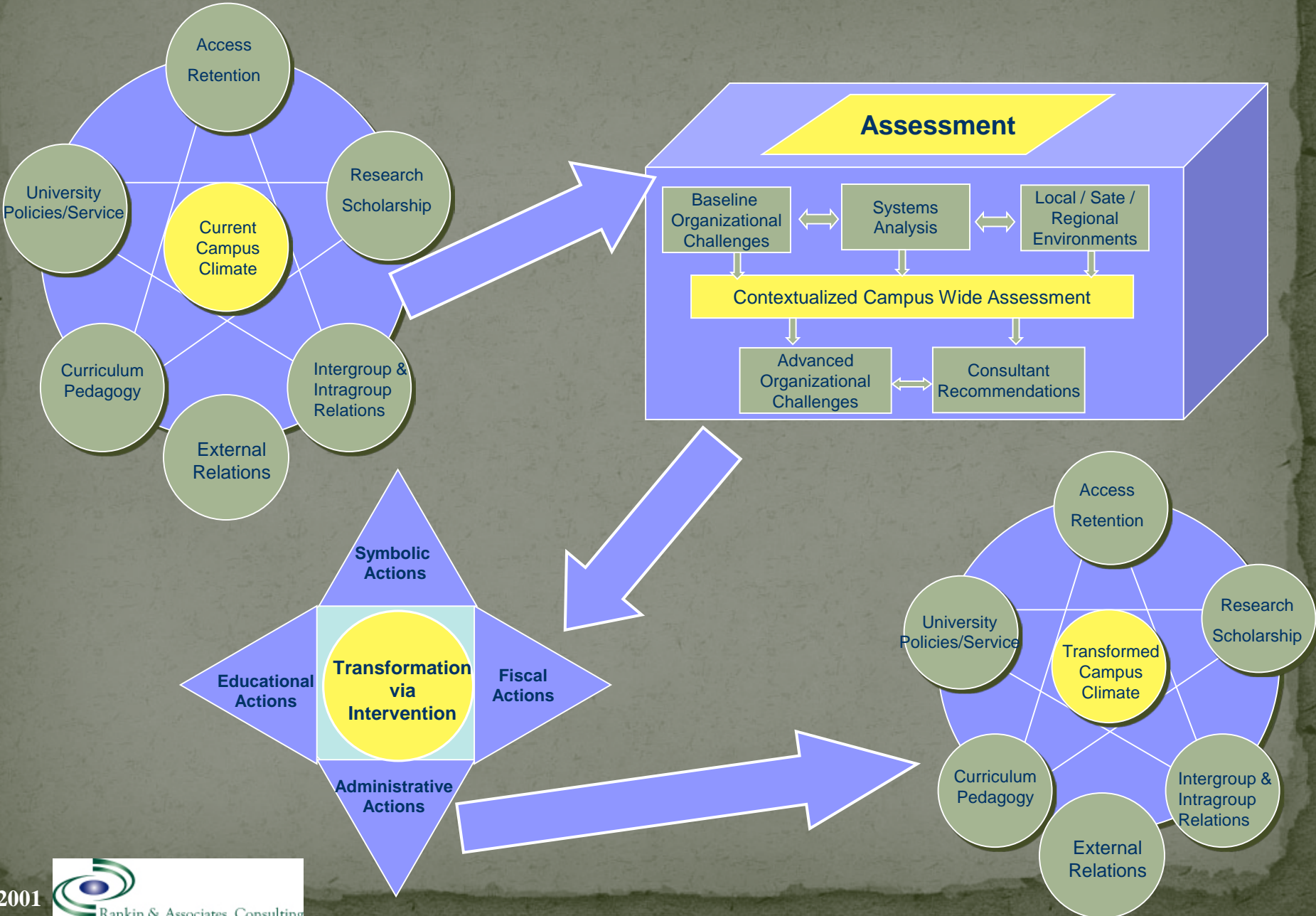


Survey Instrument

Meta-analysis of diversity assessment
tools from 35 institutions

Paper/Pencil only

Transformational Tapestry Model[©]Exhibit 2

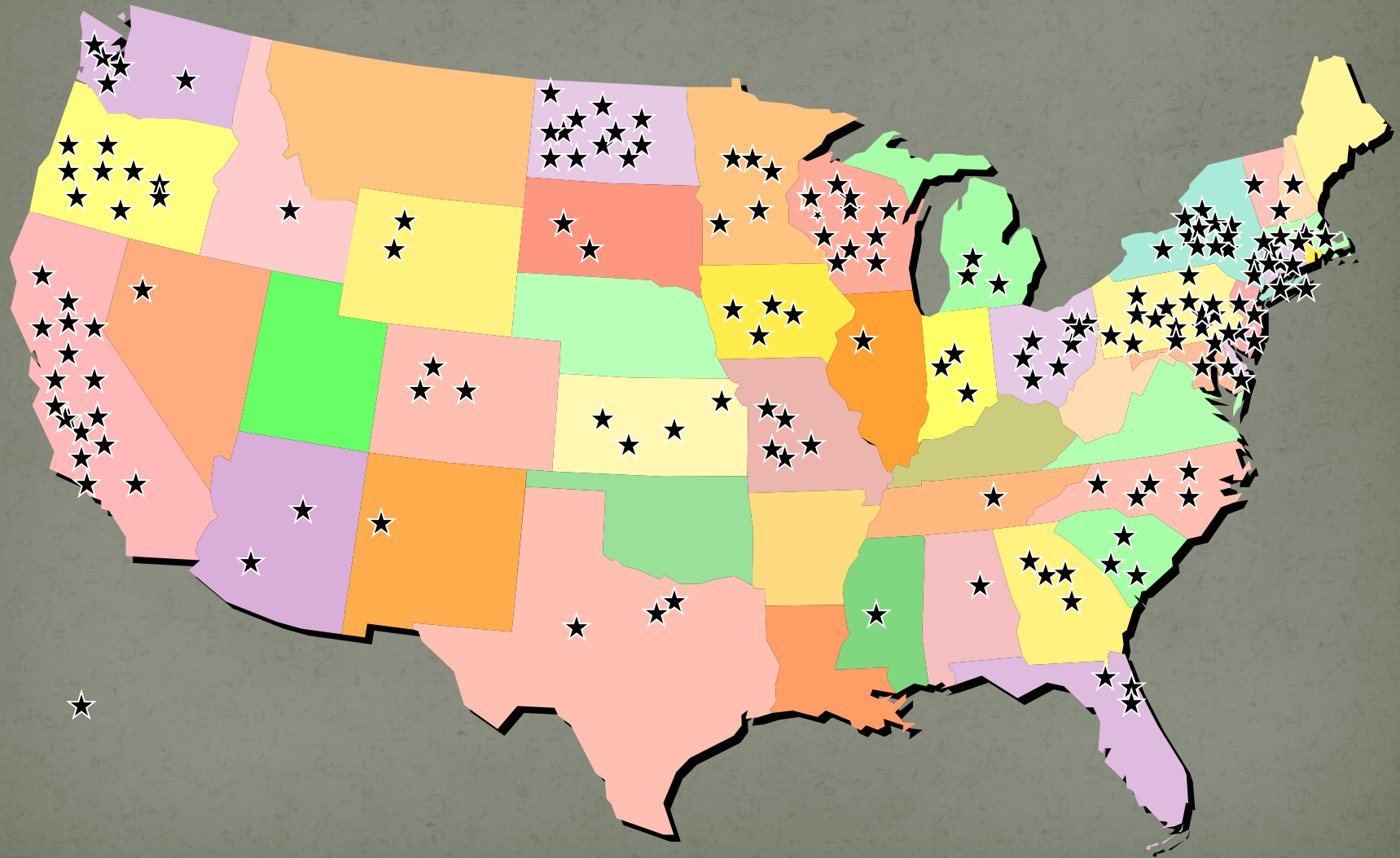


Recent Climate Research

- 1999-2019 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

R&A Campus Climate Assessments 1999-2019

Exhibit 2



Student-Athlete Climate Study

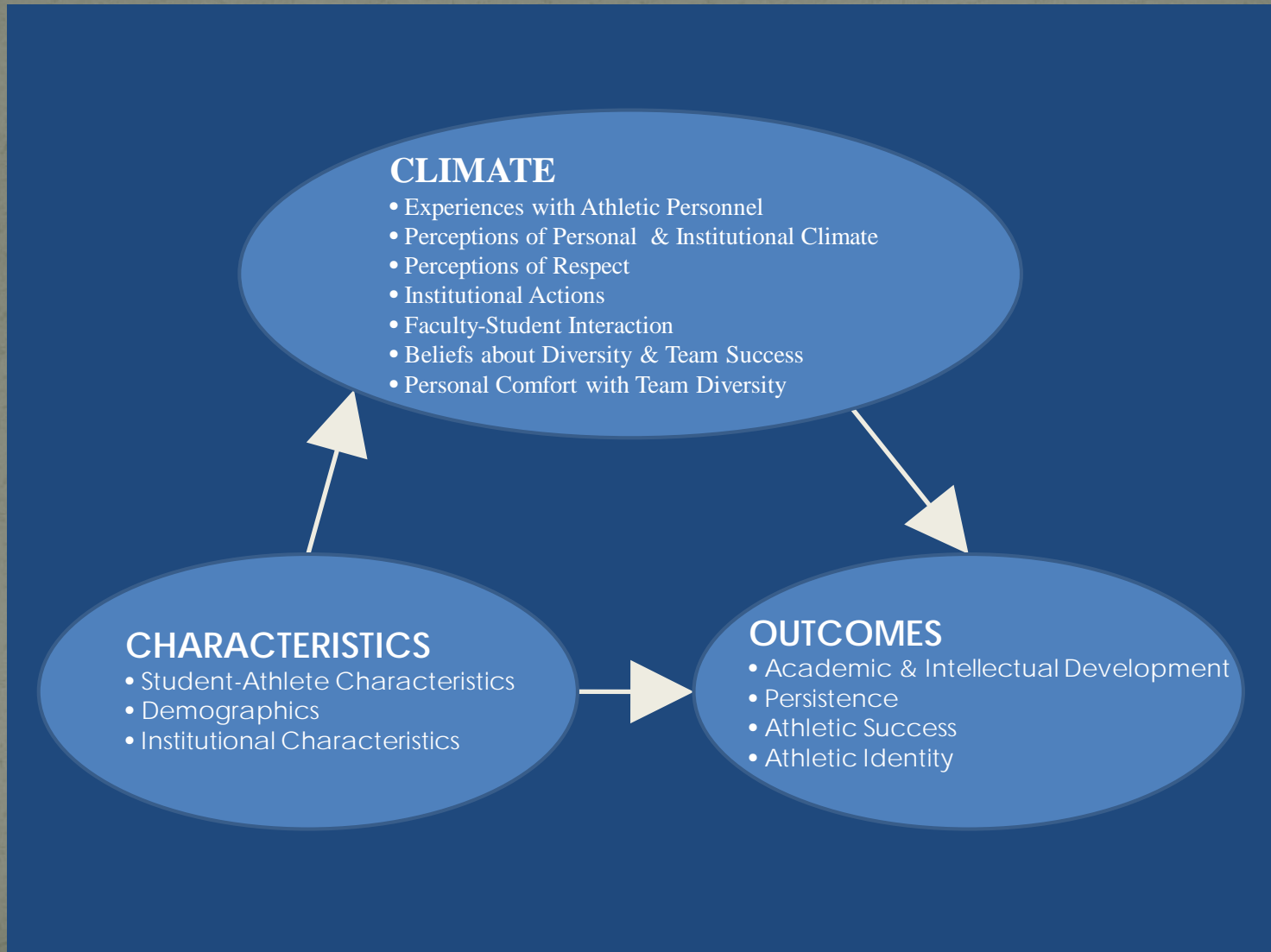
SACS | **STUDENT-ATHLETE
CLIMATE STUDY** 

WWW.ED.PSU.EDU/EDUC/STUDENT-ATHLETE/



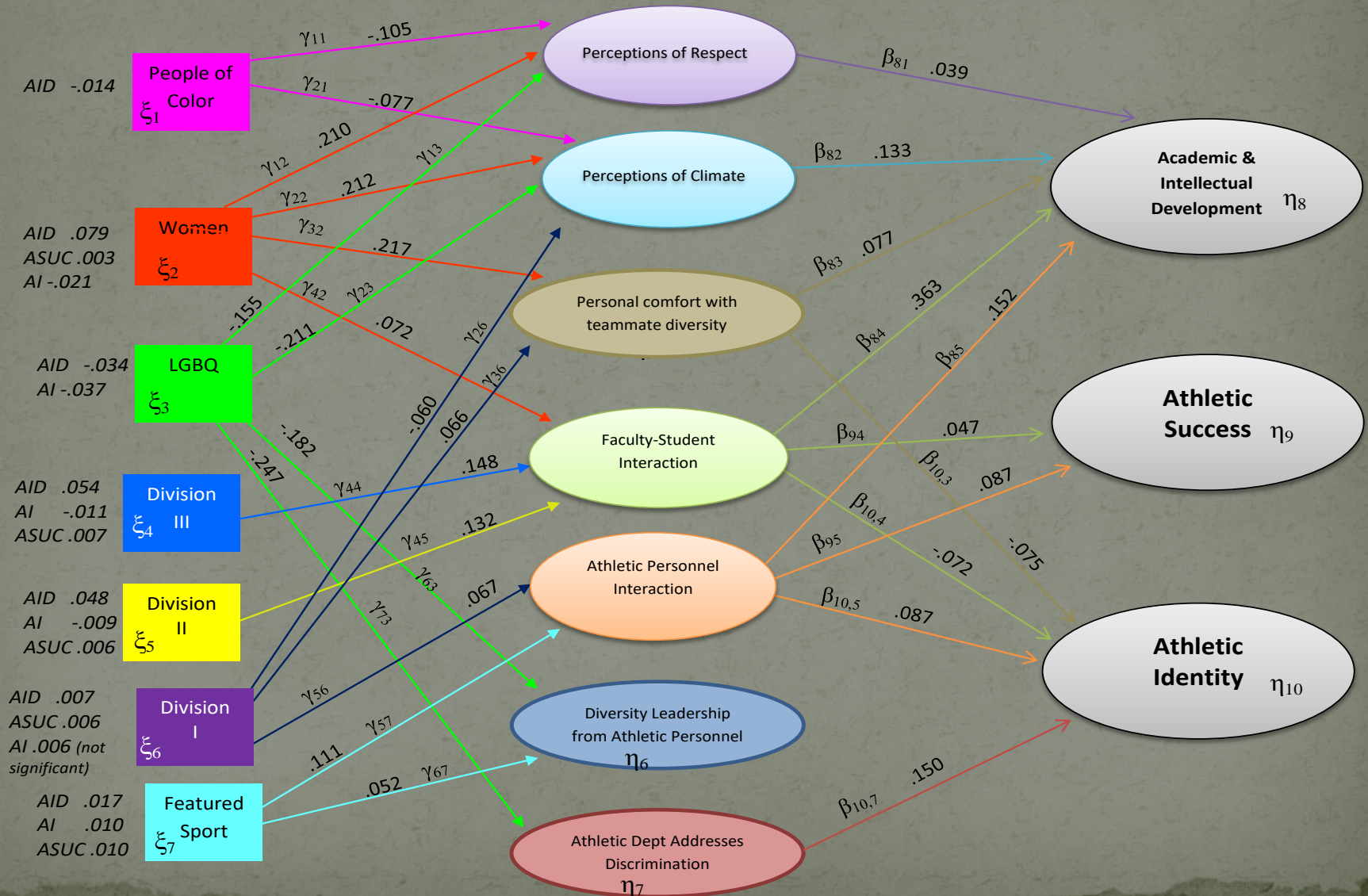
This project is supported by a grant from the NCAA

SACS Conceptual Framework



SEM Mediation Model

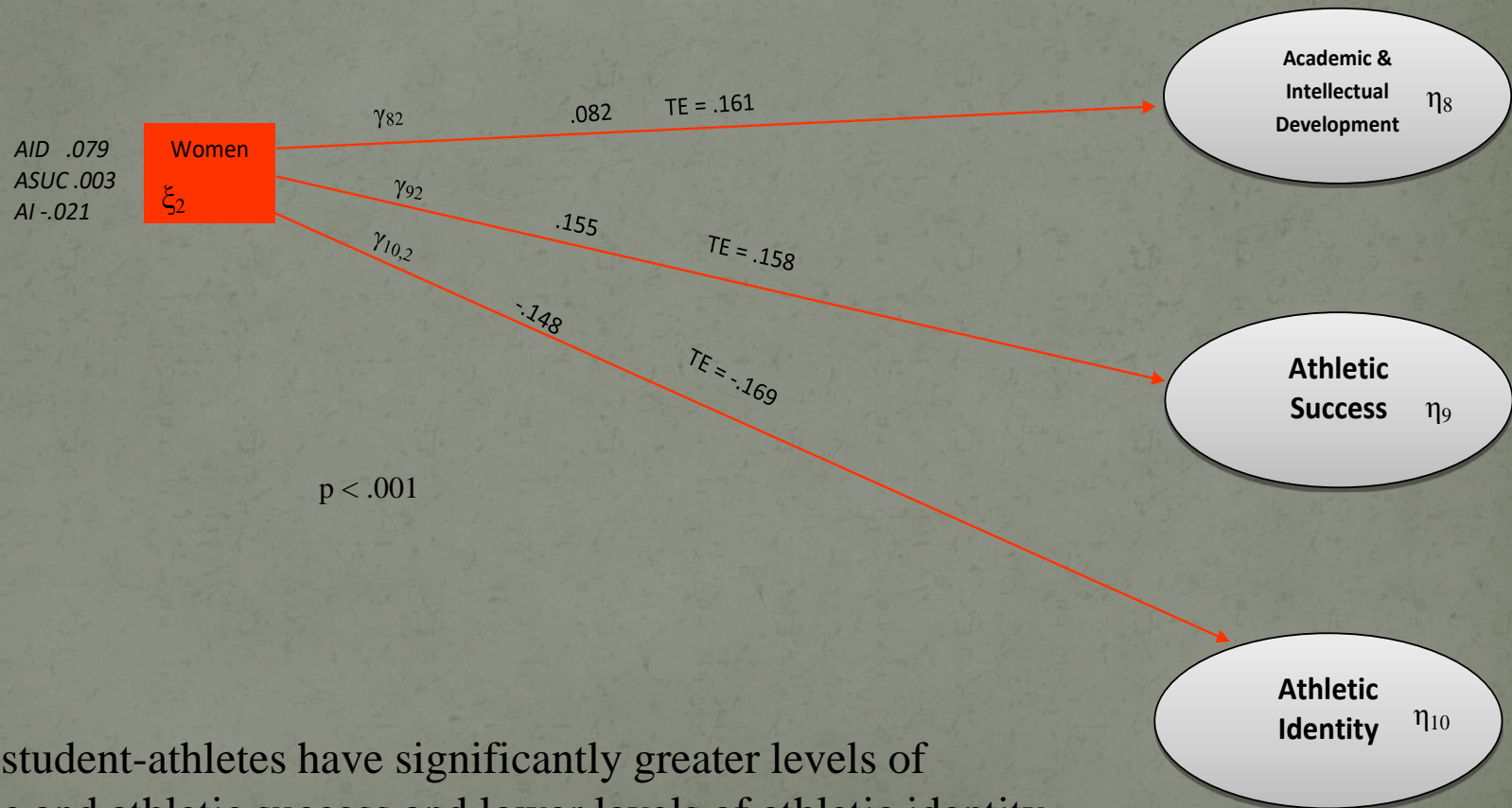
SACS Path Diagram – Mediation Model



Gender – Direct Effects Model

Exhibit 2

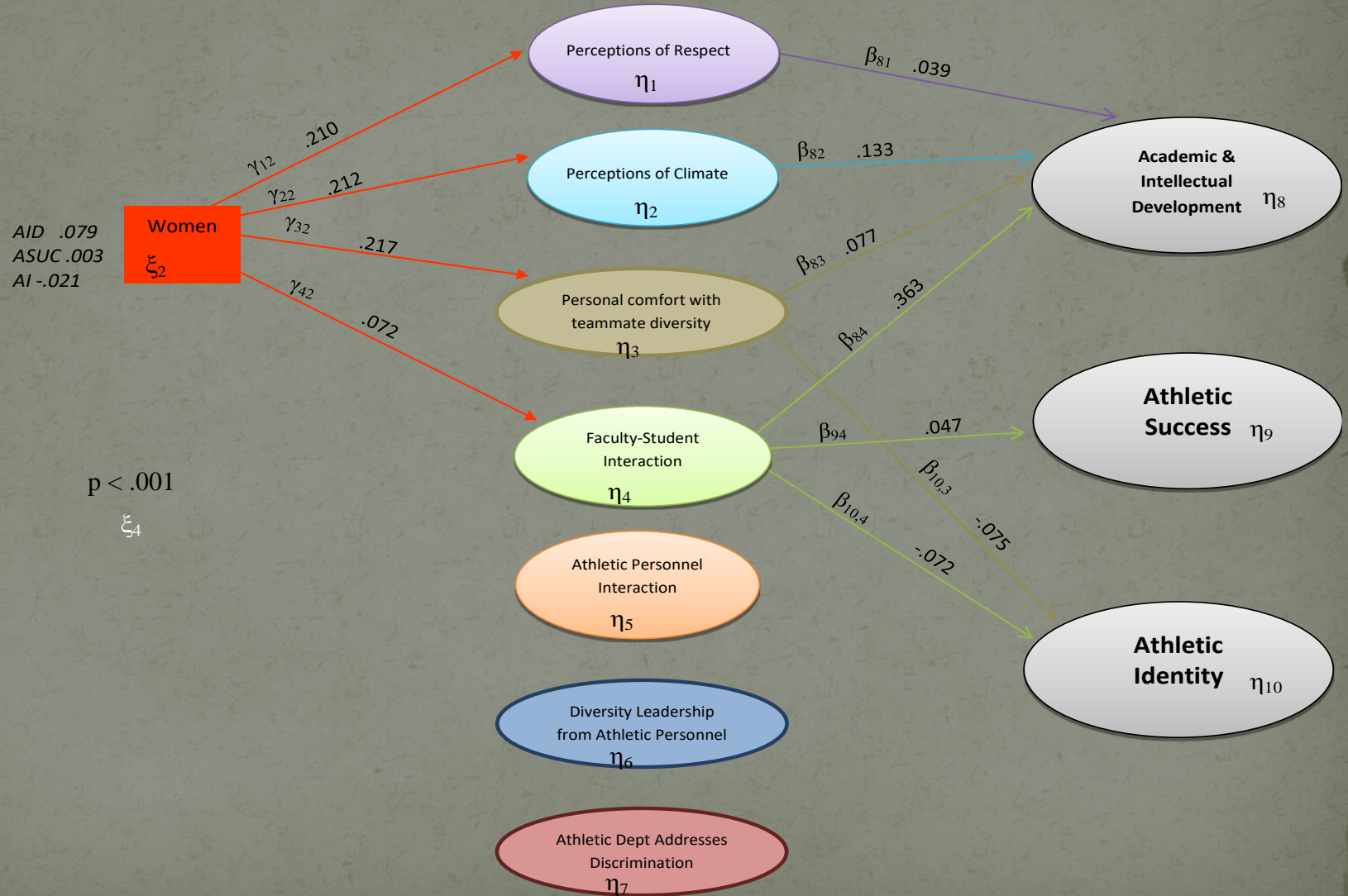
SACS Path Diagram – Direct Effects, Relevant Indirect Effects, Total Effects for Gender



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**

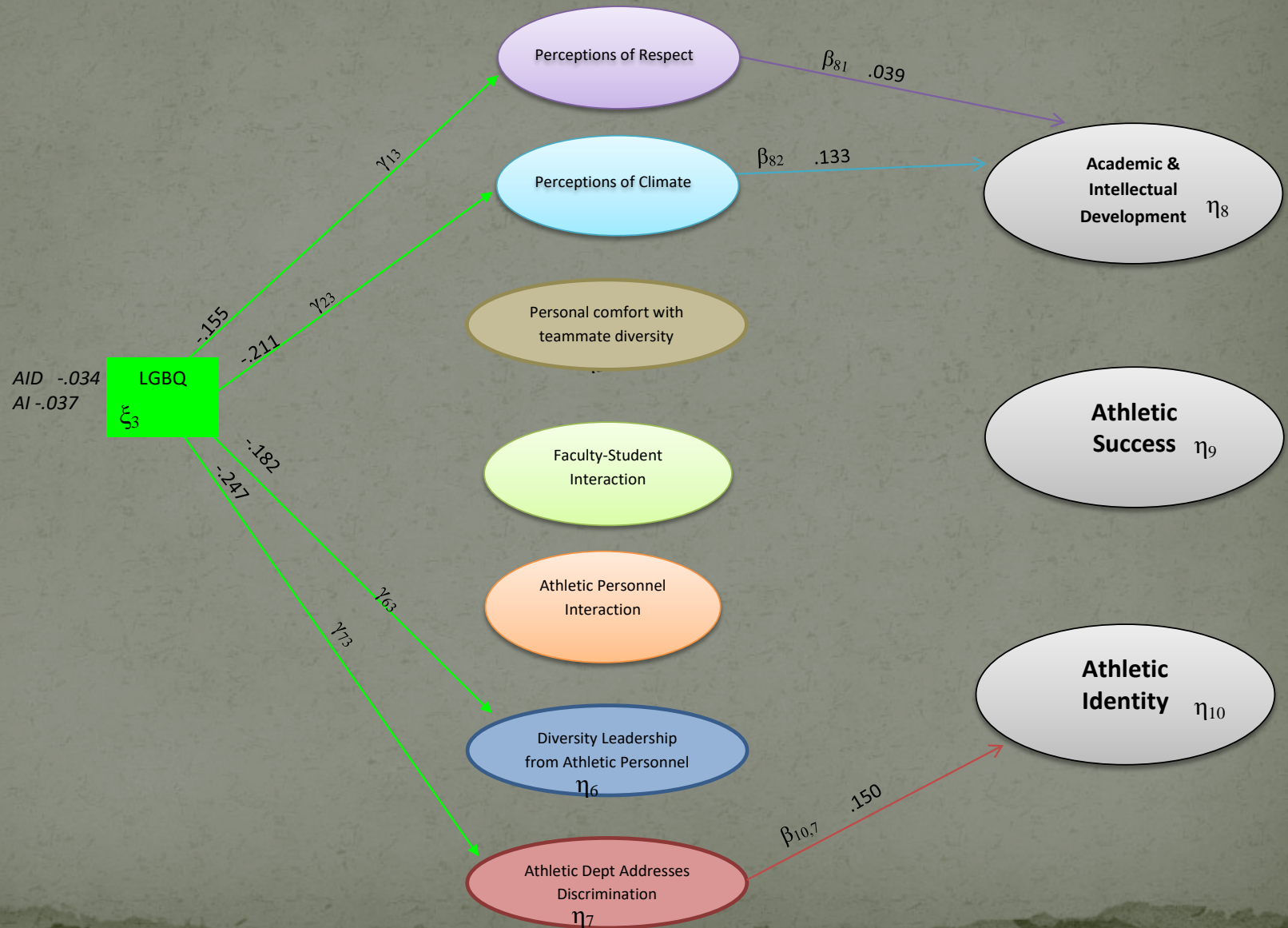
**Athletic
Success**

**Athletic
Identity**

Sexual Identity – Mediation Model

Exhibit 2

SACS Path Diagram – Mediation Model for Sexual Identity



Review of Climate Assessment Process

University of Washington

Project Outcomes

- The University of Washington will add to their knowledge base with regard to how students, faculty, and staff currently experience the campus climate.
- The University of Washington 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

Populate the
focus groups



Develop the
protocol for
the focus
groups

Focus group facilitators are selected and trained by the consultant

PHASE II

Assessment Tool Development
Communication/Marketing Plan
IRB proposal

Survey Instrument

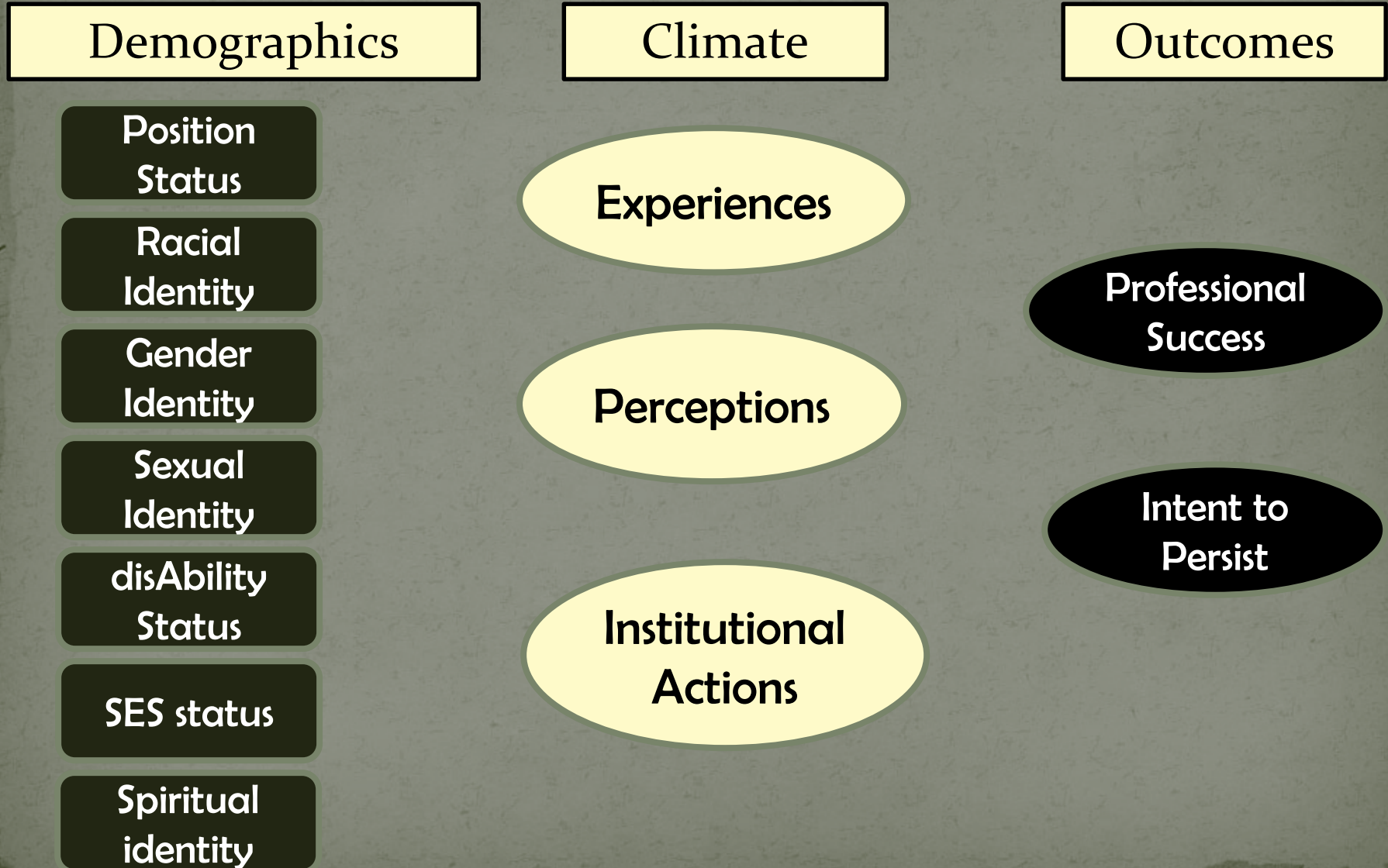
Final instrument

- Quantitative questions and additional space for respondents to provide commentary
- Web-based survey

Sample = Population

- All members of the College community are invited to participate via an invitation from President/Chancellor at each campus

SAMPLE CONCEPT MAP



Communication Plan

Preparing the College Community

- Talking points
- Incentives
- Invitation letter
- Subsequent invitations to participate

Institutional Review Board



- Proposal application
- Primary Investigator from the University of Washington

PHASE III

Survey Implementation
Data Analysis

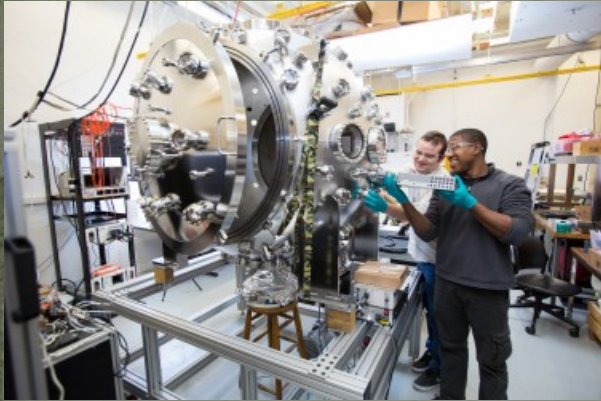
PHASE IV

Final Report
Presentation of Results

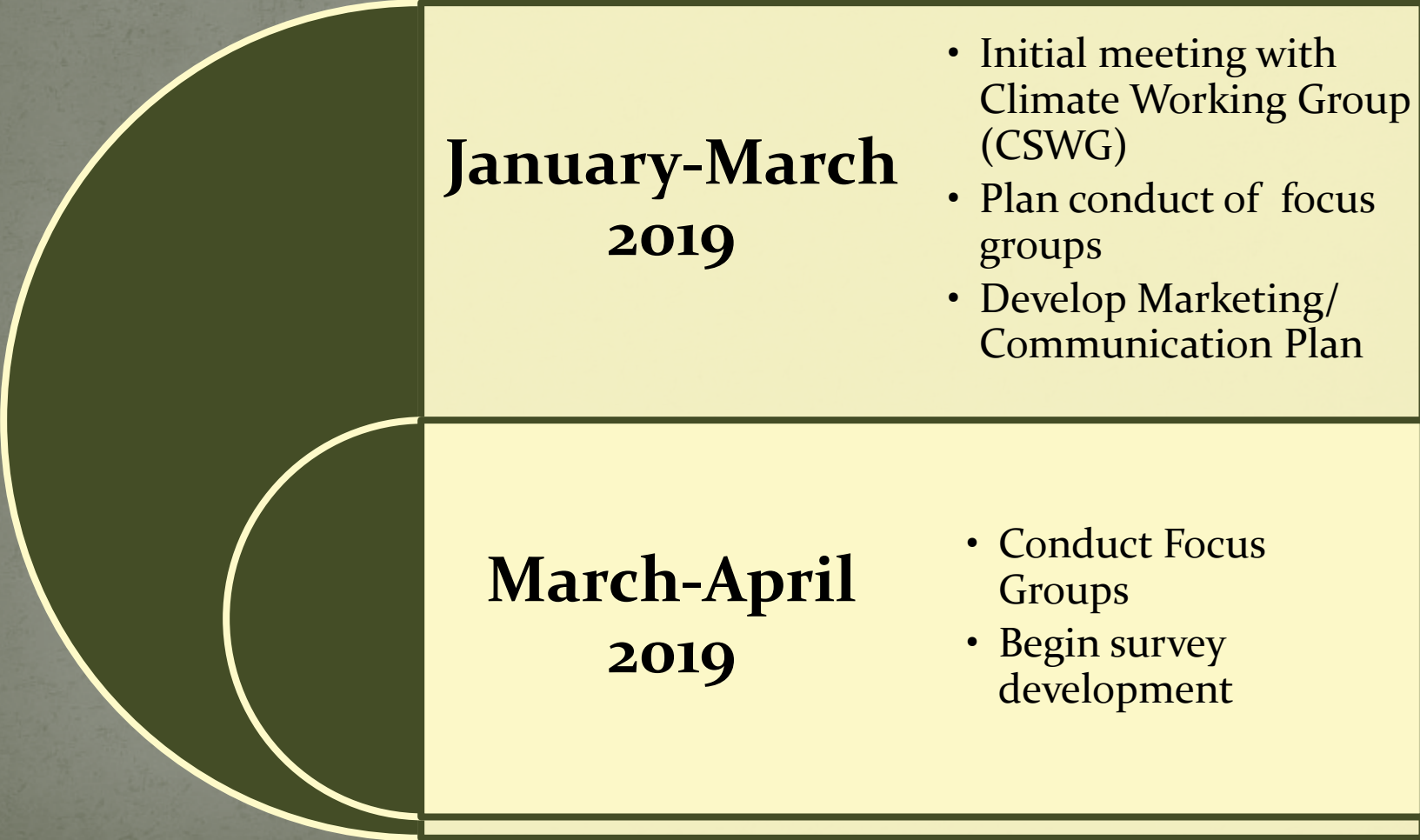
PHASE V

Facilitate Development of Process for Developing
Strategic Actions

Next Steps



Projected Process Forward



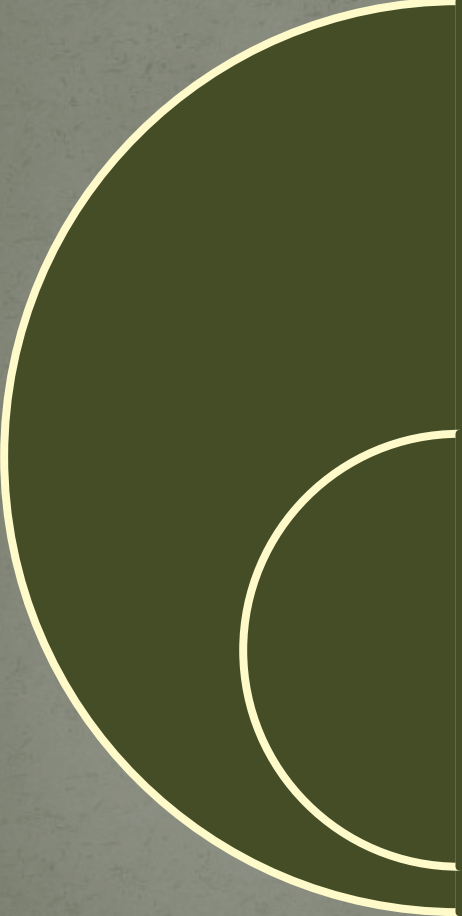
January-March 2019

- Initial meeting with Climate Working Group (CSWG)
- Plan conduct of focus groups
- Develop Marketing/Communication Plan

March-April 2019

- Conduct Focus Groups
- Begin survey development

Projected Process Forward



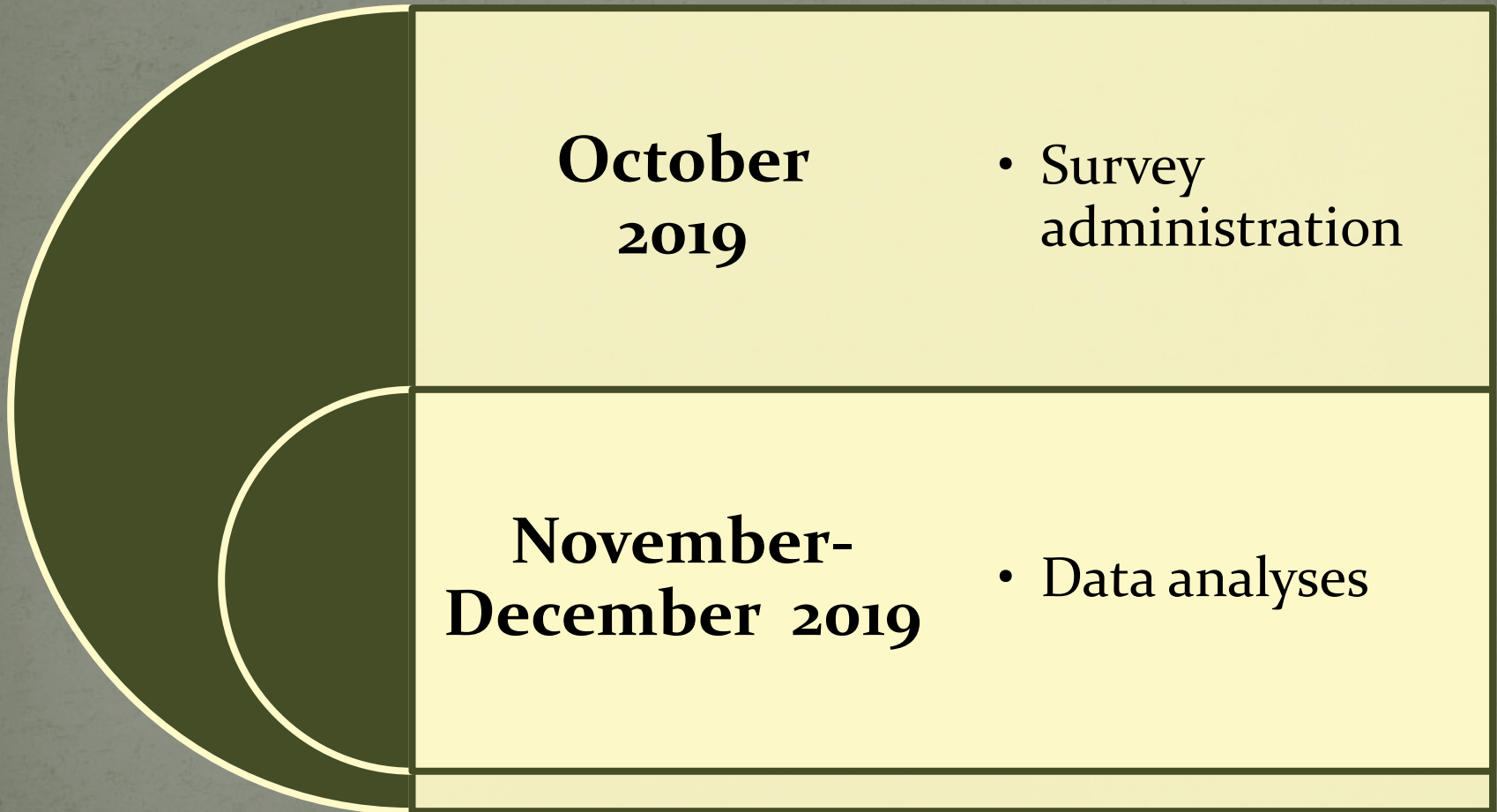
**May-June
2019**

- Complete Survey
- Complete final Marketing/communication plan

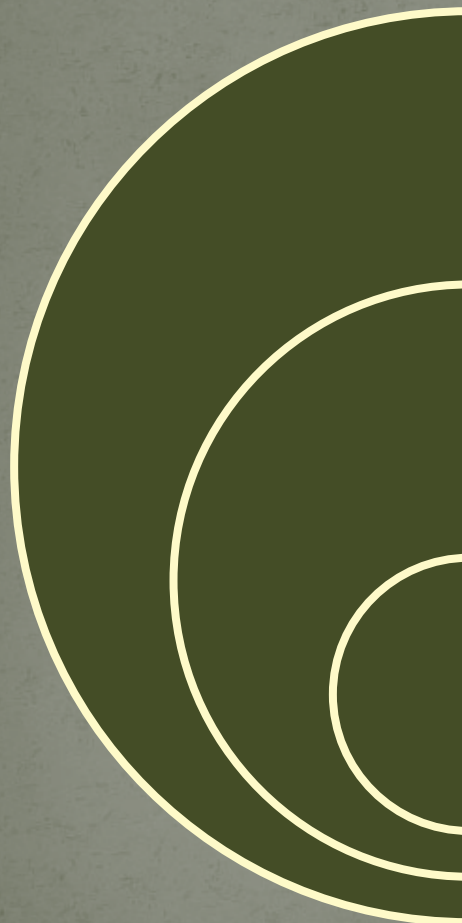
**July-September
2019**

- IRB application/ approval

Projected Process Forward



Projected Process Forward



January-March 2020	<ul style="list-style-type: none">• Develop report
April-May 2020	<ul style="list-style-type: none">• Present results
June 2020	<ul style="list-style-type: none">• Develop action initiatives

Questions..?



Thoughts..?

Thank You!

For more information contact Rankin & Associates Consulting

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