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

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Project Targets</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 14th, 2019</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Project Targets</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 11th, 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 9\textsuperscript{th}, 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 6\textsuperscript{th}, 2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

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

Rankin & Reason, 2008
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, & Hagedon, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 2005
The personal and professional development of employees are impacted by campus climate.\textsuperscript{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.\textsuperscript{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.\textsuperscript{3}

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

\textsuperscript{2} Costello, 2012; Griffin, Pérez, Holmes, & Mayo, 2010; Kaminski & Geisler, 2012; Sears, 2002

\textsuperscript{3} Silverschanz, Cortina, Konik, & Magley, 2007
Climate Matters
Climate Matters
Academic Freedom

Hate Speech
Responses to Unwelcoming Campus Climates

What are students’ behavioral responses?
30% of respondents have seriously considered leaving their institution

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

Source: R&A, 2015; Rankin et al., 2010; Strayhorn, 2012
Student Departure

Experienced Harassment/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?
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

Exhibit 2
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

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

Source: http://www.washington.edu/about/visionvalues/
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

Campus Climate and Inter-group Relations

Representation (Access & Success)

Dimensions of Campus Diversity

Education & Scholarship (Curriculum, Teaching, & Learning)

Institutional Transformation (Viability & Vitality)

Smith, 1999, 2009
Components of Campus Climate

Government/Policy Context

- Historical Legacy of Inclusion/Exclusion
- Organizational/Structural (Campus Policy)
- Psychological Climate (Feelings and Emotions)

Sociohistorical Context

- Compositional Diversity
- Behavioral Dimension (Interactions and Practices)

Rankin 2001
National Campus Climate Diversity Assessment

**Survey Instrument**

- Meta-analysis of diversity assessment tools from 35 institutions
- Paper/Pencil only

**NASPA/NGLTF Grants**

- Underrepresented/underserved faculty/staff/students
- 30 Campuses
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

Source: www.rankin-consulting.com
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
Women student-athletes have significantly greater levels of academic and athletic success and lower levels of athletic identity compared to men student-athletes.

\[ p < .001 \]
Gender - Mediation Effects on Outcomes

SACS Path Diagram – Mediation Model for Gender

Women

Perceptions of Respect

Academic & Intellectual Development

Perceptions of Climate

Athletic Success

Personal comfort with teammate diversity

Athletic Identity

Faculty-Student Interaction

Diversity Leadership from Athletic Personnel

Athletic Dept Addresses Discrimination

AID .079

ASUC .003

AI -.021

p < .001
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

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

Perceptions of Respect

Perceptions of Climate

Academic & Intellectual Development \( \eta_8 \)

Athletic Success \( \eta_9 \)

Athletic Identity \( \eta_{10} \)

Diversity Leadership from Athletic Personnel \( \eta_6 \)

Personal comfort with teammate diversity

Faculty-Student Interaction

Athletic Personnel Interaction

LGBQ

AID \(-.034\)

AI \(-.037\)

\(\xi_3\)

Exhibit 2
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

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 College community are invited to participate via an invitation from President/Chancellor at each campus
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

Exhibit 2
Preparation of 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
# SAMPLE Response Rates
## Demographics of Population & Sample

<table>
<thead>
<tr>
<th>University of Washington</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester 2019</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>Man</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td></td>
</tr>
</tbody>
</table>
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

October 2019
- Survey administration

November-December 2019
- Data analyses
Projected Process Forward

- **January-March 2020**: Develop report
- **April-May 2020**: Present results
- **June 2020**: Develop action initiatives
Questions...?
Thank You!

For more information contact Rankin & Associates Consulting

Sue Rankin, PhD  
sue@rankin-consulting.com

Emil Cunningham, PhD  
emil@rankin-consulting.com

Dan Merson, PhD  
Dan@rankin-consulting.com

Mitsu Narui, PhD  
mitsu@rankin-consulting.com