



# Rhode Island School of Design

Campus Climate Assessment  
by Rankin Climate

January 30, 2023



# Rankin Climate's Foundational Pillars



Social Justice



Data-Driven  
Decision  
Making



Grounded in  
Literature



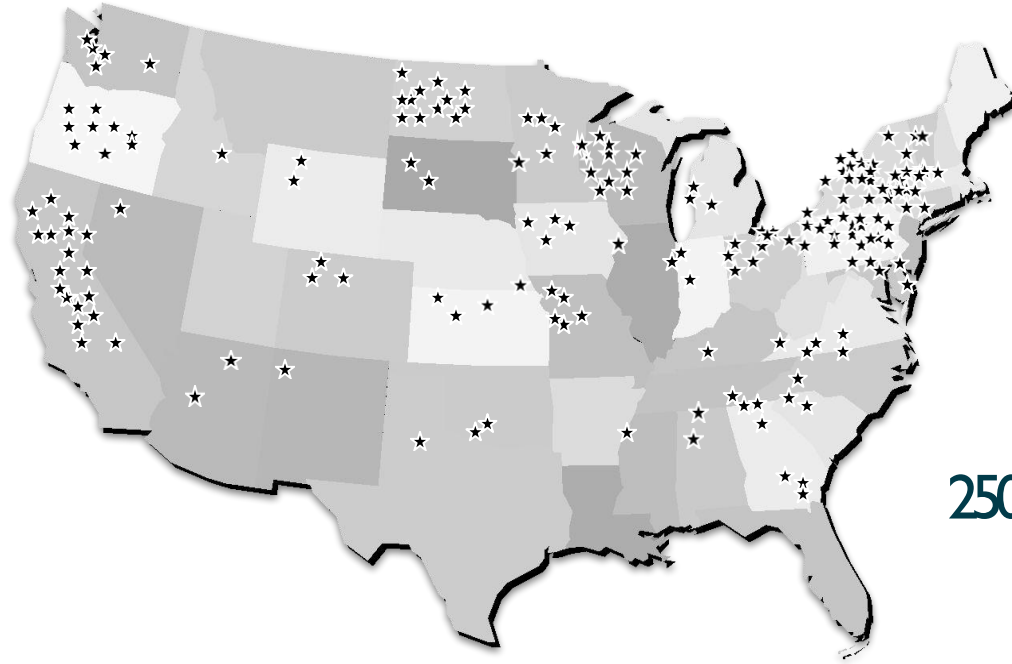
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# Our Definition of Campus Climate

Current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, that influence the level of respect for individual needs, abilities, and potential.



1999-2023



250 campuses

★

HI

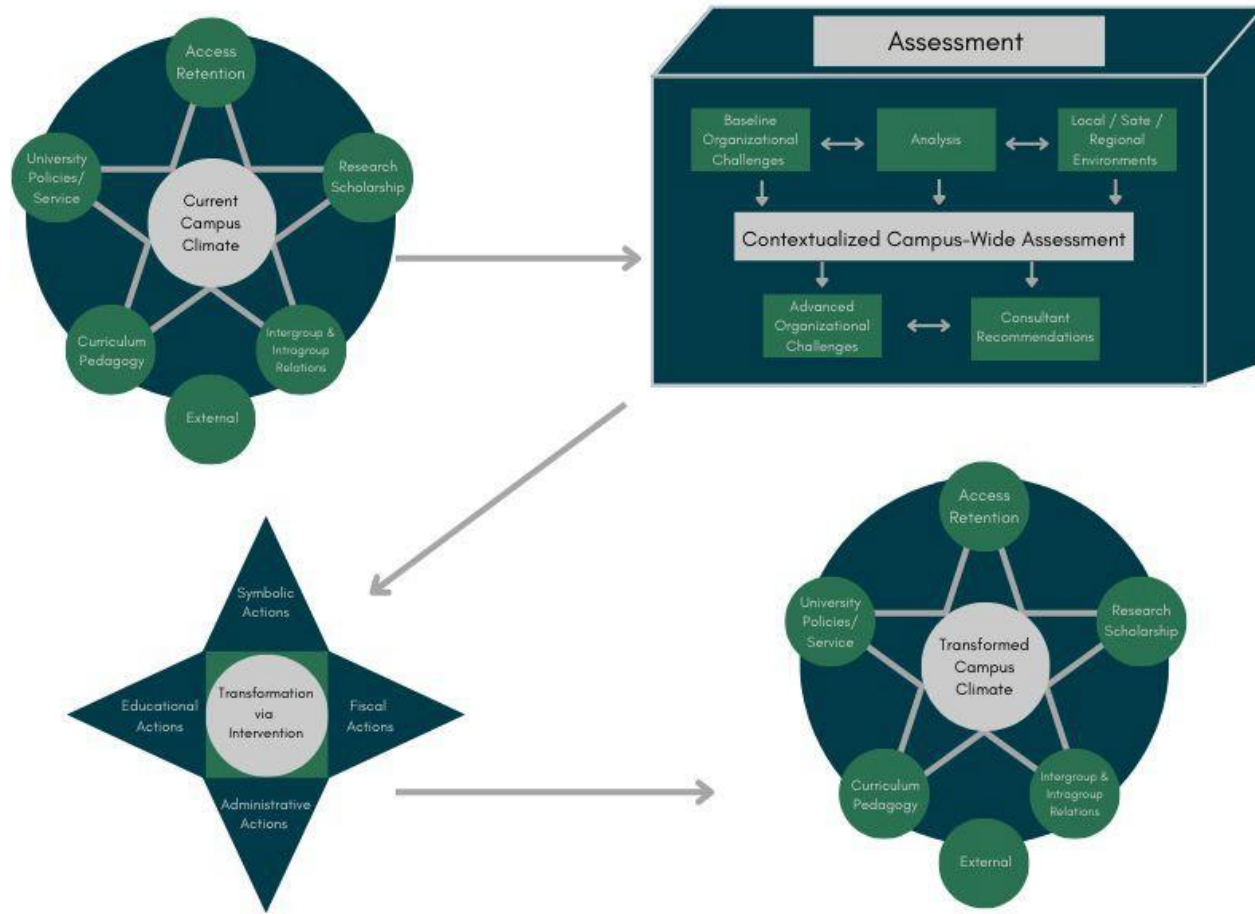


# Theoretical and Conceptual Models

Built out of decades of  
research and practice



Comprehensive,  
layered, and evolving

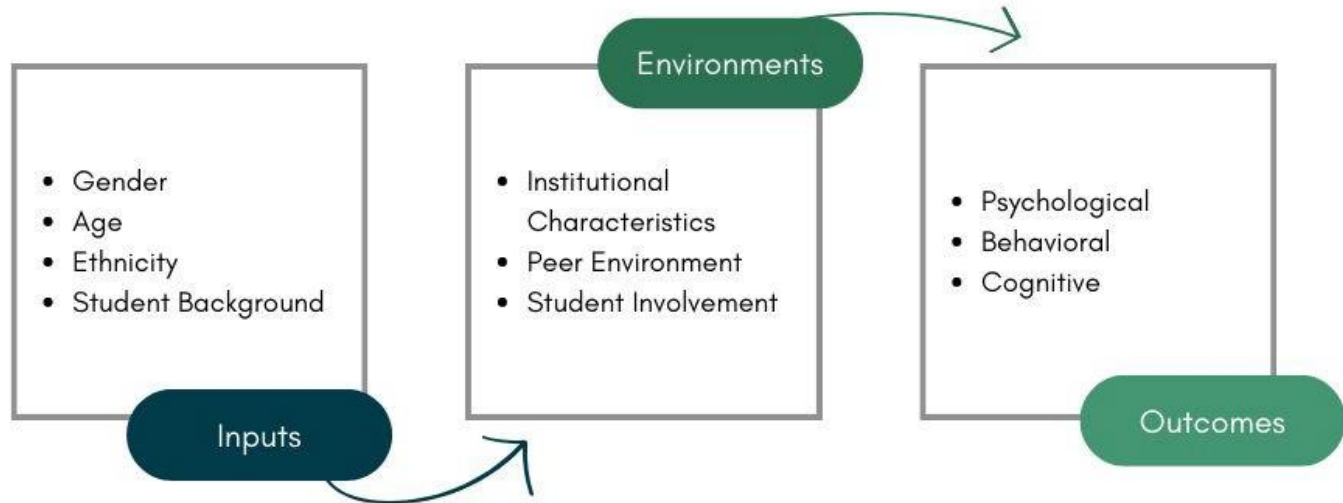


# Transformational Tapestry Model



# Conceptual Model

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

# RISD Vision, Mission and Values

Rhode Island School of Design (RISD) affirms that a welcoming campus climate is crucial to the intellectual vitality of the campus community. We value a classroom, studio and campus environment that advances principles of social equity and inclusion, environmental and climate justice, and equal access to resources and opportunities. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to develop the critical thinking and citizenship skills that will benefit them throughout their lives.



# Campus Climate Project Purpose

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To provide campus climate metrics regarding the experiences and perceptions of RISD students, faculty, and staff to better understand the current campus climate.

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To use the results as a foundation for building on RISD's strengths and focus on opportunities for growth and change.

# Key Process Points



Begin with a series of in-person focus groups with students, faculty, and staff.

- **Purpose**

- Inform survey questions
- Encourage community participation from the beginning of the project
- Foster institutional communication

- **Actions**

- Develop 2-3 actions from participants' recommendations
- Implement some actions before the survey administration

- **Community-building**



**Follow with a broad online climate survey of all community members, including students, faculty, and staff.**



- Quantify key experiences and perceptions
- Examine potential group differences
- Continue community-building
- Develop and support actions

## Assessment Strategy

**Quantitative/Qualitative** survey assessment to determine the scope of students', faculty, and staff experiences and perceptions.

**Qualitative focus groups** to understand experiences of specific populations (e.g., racial identity, gender identity, sexual identity, ability status, position status).



## Actionable Data

Based on a **broad and deep** understanding of students, faculty, and staff perceptions, knowledge, and trust in RISD.

## Implementation Plan

To represent **all RISD constituent groups** in the climate data.

# TIMELINE



2023

February-April

Conduct focus groups with students, faculty & staff  
Begin developing survey based on themes identified in the focus groups  
Develop Institutional Review Board (IRB) proposal



2023

May-June

Develop near-term actions based on focus group participant recommendations  
Finish developing survey  
Submit IRB application



2023

September-  
November

Administer survey to students, faculty & staff



2024

January-April

Analyze survey responses  
Develop data-driven report of survey results



2024

May

Present survey results to students, faculty and staff



2024

June-August

Develop and begin to implement actions based on survey results



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# Questions and Discussion



**Thank You**





# Foundational Literature

Rankin Climate processes and methods are grounded in the academic literature.

More information and a searchable database are available at [www.rankinclimate.com](http://www.rankinclimate.com).



# References | 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.

# References | Faculty & Staff

Campus climate affects employees' personal and professional development.<sup>1</sup>

Faculty members who judge their campus climate more positively are more likely to feel personally supported and to 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.