Rhode Island School of Design

Campus Climate Assessment
by Rankin Climate

January 30, 2023
Social Justice

Data-Driven Decision Making

Grounded in Literature

Rankin Climate’s Foundational Pillars
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

Source: www.rankinclimate.com
Theoretical and Conceptual Models

Built out of decades of research and practice

Comprehensive, layered, and evolving
Transformational Tapestry Model
Conceptual Model

**Inputs**
- Gender
- Age
- Ethnicity
- Student Background

**Environments**
- Institutional Characteristics
- Peer Environment
- Student Involvement

**Outcomes**
- Psychological
- Behavioral
- Cognitive

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

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

To use the results as a foundation for building on RISD’s strengths and focus on opportunities for growth and change.
Key Process Points

Confidentiality

Transparency

Communication with senior leaders throughout the project
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
Implementation Plan

To represent all RISD constituent groups in the climate data.

Actionable Data

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

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).
**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
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.
References | Campus Climate & Students

How students experience their campus environment influences both learning and developmental outcomes.  

Discriminatory environments have a negative effect on student learning.  

Research supports the pedagogical value of a diverse student body and faculty for enhancing learning outcomes.  

Campus climate affects employees’ personal and professional development.¹

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.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