UCI

Office of Inclusive Excellence
Research Brown Bags
“Collecting Campus Climate Data”

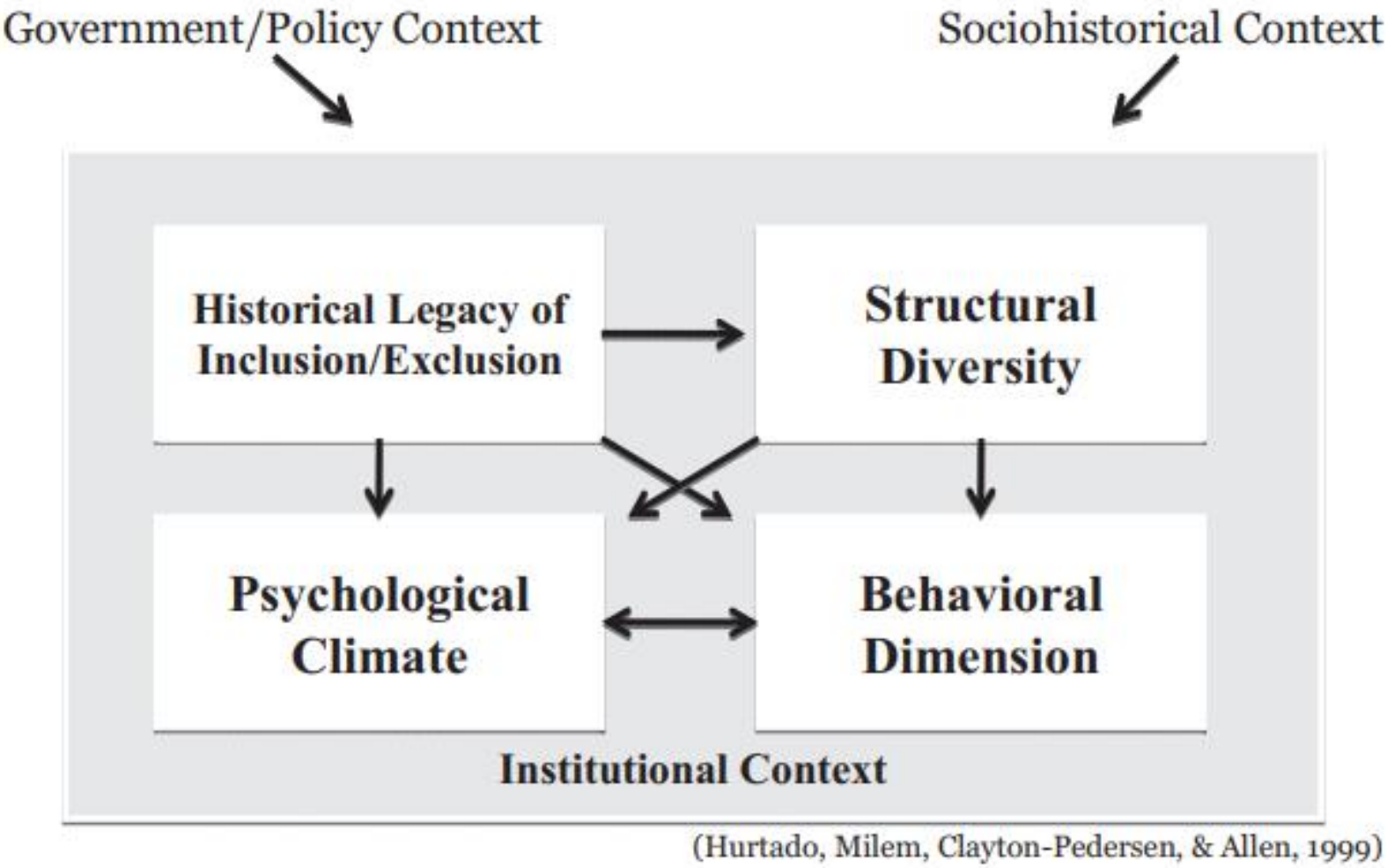
Collecting Data

- What type of data do you want to collect?
  - Depends on your research question
- Quantitative data is best at explaining the outcomes and results of an event or experience
- Qualitative data is best at explaining the meaning or significance of an event or experience
- What types of data are you already collecting?
  - How can this data be used to examine or address equity gaps in student and employee experiences and outcomes?

Campus Climate Overview

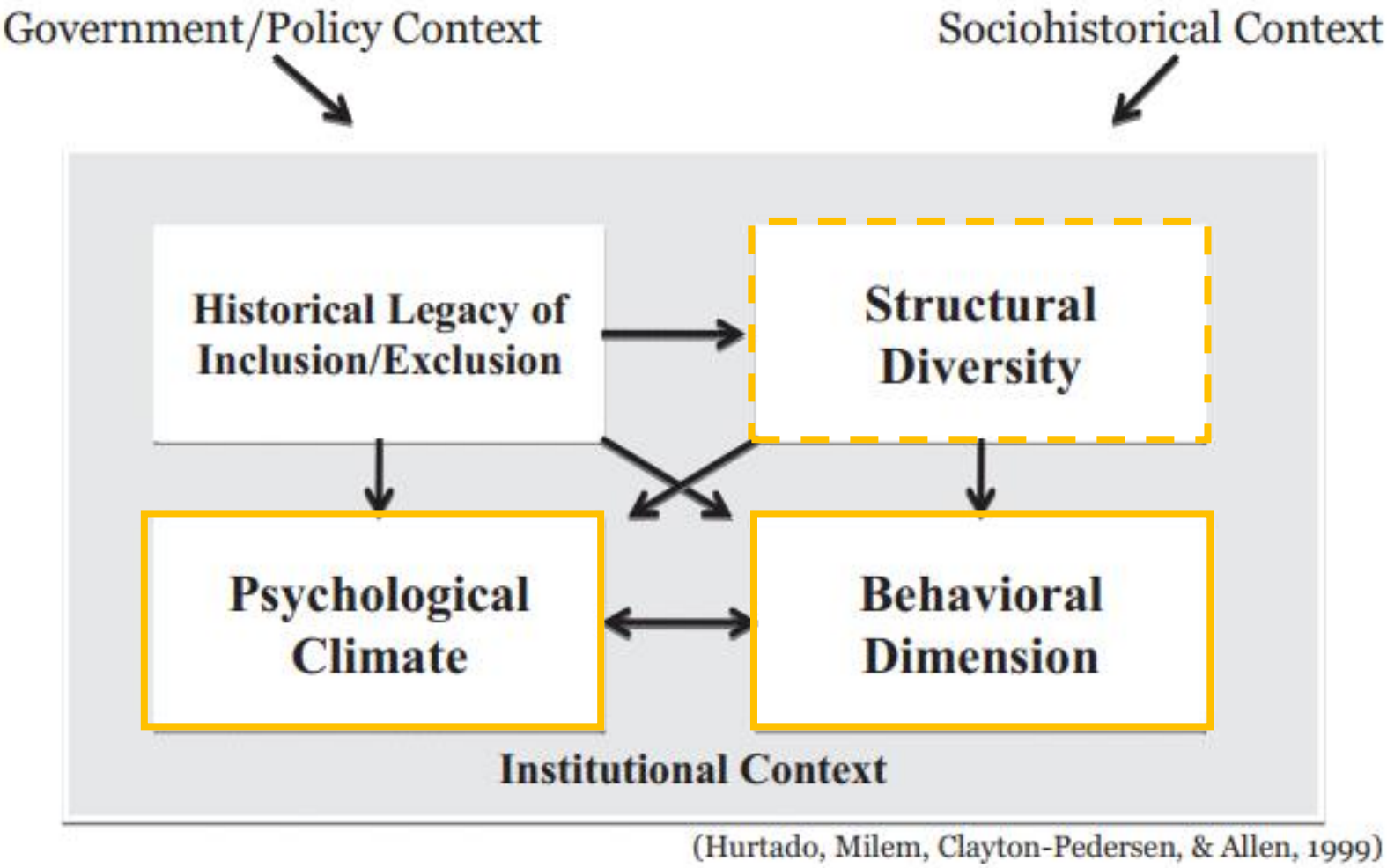
- An environmental factor of our campus with behavioral, psychological, historical, and compositional dimensions that affect educational and occupational outcomes
- **Historical Legacy of Inclusion** – previous institutional missions, policies, and procedures
- **Compositional Diversity** – demographics of students, faculty, and staff
- **Psychological Dimension** – perceptions and attitudes related to prejudice and discrimination
- **Behavioral Dimension** – social interaction and campus involvement, current practices

Collecting Campus Climate Data



(Hurtado, Milem, Clayton-Pedersen, & Allen, 1999)

Collecting Campus Climate Data



(Hurtado, Milem, Clayton-Pedersen, & Allen, 1999)

Organizational/Structural Dimension

- A microcosmic version of the sociohistorical context and a short-term version of the historical legacy, mixed with a more implicit version of the behavioral and psychological dimensions
- Reflects objective rather than perceived climate
- Diversity of campus curriculum and activities
- Decision-making practices for budgeting, staffing, promotion/merit, and admissions
- Other structures and processes that guide daily business

Subjective Campus Climate Proxies

- Personal experiences and observations
  - “Have you ever been harassed or discriminated against?”
- Perceptions of environment and its aspects
  - “Do you believe you can present your whole, authentic self to your peers, colleagues, department, etc.?”
- Beliefs about or responses to institutional actions and policies
  - “Does this university promote the appreciation of cultural differences?”

Objective Campus Climate Proxies

- Personnel demographics and representation
- Student and employee outcomes
- Availability of culturally-competent curriculum, activities, and events
- Presence of affinity groups or clubs
- Retention, withdrawal, and separation rates
- Campus initiatives and goals
- Can you think of other examples among the data you collect or are aware of?

Recommended Reading

- Hurtado et al. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *The Review of Higher Education*, *21*(3), 279-302.
- Hurtado et al. (2008). Assessing the value of climate assessments: Progress and future directions. *Journal of Diversity in Higher Education*, *1*(4), 204-221.
- Milem et al. (2005). Making diversity work on campus: A research-based perspective. Paper commissioned by the AAC&U's Making Excellence Inclusive initiative.
- Hart & Fellabaum (2008). Analyzing campus climate studies: Seeking to define and understand. *Journal of Diversity in Higher Education*, *1*(4), 222-234.
- Peterson & Spencer (1990). Understanding academic culture and climate. *New Directions for Institutional Research*, *1990*(68), 3-18.