



General Climate Research

The following offers brief findings from over 20+ years of Rankin Climate research. Each of the studies highlighted below was informed by the Rankin Climate survey.

To learn more about how Rankin Climate research can help transform your institution, reach out to us at research@rankinclimate.com.

Sex & Gender

- 1) Women faculty report consistent gender equity issues such as salary discrepancies and disparities in hiring, promotion. In addition, they report gendered practices such as division of labor and interactions (e.g., women being expected to teach and perform service at a higher rate). These experiences influenced women's low work satisfaction and are highly influential in their choice of leaving an institution.¹
- 2) Women in leadership positions report more sexual harassment than non-leaders. Team leaders and executives report more sexual harassment than women in middle management. Sexual harassment occurs in workplaces with higher levels of non-sexual aggression and among employees who perceive their agency as less proactive in preventing and responding to social inequity.²
- 3) Cisgender LGBTQ women report the highest levels of outness, more negative perceptions of classroom and campus climate, and are most likely to use trans-spectrum campus resources. LGBTQ students who are out to more people report poorer perceptions of campus resources and responses.³
- 4) Queer-spectrum students who are comfortable with campus climate, have positive institutional action perceptions, and perceive campus climate as warm and safe also report greater academic success.⁴
- 5) Sexual harassment often occurs where positional power aligns with sex and gender inequities.⁵

¹ Gardner, S. K. (2013). Women and faculty departures from a striving institution: Between a rock and a hard place. *Review of Higher Education*, 36(3), 349–370.

² Tinkler, J. E., & Zhao, J. (2020). The sexual harassment of federal employees: gender, leadership status, and organizational tolerance for abuses of power. *Journal of Public Administration Research and Theory*, 30(3), 349-364.

³ Garvey, J. C., & Rankin, S. R. (2015). The influence of campus experiences on the level of outness among trans-spectrum and queer-spectrum students. *Journal of Homosexuality*, 62, 374-393.

⁴ Garvey, J. C., Squire, D. D., Stachler, B. *, & Rankin, S. R. (2018). The impact of campus climate on queer-spectrum student academic success. *Journal of LGBT Youth*, 15(2), 89-105.

⁵ Sapiro, V. (2018). Sexual Harassment: Performances of Gender, Sexuality, and Power. *Perspectives on Politics*, 16(4), 1053-1066.

Race & Ethnicity

- 1) Second generation Black immigrants are more likely to experience and perceive climate in ways similar to their native Black peers, perceiving a lack of racial diversity and experiences with marginalization on campus. However, they also perceive more stereotypes in the classroom, whereas native students discuss more frequent social marginalization. All students express an interest in engaging with peers from diverse backgrounds but note varying levels of inclusion and their desire to find welcoming environments in which to engage their peers.⁶
- 2) Students of color experience harassment at higher rates than Caucasian students, although female White students report higher incidences of gender harassment. Students of color perceive the climate as more racist and less accepting than do White students, even though White students recognize racial harassment at similar rates as students of color.⁷
- 3) Black women engineering students experience and perceive more differential treatment because of their race/ethnicity but interact more with faculty than do White women students.⁸

Sexual Orientation

- 1) LGBTQ+ members who experience heterosexism and internalized homophobia are most likely to experience substance use disorder symptoms.⁹
- 2) Experiencing microaggressions is a risk factor for depression and attempted suicide among LGBTQ students. LGBTQ students with resilience and pride who experience microaggressions are less likely to experience suicidal ideation or depression.¹⁰
- 3) LGBTQ students, faculty, staff, and administrators are at the highest risk for gender-and sexual orientation-related harassment.¹¹

⁶ Griffin, K. A., Cunningham, E.L., & Mwangi, C. A. G (2015). Defining diversity: Ethnic differences in Black students' perceptions of racial climate. *Journal of Diversity in Higher Education*.

⁷ Rankin, S. & Reason, R. (2005). Differing perceptions: How students of color and White students perceive campus climate for underrepresented groups. *Journal of College Student Development*, 46(1), 43-61

⁸ Ro, H. K. & McIntosh, K. (2016). Constructing Conducive Environment for Women of Color in Engineering Undergraduate Education. In U. Thomas & J. Drake (Eds.), *Critical Research on Sexism and Racism in STEM Fields* (pp. 23-48). IGI Global.

⁹ Weber, G. (2008). Using to numb the pain: Substance use and abuse among lesbian, gay, and bisexual individuals. *Journal of Mental Health Counseling*, 30(1), 31-48.

¹⁰ Woodford, M. R., Weber, G., Nicolazzo, Z., Hunt, R., Kulick, A., Coleman, T., ... & Renn, K. A. (2018). Depression and attempted suicide among LGBTQ college students: Fostering resilience to the effects of heterosexism and cisgenderism on campus. *Journal of College Student Development*, 59(4), 421-438.

¹¹ Blumenfeld, W., Weber, G., & Rankin, S. (2016). In our own voice: Campus climate as a mediating factor in the persistence of LGBT students, faculty, and staff in higher education. In P. C. Miller & E. Mikulec (Eds.), *Queering classrooms: Personal narratives and educational practices to support LGBTQ youth in schools*. Charlotte, NC: Information Age Publishing.

Socioeconomic Status

- 1) Faculty-student interaction was found to be the most effective predictor of academic success for both low-income/first-generation (LIFG) and non-LIFG student-athletes.¹²

Disability Status

- 1) Black d/Deaf alum's report a lack of visible Black d/Deaf administrators and faculty, lack of space for culturally relevant programming, having to go outside of the institution to spaces like the National Black Deaf Advocates (*National Laurent Clerc Deaf Advocates*) to seek mentors and role models to support both their racial and Deaf identity and leadership development.¹³
- 2) Most of the d/Deaf women of color in this study center, acknowledge, and understand their d/Deaf identities more than their racial/ethnic identities. Family interactions, communication breakdowns, discrimination, isolation, the d/Deaf community at their institution, personal exploration, and personal desires to belong all influenced how the women see themselves.¹⁴

Sense of Belonging & Leaving

1) Sense of belonging differences based on identity¹⁵

- Gender
 - Transpectrum students indicate the lowest sense of belonging and women students the highest sense of belonging.
- Race
 - Black students report a substantially lower sense of belonging while White students report the highest sense of belonging. No significant differences between White, AAPI, and Latino/x/e students.
- Sexual identity
 - Queerspectrum students indicate a lower sense of belonging than their heterosexual peers.

2) Sense of belonging differences from an intersectional lens

- Race and Gender
 - Black and multiracial transpectrum students report the lowest sense of belonging. Black women indicate the second lowest sense of belonging, with Black and multiracial men following with the third lowest sense of belonging.
 - Higher rates of sense of belonging between White, Latino/x/e, and AAPI undergraduates regardless of gender.
- Gender and sexual identity
 - Sense of belonging difficulties are most salient for transpectrum students, regardless of sexual identity.

¹² Ortagus, J. C., & Merson, D. (2015). Leveling the playing field: Faculty influence on the academic success of low-income, first-generation student-athletes. *Journal for the Study of Sports and Athletes in Education*, 9(1), 29-49.

¹³ Stapleton, L., & Croom, N. (2017). Narratives of Black d/Deaf college alum: Reflecting on intersecting microaggressions in college. *Journal of Student Affairs Research and Practice*, 54(1), 15-27.

¹⁴ Stapleton, L. (2015). When being deaf is centered: d/deaf women of color's experiences with racial/ethnic and d/deaf identities in college. *Journal of College Student Development*, 56(6), 570-586.

¹⁵ Malewski, E., Weber, G., Alford, K., & Turner, C. (2023). Toward Beloved Communities on Campus: Understanding the Intersections of Race, Gender, and Sexual Identity in Sense of Belonging Research as a Tool for Rethinking Campus Resources. [Manuscript submitted for publication].

3) Sense of belonging and academic persistence

- Nearly half of Black queerspectrum students report seriously considering leaving their institution.
 - Transpectrum students of color seriously considered leaving at significantly higher rates than cisgender students of color and White transpectrum students.
 - Top reasons why Black queerspectrum students and transpectrum students of color seriously considered leaving include a lack of a sense of belonging, climate not welcoming, and lack of social life.
 - AAPI, Black, Latino/x/e, and multiracial women more often seriously considered leaving their institutions than White women.
- 1) Sense of belonging is associated with multiple identities a student holds (e.g., race, generation status, the intersection of these two identities) as well as the on campus and social environments they engage in.¹⁶
 - 2) LGBTQ students' sense of belonging is fostered in three different contexts: university, group, and friendship. Sense of belonging is greater for LGBTQ students who are out to more people, see positive LGBTQ university messaging, and have meaningful social interactions with groups and authentic friends.¹⁷
 - 3) Undocumented students rarely identify legal status in isolation or implicate it as the sole source of adversity. Instead, students' reveal a sense of belonging rooted in multiple dimensions of identity including ethnicity and class.¹⁸
 - 4) Lesbian, gay, bisexual, and asexual (LGBA+) college students report lower levels of safety, belongingness, and happiness, and higher levels of depression and anxiety than heterosexual students. Sexual minority identity was indirectly associated with greater levels of depression and anxiety, and lower levels of happiness via lower levels of safety and belongingness.¹⁹

¹⁶ Duran, A., Dahl, L.S., Stipeck, C., & Mayhew, M.J. (2020). A Critical Quantitative Analysis of Students' Sense of Belonging: Perspectives on Race, Generation Status, and Collegiate Environments. *Journal of College Student Development* 61(2), 133-153.

¹⁷ Vaccaro, A., & Newman, B.M. (2017). A sense of belonging through the eyes of first-year LGBQ students.

¹⁸ Valdez, Z. & Golash-Boza, T. (2020) Master status or intersectional identity? Undocumented students' sense of belonging on a college campus, *Identities*, 27:4, 481-499.

¹⁹ Wilson, L. C., & Liss, M. (2022). Safety and belonging as explanations for mental health disparities among sexual minority college students. *Psychology of Sexual Orientation and Gender Diversity*, 9(1), 110-119.



RANKIN CLIMATE

Sexual Misconduct Climate Research

The following offers brief findings from current Rankin Climate and ARC3 research. Each of the studies referenced here were based on data collected using the ARC3 survey or by Rankin Climate. To learn more about how Rankin Climate research can help transform your institution, reach out to us at research@rankinclimate.com.

Academic Program

- 1) Compared to graduate/professional students and men, undergraduates and women experience more campus sexual misconduct. These experiences are associated with alcohol use in undergraduates and poorer mental health in undergraduates and graduate/professional students.²⁰

Race & Ethnicity

- 1) 20% of students agree that the university is creating an environment in which unwanted sexual experiences seem common or normal, but these findings differ by race. Black students are more likely than their white peers to feel the university is creating an environment in which unwanted sexual experiences seem common or normal, and creating an environment in which such instances are more likely to occur.²¹
- 2) Participants who identify as female, younger than 26, not heterosexual, or a race other than Caucasian are significantly more likely to report victimization. Participants who report victimization are significantly more likely to score negatively on well-being scales than those who do not.²²
- 3) Students who attend Hispanic-Serving Institutions are not more likely to experience sexual misconduct, but they are more likely to report their misconduct experiences to college administrators or law enforcement.²³

²⁰ Gómez, J. M. (2022). Campus sexual violence, gender, and mental health in Diverse Undergraduate/Graduate Students. *Journal of aggression, maltreatment & trauma*, 31(8), 981-995.

²¹ Silvera, S. A. N., Goldfarb, E., Birnbaum, A. S., Kaplan, A., Bavaro, J., Guzman, M., & Lieberman, L. (2022). Racial and ethnic differences in perceptions of campus climate related to sexual violence. *Journal of American college health*, 1-9.

²² Howard, R. M., Potter, S. J., Guedj, C. E., & Moynihan, M. M. (2019). Sexual violence victimization among community college students. *Journal of American College Health*, 67(7), 674-687.

²³ Swartout, K.M., Wood, L., & Martinez, E. (2023). Experiences of sexual violence among Latinx college students: Exploring disclosure and reporting to law enforcement and other formal outlets. Final Report submitted to the National Institute of Justice.

Sex & Gender

- 1) Controlling for sexual orientation, gender identity, race/ethnicity, and year in school, greater perceived inclusion of sexual and gender-minority people on campus is associated with significantly lower odds of experiencing sexual assault victimization.²⁴
- 2) Among transgender undergraduates who experience campus sexual assault, 69% report they experienced a sexual assault involving trans-specific coercion tactics, making it more common than incapacitation (38%) or force (46%). 20% of respondents assigned a female sex at birth and 50% of respondents assigned a male sex at birth report an attempted or completed instance of being made to penetrate someone else.²⁵
- 3) Transgender and gender non-conforming students report higher rates of sexist and crude gender harassment than men and women. Women also experience significantly higher rates of these types of harassment compared to men.²⁶

Sexual Orientation

- 1) Almost two-thirds (63.6%) of non-heterosexual participants report some form of sexual violence since they enrolled at their community college. More than 35% of this group report two or more forms of sexual violence. LGBTQ students who report sexual violence have significantly lower well-being scores and perceptions of campus climate (e.g., perceptions of safety).²⁷
- 2) LGBTQ+ students are more likely than their heterosexual peers to²⁷
 - a) Have friends who approve of risky sexual behavior, which is correlated with sexual victimization;
 - b) Understand that absence of physical resistance does not mean consent
 - c) Engage in bystander intervention; and
 - d) Anticipate supportive responses from peers.
- 3) LGBTQ+ students are less likely than their heterosexual peers to feel an overall sense of well-being, perceive that the campus climate regarding sexual misconduct as positive, and feel that the campus is safe.²⁸
- 4) Students who identified as bisexual report victimization at higher rates (63.8%) than students who identify as lesbian/gay and heterosexual and are significantly more

²⁴ Coulter, R. W., & Rankin, S. R. (2017). College Sexual Assault and Campus Climate for Sexual-and Gender-Minority Undergraduate Students. *Journal of Interpersonal Violence*, 0886260517696870.

²⁵ Peitzmeier, S., Todd, K., Thornburgh, S., Church, D., Koss, M., & Senn, C. (2020, October). Adapting the sexual experiences survey and campus climate surveys for transgender students. In *APHA's 2020 VIRTUAL Annual Meeting and Expo (Oct. 24-28)*. APHA.

²⁶ Speak Out Iowa 2021 Survey.

²⁷ Kammer-Kerwick, M., Wang, A., McClain, T., Hofer, S., Swartout, K.M., Bakes, B., & Busch-Armendariz, N. (2021). Sexual violence among gender and sexual minority students: The risk and extent of victimization and related health and educational outcomes. *Journal of Interpersonal Violence*.

²⁸ Potter, S., Moschella, E., Moynihan, M. M., & Smith, D. (2020). Sexual violence among LGBTQ community college students: A comparison with their heterosexual peers. *Community College Journal of Research and Practice*, 44(10-12), 787-803.

likely to disclose victimization. Bisexual survivors report significantly lower well-being outcomes (i.e., mental health and life satisfaction) than heterosexual survivors.²⁸