Campus Climate and Belonging

PAE Committee
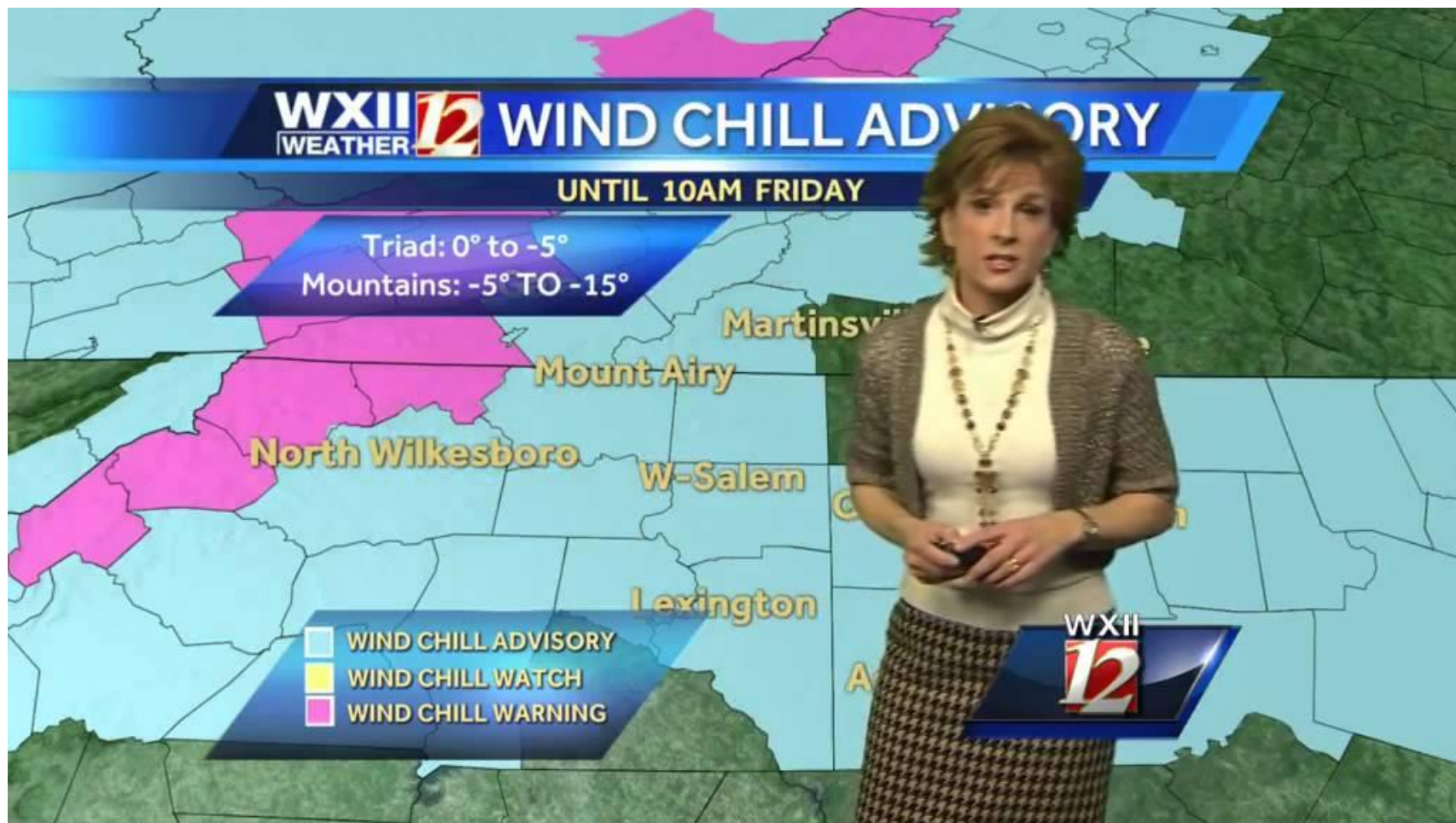
Shonda Jones and Jill Crainshaw

WAKE FOREST
U N I V E R S I T Y

What is

Campus Climate?

Well, it isn't the weather!

It is a measure (real or perceived) of the campus environment as it relates to interpersonal, academic and professional interactions.

This includes events, messages, symbols, core beliefs, feelings, attitudes and so much more, which make UW-L a welcoming environment (or not) for everyone.

All of these things can range from subtle to cumulative to dramatic, and can influence whether an individual or collective feels safe, listened to, valued and treated fairly.

You create our Campus Climate!

- Healthy campus climate is not the same as a positive climate

- A healthy climate is grounded in **respect** for others, nurtured by **dialogue** between those of differing perspectives, and **evidenced** by a pattern of **civil** interactions among community members.

- We can measure the health and impact of institutional climate on key indicators:
  1) Experiences on campus
  2) Perceptions of campus
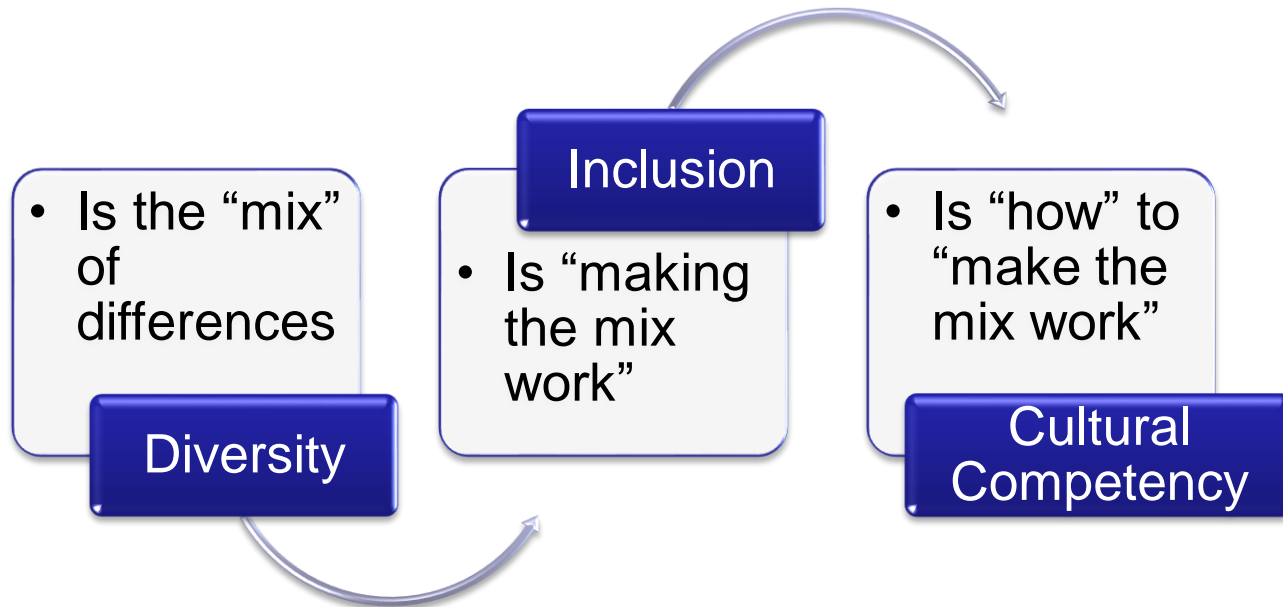 **3) Perceptions of institutional action and commitment for equity and inclusion**

What is the WAKE Way?

- Studies conclude that how students experience their campus environment influences both learning and developmental outcomes

- Discriminatory environments have a negative effect on student learning

- Learning outcomes are enhanced amid diversity

- EVERYONE is affected by campus climate

Pascarella, E. T., & Terenzini, P. T. (2005). How College Affects Students: A Third Decade of Research. San Francisco: Jossey-Bass.

- Diversity is only one aspect of campus climate

- Diversity and inclusion efforts are not effective unless they also address climate, including building intercultural competency at all institutional levels

University of California Study Group on Diversity, 2006.

WAKE FOREST UNIVERSITY

Diversity
- Is the "mix" of differences

Inclusion
- Is "making the mix work"

Cultural Competency
- Is "how" to "make the mix work"

Adapted from Andres Tapias, (2009) The Inclusion Paradox. Chicago: Hewitt Associates.

Source: Mitchell R. Hammer, Ph.D.

- Yes, Climate Surveys are good and important

- What is done as a result is even more important

- Programs, initiatives, policy changes, action plans should enhance institutional culture based on data

We will need to consider:

- Microagressions
- Affirming Racial and Economic Diversity
- Religious Diversity
- Campus Protests
- Student Activism
- Sexual Assault
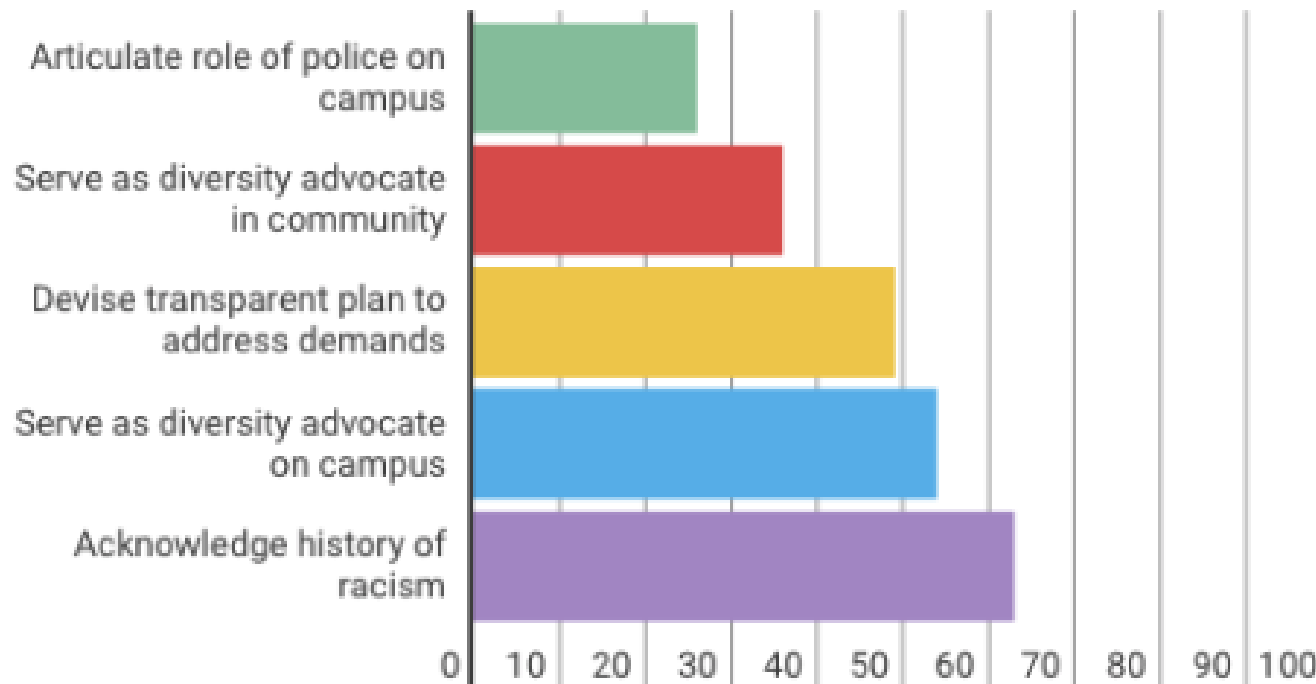- Honest and Transparent History Sharing

Revising policies
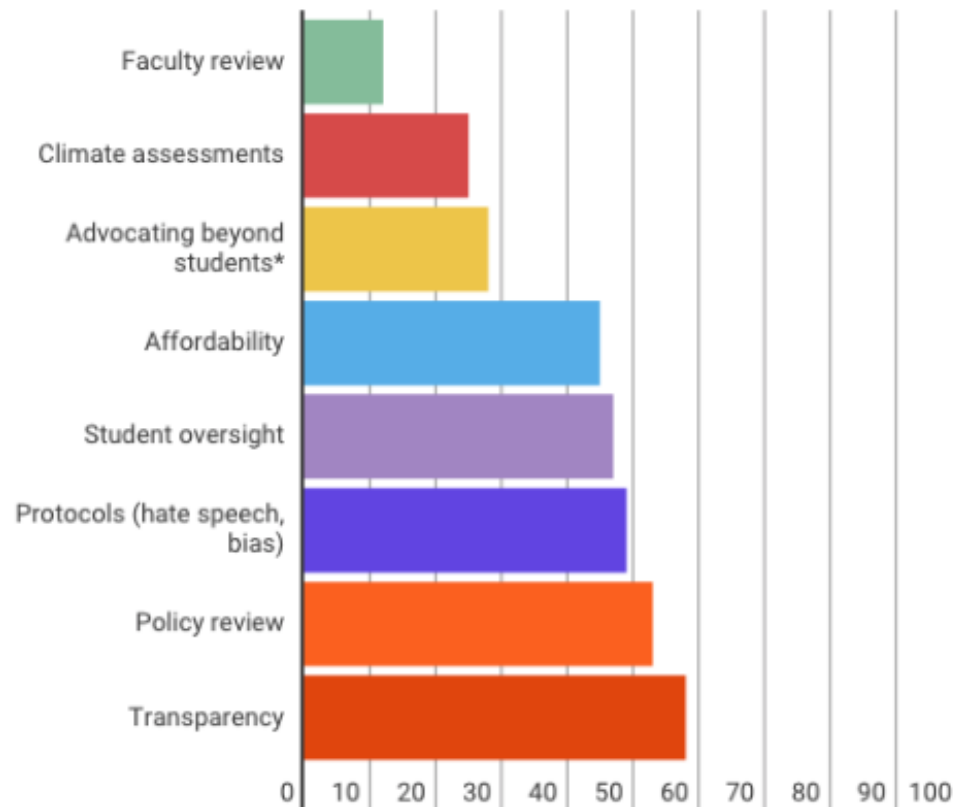
One or more appeared on 91% of lists posted on www.TheDemands.org

* Includes demands for campuses to divest from prisons and adjust human resources practices for specific campus employees (e.g., lower wage, temporary/season staff)

Demands for leadership

One or more appeared on 89% of lists posted on www.TheDemands.org

Curriculum (68 percent)

Over two-thirds of the demands include calls for revisions or additions to the curricula. These demands range from charging the university to revise the entire campus curriculum to include diverse perspectives and inclusive pedagogies, to curriculum development in specific areas of study. Student groups that presented the demands also want to incorporate diversity or cultural competency courses into the required curriculum.

Revising the curriculum
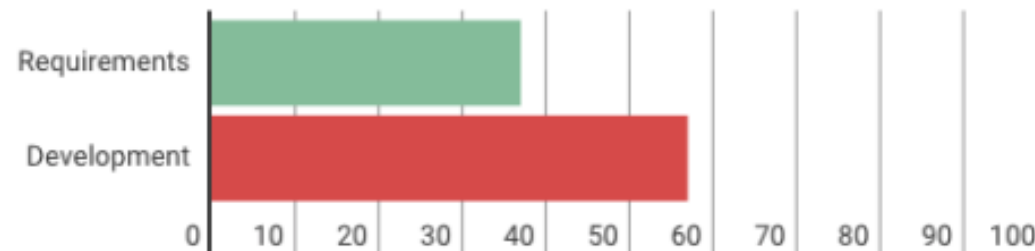
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