

Messiah College



Campus Climate Assessment Project Proposal



March 27, 2006



Rankin & Associates, Consulting

Climate In Higher Education

- ◆ Climate on college campuses not only affects the creation of knowledge, but also has a significant impact on members of the academic community who, in turn, contribute to the creation of the campus environment (Bauer, 1998, Kuh & Whitt, 1988; Peterson, 1990; Rankin, 1998, 1999, 2003, 2005; Smith, 1999; Tierney, 1990).
- ◆ Preserving a climate that offers equal learning opportunities for all students and academic freedom for all faculty - an environment free from discrimination – is one of the primary responsibilities of educational institutions.



Messiah College Identity & Mission

...Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society.



Foundational Values

Importance of the Person

“Every person is to be respected and valued, regardless of gender, race, nationality, status, or position, because each person is created in the image of God. Freedom and responsibility are primary characteristics of being human and we must take care to protect each other's freedom while encouraging responsible living.”



Foundational Values Service & Reconciliation

“...we are compelled to build bridges of understanding and peace across the dividing lines of race, class, age, gender, religion and ethnicity, to demonstrate the love of God in service to others, to open our hearts to the poor and needy, and to work for justice wherever injustice prevails.”



Why conduct a climate assessment?

- ◆ To foster a caring University community that provides leadership for constructive participation in a diverse, multicultural world.
- ◆ To open the doors wider for underrepresented groups is to create a welcoming environment.
- ◆ To improve the environment for working and learning on campus.

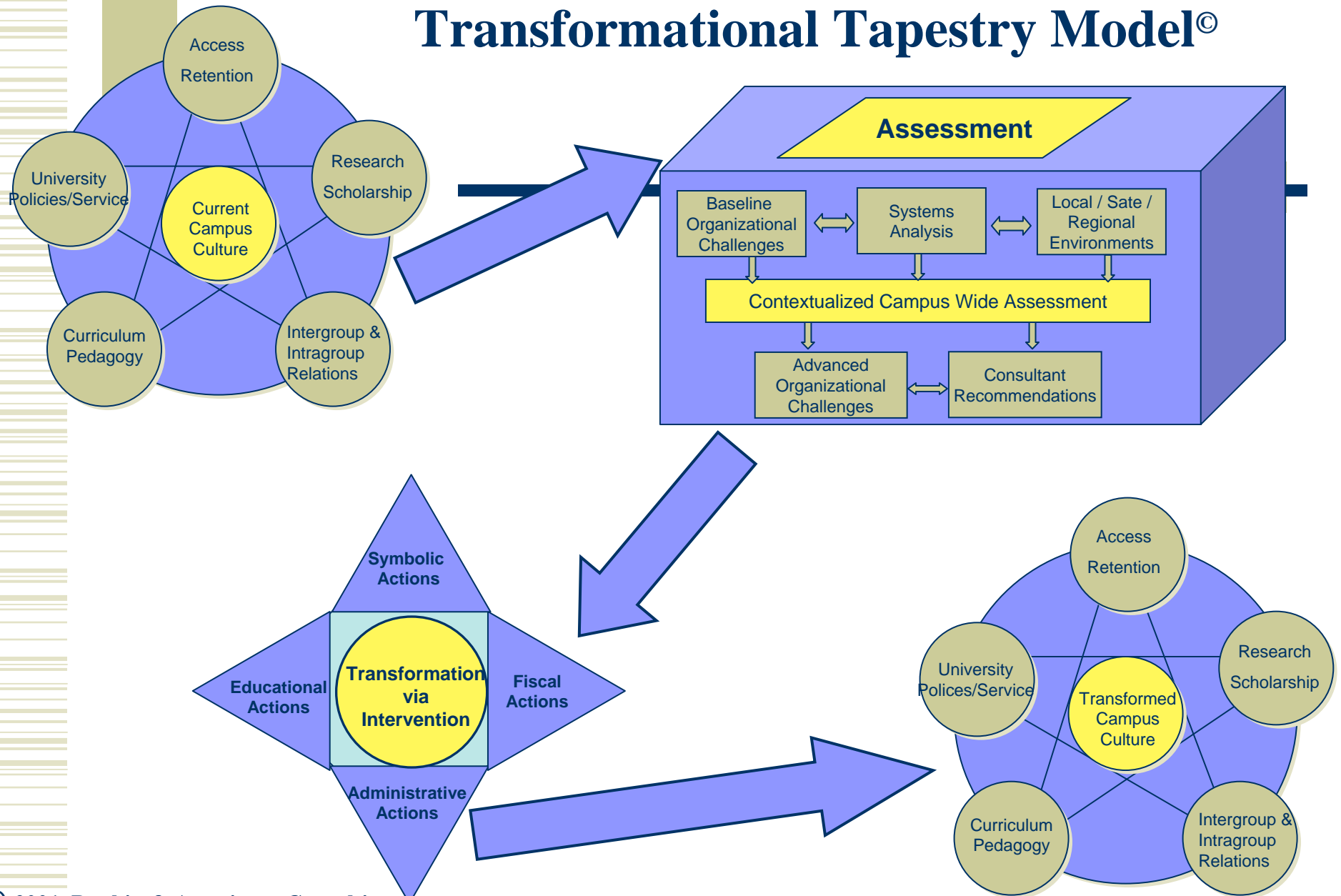


What will the climate assessment provide?

- ◆ Participants' Personal Experiences
- ◆ Participants' Perceptions of Institutional Climate
- ◆ Participants' Perceptions of Institutional Actions
- ◆ Participants' Demographic Information
- ◆ Participants' Input into Recommendations for Improving the Campus Climate



Transformational Tapestry Model[®]



Proposed Phases in Transformational Process

- Assessment
- Strategic Planning
- Implementation & Accountability

Consultant working collaboratively with a team representing the various constituent groups on campus throughout the process.



Assessment Initial Focus Groups



- ✓ To identify baseline organizational challenges
- ✓ To assist in developing survey questions



Assessment Systems Analysis



- ✓ To examine mission, structure, current policies, etc. at Messiah College
- ✓ To assist in developing survey questions



Assessment Environmental Considerations

- ✓ To examine local, regional, and state environments
- ✓ To assist in developing survey questions



Assessment - Contextualized Campus-Wide Survey



- ✓ Campus input
(students, faculty,
staff, & administrators)



- ✓ Paper & Pencil and/or
Web Based on-line
survey



Assessment Reconvened Focus Groups



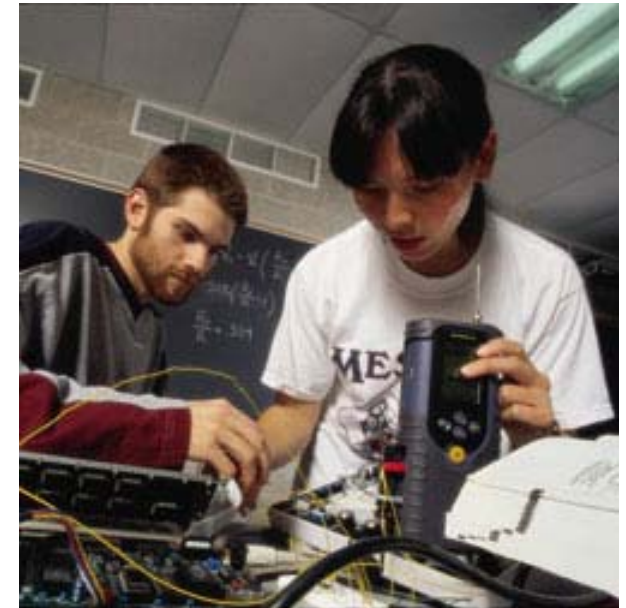
- ✓ To identify advanced organizational challenges / recommendations

- ✓ To assist in developing strategic plan



Assessment Consultant Recommendations

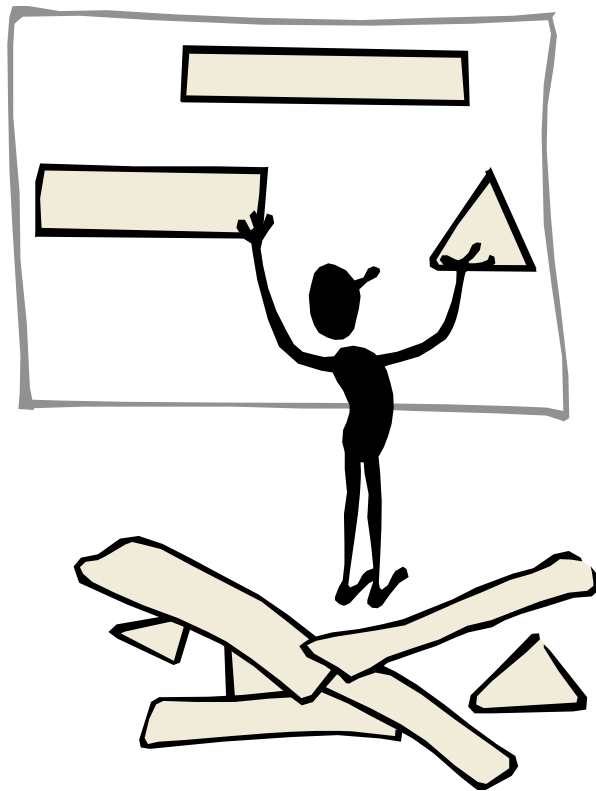
- ✓ Based on current research, consultant expertise, benchmarks from previous studies, etc.



- ✓ To assist in developing strategic plan

Transformational Change

A change in the institution's:

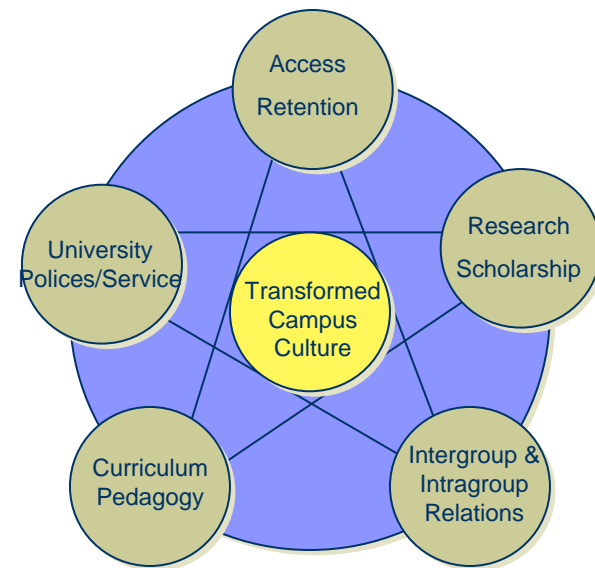


- ◆ Shape – how the institution looks, which allows it to function effectively in the dynamic world in which it operates
- ◆ Structure – the basic parts of the institution that are responsible for its character
- ◆ Nature – values, beliefs, reward systems, ownership, patterns, etc.

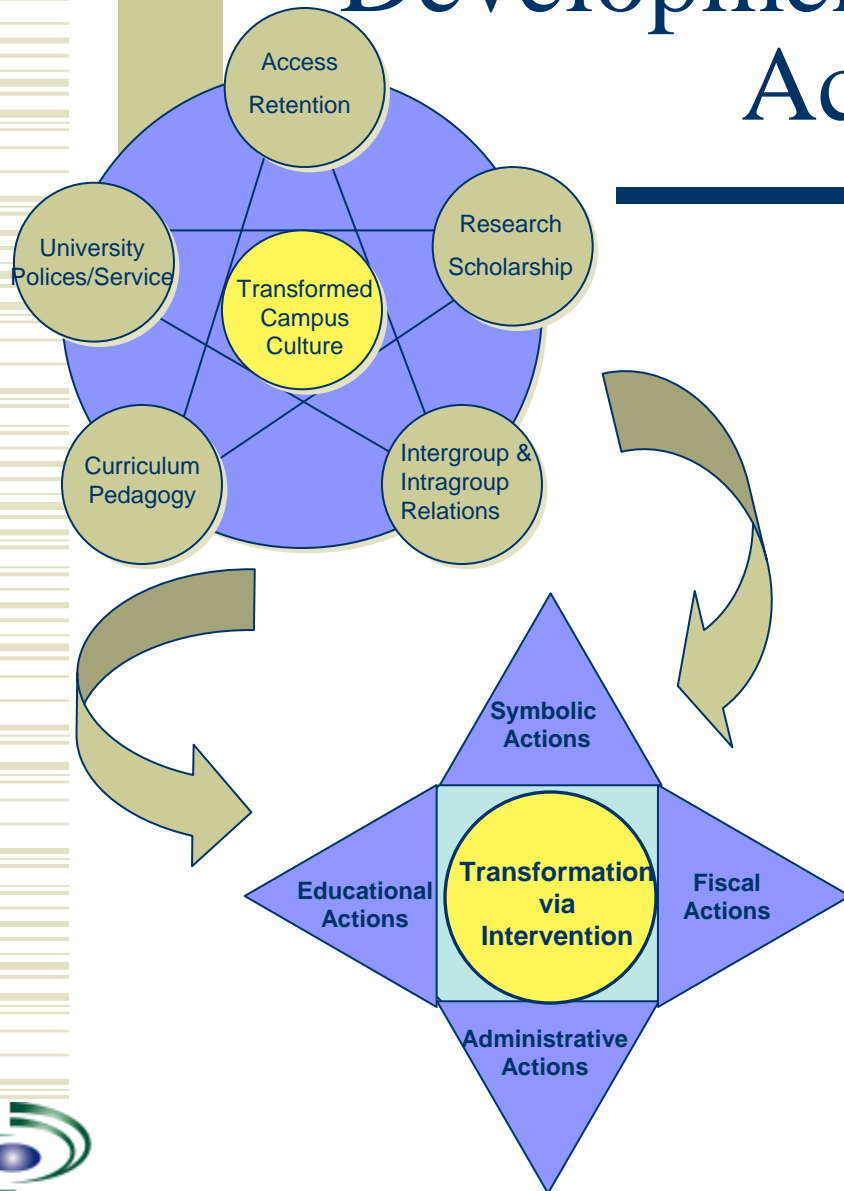


Development of Strategic Plan Areas for consideration

- ◆ Access/Retention
- ◆ Research/Scholarship
- ◆ Curriculum/Pedagogy
- ◆ Inter-group/Intra-group Relations
- ◆ University Policies/Service



Development of Strategic Plan Action areas



- ✓ Symbolic actions
- ✓ Fiscal actions
- ✓ Administrative actions
- ✓ Educational actions

Institutional Prerequisites¹

- 1) Committed Top Leaders
- 2) Written description of the changed institution
- 3) Conditions that preclude maintenance of the Status Quo
- 4) Likelihood of a Critical Mass of Support
- 5) Awareness of resistance, and the need to honor it

¹Adpated from Beckhard, 1992



Institutional Prerequisites

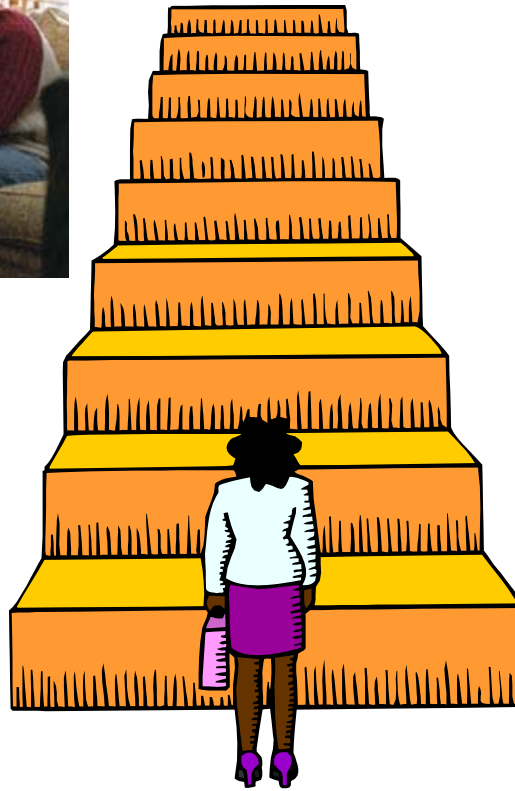
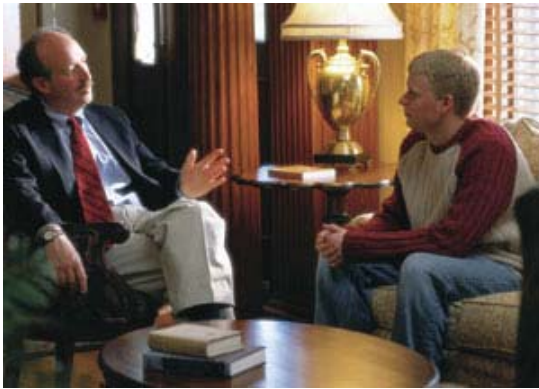
- 6) A medium – long range perspective
- 7) Awareness of the need for education
- 8) The conviction that the change must be tried
- 9) Willingness to use resources
- 10) Commitment to maintaining the flow of information



Questions....?
Other Ideas.....?



Next Steps...





Process Forward

- ◆ Phase I
 - ✓ Create Messiah College Climate Project Committee
 - ✓ Hold fact-finding groups with various constituent groups on campus to present the project process and assist in informing questions for the survey
- ◆ Phase II
 - ✓ Develop, review, and revise survey instrument with continued input from Campus Climate Project Committee
 - ✓ Create both on-line and paper/pencil forms



Process Forward



- ◆ Phase III
 - ✓ Data Analysis
 - ✓ Draft Report
- ◆ Phase IV
 - ✓ Reconvene Focus Groups
 - ✓ Final Report
 - ✓ Presentation to Campus Community
- ◆ Phase V
 - ✓ Develop Strategic Actions specific to Messiah College

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