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Transformational Tapestry Model: A Comprehensive Approach to Transforming Campus Climate

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College campuses are complex social systems. They are defined by the relationships between faculty, staff, students, and alumni; bureaucratic procedures embodied by institutional policies; structural frameworks; institutional missions, visions, and core values; institutional history and traditions; and larger social contexts (Hurtado, Milem, Clayton-Pederson, & Allen, 1998). Academic communities expend a great deal of effort fostering a climate to nurture their missions with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship. In this article, one method for examining campus climate is presented. The Transformational Tapestry Model is a comprehensive, five phase, and strategic model of assessment, planning, and intervention. The model is designed to assist campus communities in conducting inclusive assessments of their institutional climate to better understand the challenges facing their respective communities.

Keywords: campus climate, assessment, diversity

Despite American higher education's origins as a social and economic structure maintained largely by and for the nation's elite, particularly white men, societal shifts during the previous century, such as the G.I. Bill, the Civil Rights Movement, the Women's Movement, and the proliferation of state-funded, open-access universities, threw open the doors of academe to the broad spectrum of the American populace. Thus did colleges and universities come to reflect more accurately the diverse makeup of society, and thus in these academic communities, as with the larger society, did diverse groups of people find ways to live together.

If one accepts the premise that social interactions, the social climate, in America has become harder and more aggressive (despite undeniably positive advances in civil rights, in equality, and yes, even in our general understanding of and appreciation for diversity), it is reasonable to ask if our colleges and universities, which in many ways function as microcosms of society, are experiencing a similar trend in terms of social climate. One salient question might be: What role, if any, does diversity play in the quality of the experience of those engaged in the pursuit of higher education? It is probably a safe assumption that by now, in 2008, most colleges and universities have adopted, at least to some degree, the philosophy that diversity is of inherently positive value to the educational enterprise, including a healthy, vibrant, and collegial campus climate. This philosophy may be illustrated by the inclusion of explicitly stated commitments to encourage and embrace diversity in many institutional mission statements (Meecham & Barrett, 2003).

One of the primary missions of higher education institutions is the discovery of and distribution of knowledge. Academic communities expend a great deal of effort fostering climates that nurture this mission, with the understanding that climate has a profound effect on the academic community's ability to excel in teaching, research, and scholarship. The climate on college campuses not only affects the creation of knowledge, but also affects members of the

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Authors' note: The process we suggest can be adapted to any institution or organization, with a locally developed instrument or the instrument discussed below, which are available from Susan Rankin for a nominal fee.

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academic community who, in turn, contribute to the creation of the campus climate.

Reinforcing the importance of campus climate, several national education association reports advocate creating a more inclusive, welcoming climate on college campuses. Nearly two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning a college or university must provide a climate where intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990, pp. 9).

During that same time period, The Association of American Colleges and Universities (AAC&U; 1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion. (p. xvi)" AAC&U proposed that colleges and universities commit to "the task of creating . . . inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard. (p. xxi)" The report suggested that in order to provide a foundation for a vital community of learning, a primary mission of the academy must be to create a climate that cultivates diversity and celebrates difference.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. More recently, Milem, Chang, and Antonio (2005) proposed that, Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome (p. iv).

The report further indicates that in order for "diversity initiatives to be successful they must engage the entire campus community" (p. v).

The purpose of this article is to provide higher education administrators with the tools to assess and transform their campus climates. We offer a model, *The Transformational Tapestry Model*, which includes assessment protocols and recommendations for creating strategic initiatives and implementation and accountability practices. The model is presented through a power and privilege lens, a lens we have found to be more inclusive because it incorporates an understanding that each of us has and understands own our own power and privilege. Our power and privilege perspective is grounded in critical theory and assumes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege is associated with membership in certain dominate social groups (e.g., white, heterosexual, able-bodied; Johnson, 2005). Because we all hold multiple social identities we have the opportunity and, we assert, the responsibility to address the oppression of underserved social groups within the power/privilege social hierarchies on our campuses.

The model is instituted via a transformational process that capitalizes on the inclusive power and privilege perspective. The model has been implemented by over 70 campuses over the past 10 years using the assessment process we present in this article as a means of identifying current challenges with regard to climate issues. We hope that through sharing this model, higher education administrators will find the inspiration and assistance to begin to recognize, address, and remove the obstacles that block success for anyone on campus—students, faculty, and administrators, alike.

Toward a Definition of Climate

A cursory review of recent publications about assessing campus climate issues for traditionally underrepresented and underserved populations reveals much confusion. Terms, such as environment, climate, and culture often are conflated or erroneously used interchangeably, calling into question the basic understanding of the topic, as well as the quality of assessment plans. Situated as we are in academe, whose members approach most things with a critical eye, we must avoid any mistakes that call into question the validity of either our processes or results. We begin, this article and the transformational process, therefore, by defining campus climate.

A review of recent research leads us to believe that higher education researchers have a common, albeit implicit, understanding of campus climate. Although confusion exists, climate is normally understood to be an immeasurable construct comprised of multiple items that at-

tempt to assess the "prevailing attitudes [or] standards . . . . of a group, period, or place ("Webster's new universal unabridged dictionary," 1996). The items that approximate the construct are most often perceptions of attitudes related to specific social groups on college campuses. Some studies include items that ask respondents about observable behaviors related to how these specific social groups are treated on campus. In discussing campus climates we often resort to applying anthropomorphic descriptors to the institution. Baird (2005) suggests that common descriptors include friendliness, hostility, or accepting.

Based upon our understanding of the extant literature the work cited above, and several years of experiences, we have come to understand "climate" as the current attitudes, behaviors, and standards and practices of employees and students of an institution. Because in our work we are particularly concerned about climate for individuals from traditionally underrepresented and underserved groups we focus particularly on those attitudes, behaviors, and standards/practices that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Note that this definition includes the needs, abilities, and potential of all groups, not just those who have been traditionally excluded or underserved by our institutions.

Institutional Challenges: Building Communities of Difference

Organizational change within colleges and universities is neither easy nor immediate. Higher education researchers and scholars who study institutional change do not agree on the "best" approach to creating such grand transformations; however, they do agree that change is possible, necessary, and must accomplished strategically (Simsek & Seashore Louis, 1994).

Organizational Change Theory

Early systems theories of organizational change explored the process by which educational institutions evolve (Simsek & Seashore Louis, 1994). Organizations were originally viewed as adaptive organisms that responded to changing environmental conditions, primarily internal. Growing from this research, the processes of organizational change expanded to include the following characteristics of change within educational institutions: slowly adapting when dramatic environmental change was absent; the "loosely coupled" nature of these institutions, which inhibits large-scale shifts; and unpredictability in universities (i.e., "organized anarchies") due to the random, politicized nature of various stakeholders with conflicting interests (Weick, 1976; Cohen & March, 1974). These notions of organizational change shared the perspective that limited change is possible, especially change that is rapid and strategically designed to achieve particular outcomes.

Simsek and Seashore Louis (1994) offer a model of organizational change as a paradigm shift. Organizational paradigm is defined as "a world view, a frame of reference, or a set of assumptions, usually implicit, about what sorts of things make up the world" (p. 672). This concept goes beyond a set of beliefs that precipitate action, or cultural frames, which involves shared beliefs, values, and norms of behavior. The organizational paradigm shift model assumes that organizations are defined by prevailing worldviews, "under a particular dominant paradigm, structure, strategy, culture, leadership, and individual role accomplishments are defined. . .radical change in organizations may be construed as a discontinuous shift in this socially constructed reality" (p. 671).

Other organizational scholars (e.g., Peters & Waterman, 1982; Feldman, 1990; Hofstede, Neuijen, Ohayv, & Sanders, 1990) approached the possibility of substantive change within university cultures viewing change as anticipatory adaptation rather than transformations. The paradigm shift model considers the importance of altering institutional worldviews and is the crux of what we term *transformative* change. Transformative change involves the reconstruction of previous social constructs of bigotry toward a positive perception of difference, where differences are valued rather than being tolerated, assimilated, or merely allowed. The unique cultural identities and traditions through which academic institutions maintain these paradigms must be challenged, uprooted, and transformed to build and sustain communities of difference.

However strong an organization's culture and ideology may be, there are times when such cultural strength breeds insularity. We must

constantly remind ourselves that previous ideas of community often based themselves on notions that absented women, people of color, and others from the community. A postmodern version of organizational culture demands a comparative awareness of other institutional cultures—their structures, interactions, and ideologies (Tierney, 1993, p. 548).

Kezar and Eckels (2002a; 2002b) reinforce the importance of campus culture as a central piece in the transformational change process. Specifically the authors concluded that ignoring or violating campus cultural norms is the death nail to most change initiatives. Rather, Kezar and Eckels (2002a) found that transformational change requires support from senior administrators, collaborative leadership, a bold vision for change, staff development, and a series of visible actions. A paradigmatic cultural shift occurs only when all members of the community develop and implement new understandings of campus processes and structures.

Extending Kezar and Eckels (2002a, 2002b) hypotheses we believe that, in order to transform campus climate, colleges and universities must cast the net of inclusion beyond traditionally marginalized social groups and transform their organizational paradigms to build an authentic community of difference (Tierney, 1993), where cultural pluralism is the intended outcome and where communities within the community feel valued and appreciated.

A precursor to successful transformation of an organization is an overarching commitment to a single unified aspiration, such as creating a community of difference (Tierney, 1993). If senior leaders do not agree that campus climate should be a focus of institutional initiatives, some groundwork must be laid before attempting to invoke change of this magnitude (Kezar & Eckels, 2002b). Once such a shared vision exists among influential university leaders, challenges take new forms in negotiating processes of institutional change toward specific outcomes. Put differently, as institutional leaders reach consensus regarding specific outcomes, new and more complex challenges emerge regarding the specific methods through which such outcomes will be achieved.

As noted earlier, we contextualize campus climate in terms of power and privilege, which leads to several strategies for implementing change. Perhaps most importantly, a power-and-privilege-cognizant approach requires campus climate issues be examined from a systemic perspective, as research suggests that no single intervention is powerful enough to affect institutional change (Pascarella & Terenzini, 2005; Smith, 1995). If we are to effectively encourage change, we must use multiple forces in multiple settings. Simply stated, campus climate transformation starts with the systems that maintain the power imbalance.

Utilizing this premise the Transformational Tapestry Model is designed to assist the campus community in actualizing a community of difference through the use of specific assessment and intervention strategies.

The foundations of the Transformational Tapestry Model were informed by Smith et al.'s (1997) meta-analysis of research on diversity in higher education. In their review of the literature on the impact of campus diversity initiatives on college students, Smith and her colleagues provide a context for examining campus diversity, identifying four dimensions of campus diversity, one of which was campus climate. Using Smith's dimensions, Rankin (2003) developed The Transformational Tapestry Model based on the results of a national campus climate research project. The model's assessment and transformational intervention components have been or are in the process of being implemented at over 70 higher education institutions and organizations.[1] In this model, campus climate is central to the process of institutional transformation.

The model (depicted graphically in Figure 1) is designed to assist campus communities in conducting a comprehensive assessment of their institutional climate to better understand the challenges facing their respective communities. The results serve as a catalyst for institutional transformation. The model is comprised of four dimensions; the current campus climate, climate assessment, transformational interventions, and the resulting transformed climate. A detailed description of the each of the dimensions follows with particular attention to the assessment dimension, given the focus of this issue on measurement and assessment in campus climate research.

[1] For a complete listing please see http:/www.rankin-consulting.com

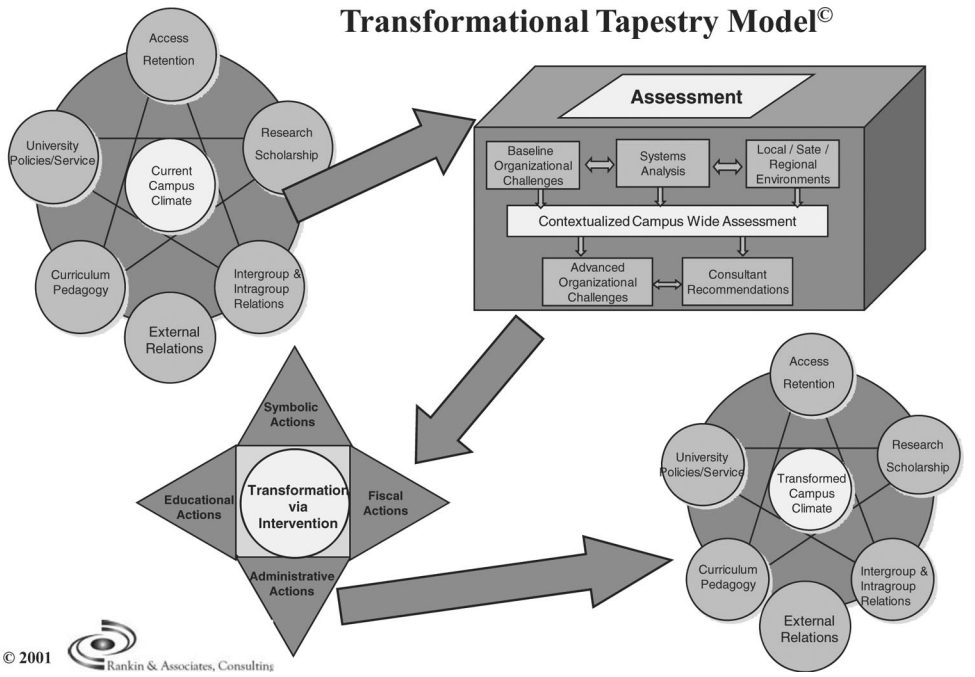

Figure 1. Transformational Tapestry Model

Dimension I: Current Campus Climate

Five areas within the higher education system that influence campus climate are indentified in the model: (1) access/retention (2) research/scholarship, (3) inter- and intragroup relations, (4) curriculum and pedagogy, and (5) university policies and service. A sixth area, external relations, was added to the model in 2006 based on the results of recent assessments. We believe, based on our work, that changes in these areas will result in systemic, organizational change with promise to upset the status quo.

Access and retention. Many authors have pointed out that access to higher education, while an admirable goal, is only one part of the equation (Heller, 2002; Rankin, 2003). Higher education professionals must be concerned with the inclusion *and* the academic success of underrepresented groups (Bensimon, 2004; Harris & Bensimon, 2007). For example, through their support of affirmative admissions process, higher education professionals encourage a diverse student body, but this cannot be the end. These same higher education professionals must provide the supports necessary to succeed academically and socially once students are on campus.

Research and scholarship. Rankin (2003) and Smith et al. (1997) suggested encouraging diversity of educational and scholarly roles of an institution is essential to creating climate change. Higher education administrators must support scholarly activities that include diverse perspectives and methodologies. Institutional policies that recognize the importance of scholarly advocacy, civic engagement, or public scholarship around issues of social justice, and provide rewards for such activities in the promotion and tenure process, would increase the possibility of faculty members engaging in these activities. Further, such policies would institutionalize advocacy and social justice in a manner consistent with the mission of higher education in the United States, sending an important message to students (Rowley, Hurtado, & Panjuan, 2002).

Inter- and intragroup relations. Empirical literature supports the understanding that a diverse student body encourages learning and the development of multicultural skills (Milem,

2003); however, diversifying a group without educationally purposeful interventions to improve intergroup relationships likely will result in increased tension (Allport, 1954; Hurtado, 2005). Educational and programmatic interventions that encourage intergroup interactions, especially around issues of social justice, may alleviate tensions and result in learning (Chang, 2002). Intragroup interactions are often overlooked. Functioning student groups, formal or informal, around social identities, provide visible support for traditionally underrepresented groups. Focusing programmatic interventions on building or improving interactions within social identity groups may lead to further success.

The most common form of harassment noted on campus was derogatory comments targeted at individuals from within-cohort peers thus reinforcing the importance of inter- and intragroup relations (Rankin, 2003; Rankin & Reason, 2005; Reason & Rankin, 2006). More recent assessments suggest that subtle forms of harassment (e.g., singled out as a resident authority, ignored in group work) are becoming more prevalent. Although offensive speech is difficult to legislate, education can be an effective tool to improve inter- and intragroup relations. Education should focus not only on recognition and elimination of intergroup harassment, but also interpersonal skill development to encourage conflict resolution within groups.

Curriculum and pedagogy. Studies suggest the efficacy of proactive educational interventions (Harris, Melaas, & Rodacker, 1999; Hippensteel & Pearson, 1999; Hobson & Guziewicz, 2002; Williams, Lam, & Shively, 1992) in reducing harassment and raising awareness on college campuses, particularly around issues of the gender harassment of women. Harris et al. (1999) found, for example, that institutionalizing Women's Studies courses during the 1990s at one institution resulted in more progressive gender roles orientation for both men and women, while Williams et al. (1992) found a decrease in harassing behaviors after the implementation of educational programming and policies. Curricular changes such as these, as well as the inclusion of other forms of diversity education, change students attitudes and values (Pascarella & Terenzini, 2005). Infusing social justice courses that educate students on issues of power, privilege, and harassment has great potential to raise awareness and decrease prevalence of harassment.

University policies and programs. Institutions convey a sense of commitment to diversity and social justice by visibly, systematically, and proactively addressing issues of harassment via their policies and programs (Rankin, 2003). Implementing programmatic change in the areas of access and retention, research and scholarship, inter- and intragroup relations, and curriculum and pedagogy convey a sense of commitment to social justice. University commitment often manifests in institutional statements such as diversity or antidiscrimination statements with mixed results (Rowley et al., 2002). These institutional documents, when powerfully worded and widely disseminated, seem to influence behaviors positively.

Finally, institutional decision makers convey commitment to diversity through the behavioral policies that define the community standards of the institution. Effective institutional policies must clearly indicate appropriate behaviors in these environments and delineate recourse for those who are wronged and encourage community members to report all incidents of harassment (Hippensteel & Pearson, 1999; Hobson & Guziewicz, 2002).

External relations. Hurtado, et.al. (1998) offer that the "contexts in higher education are shaped by external and internal forces" (p. 279). External components include governmental policy, programs, and initiatives. In recent climate assessments (Rankin, 2008) the results suggest the role of external relations also impacts campus climate. External influences such as state financial aid policies; local, state, and national legislative agendas, trustee decisions with regard to access, and the influence of alumni have all been noted. While external relation's influence on campus climate is clear, the relationship between external relations and the other areas of the model are still being examined (noted in the model by the absence of intersecting lines).

Dimension II: Five Phases of Assessment

Survey development process. The original project that served as the foundation for the Transformational Tapestry Model was conducted in 2000–2001. Participating institutions were invited to survey their respective communities on the dimensions of climate articulated

by Smith (1997). Ten campuses participated in the study. The sample included 15,356 respondents from 10 geographically diverse campuses (two private and eight public colleges and universities). Sampling techniques varied for participating institutions based on their respective contexts. Some campuses invited all students, faculty, and staff to participate in the study. Other institutions used purposeful sampling of underrepresented/underserved individuals, snowball-sampling procedures for invisible minorities and random sampling of the majority.

Purposeful sampling and snowball sampling techniques are often used when attempting to sample statistical minorities. Given the low numbers of underrepresented persons on some college campuses, simple random sampling technique would result in an understanding of climate as experienced and/or perceived by the majority constituents. Because, the purpose of this project was to examine the climate for underrepresented/underserved communities, purposeful sampling was used allowing the voices of underserved constituents to be heard. Snowball sampling was also employed and is a technique used when attempting to sample statistical minorities (Heckathorn, 1997). In this project, those invisible minorities (e.g., learning-disabled students, and gay, lesbian, bisexual and transgendered [GLBT] people) who were "known" on campus via constituent specific listservs or groups were initially contacted to participate in the study They were asked to share the survey with any other persons they knew who may not participate in any groups or listservs or who chose not to disclose their identity.

The survey questions were constructed utilizing primarily the work of Rankin (1994) and further informed by instruments reviewed in a meta-analysis of GLBT climate studies (Rankin, 1998). The final instrument contained 55 items and an additional space for respondents to provide commentary. The validation process for the survey instrument included both the testing of the survey questions and consultation with subject matter experts. Several researchers working in the area of diversity as well as higher education survey research methodology experts (M. Lee Upcraft & Patrick Terenzini) reviewed the template used for the survey. Survey questions were also reviewed by members of underrepresented/underserved constituent groups via a pilot project at the home institution of the primary investigator. Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from constituents. Construct validity or the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors is the intent of this project. Ideally, one would like to have correlations between responses and known instances of harassment, for example, but there was little data available. The important issue (in addition to the content validity description above) becomes the manner in which questions are asked and response choices given—both must be nonbiased, nonleading, and nonjudgmental. In particular, one must attempt to avoid socially acceptable responding. Outside reviewers of the original survey template and members of constituent communities felt this was accomplished.

An exploratory factor analysis was conducted on the pilot study data. The factor analysis was conducted using Principal Components Analysis with varimax rotation and factors with eigenvalues over 1 were extracted. In analyzing each factor, items whose factor loadings were .40 or higher in one factor were retained. The factor analysis yielded the three factors (personal campus experiences, perceptions of campus, and institutional actions) that explained 62.5% of the variance. In addition, thematic analyses of the comments provided by participants were also reviewed and the "themes" paralleled the factors in the quantitative analysis. The analysis of the data and conversations with participating institutional representatives led to the creation of the Transformational Tapestry Model. The final survey was designed to have respondents provide information about the five areas within the higher education system that influence campus climate discussed in the previous section through their personal campus experiences, their perceptions of campus, and their perceptions of institutional actions including administrative policies and academic initiatives regarding campus climate. Reliability coefficients from each of the scales obtained from the original sample were moderately strong to strong: personal campus experiences (reliability coefficient = .84), perceptions of campus (r = .81), and perceptions of institutional actions (r = .74). Additional

evidence for the psychometric scale items can be obtained from the authors.

In our assessments since the original project, the survey tool has undergone several revisions. The current process involves institutions choosing from a bank of items, including those from the original project, and providing campuses the ability to add additional questions that are specific to the campus context. Some of these additional questions are gleaned from the findings of the initial fact finding groups discussed in a subsequent section. For example, in a question regarding campus accessibility for physically challenged members of the community, the response choices differ from institution to institution (e.g., names of buildings). We believe that this provides campuses the opportunity have the instruments be more fitting for their respective contexts while regaining the ability to generalize the results. "So how do we compare?" is a question we often hear following the assessment and the issue of generalizability is often discussed. We offer that the assessment provides a "look in the mirror" for campuses and comparisons are discouraged. We do provide information, based on our previous assessments, when the results indicate that a campus is unique. For example, if the "average" for the question, "Within the past year, have you experienced any conduct that has interfered with your ability to work or learn on campus" is 25% and a campus is either significantly over or below that "average" it is shared with the campus. We emphasize that above "average" is often still not acceptable.

As we have administered the survey over the last 10 years, we have also added response choices to several of the questions. These "new" responses were added based on the number of times respondents offered a particular response in the "other, please specify" option in the question. For example, in "who was the source of harassing conduct" question, we have added "campus police" as a possible response choice based on the number of times it was offered in previous administrations. The "other, please specify" responses have declined as we add the new choices to the response choice list. Questions have also been added where qualitative responses indicated new themes that were until then not addressed (e.g., sexual misconduct, work-life issues). We have also deleted questions when the question was not providing actionable responses or where respondents were responding in socially acceptable patterns. With regard to reliability, correlations in our projects are moderate to strong (Bartz, 1988) and statistically significant ranging from $r = .45$ to $r = .86$. The consistency of these results suggests that the surveys are internally reliable (Trochim, 2000).

With a better understanding of the survey development process, details of Dimension II of the model (Assessment) are offered in the following sections.

Phase I: Preparing the campus/ownership of the process by the community. Phase I is centered on preparing the campus for involvement in the process from modifying the process methodology to better "fit" the specific campus to developing a communication/marketing plan for distribution of the project's findings. This includes consensus building among constituent groups (faculty, staff, students, staff, and administrators) who must feel fully engaged in and have ownership of the process for it to be successful. The first task in Phase I is the creation of a campus social equity team to assist in coordinating these efforts. The social equity team is essential and the members of the team are crucial to the project's success. In our experience, the most successful teams are comprised of student, faculty representing various ranks and disciplines, and staff representing various grades and positions (e.g., clerical, housing and food service, physical plant). We also have found that successful teams are representative of the salient social identity groups that comprise the community (e.g., socioeconomic class, race, gender, spirituality, sexual orientation). On many campuses where we have employed the model, often there is already a committee/task force/commission whose charge is to monitor and/or assess campus climate. We also find that these teams are usually very large as they attempt to be representative of all campus constituent groups. Working with a committee this large is unwieldy and often leads to delays in the process, so charging a smaller group of people, who may or may not be part of the larger committee, allows for a smoother process. It is imperative, however, that the smaller working group be responsible for reporting back to the larger committee on each phase of the process.

Following an introductory meeting (s) with

the social equity team to familiarize members with the process, a series of town meetings and subsequent meetings with selected constituent groups are conducted to facilitate initial communication to campus constituents. The meetings present information to the community about the rationale for the project, review the project's process/timeline, and answer questions from campus constituents on both the project's methods and the process. The meetings are coordinated by the social equity team.

Next, we convene a series of fact-finding groups/interviews with members from an inclusive list of campus constituent groups provided by the social equity team. The number of fact-finding groups varies from campus to campus, ranging in our current work between 9 and 15. The make-up of the groups (e.g., selection of group members) and the constituent groups represented (e.g., women faculty of color; white male staff) are determined by the social equity team. The team members are cognizant of the campus context and are aware of the salient social identity groups in the community. Their knowledge is instrumental in knowing which groups are included and who is invited to participate. The objective of this section is to examine institutional challenges as provided by members of the campus community. The groups provide information from students, staff, faculty, and administrators about their perceptions of the campus climate. Their insights and reflections assist in informing the questions used in the campus-wide survey that is used to assess the state of and challenges perceived within the campus climate (Phase II of the assessment). A team of facilitators from outside the institution conduct the groups and a report is developed that is shared with the campus constituents. It is important to note here that the entire process of the Transformational Tapestry Model is transparent. The project's transparency is shared with the social equity team, campus administrators, and the campus community throughout the process. We find that if this transparency is not articulated and supported by the campus leadership that the overall process is jeopardized and we contend, doomed for failure.

Finally, we engage in an internal and external campus systems analysis. The review may include some of the following: (a) examining the campus mission and organizational charts; (b) reviewing previous research/institutional data with regard to climate (e.g., CIRP, commission reports); (c) reviewing recent "letters to the editor" in campus newspapers; and (d) examining local, regional, and state environments (e.g., recent legislation). The review is also used to help inform the second phase of the internal assessment, the construction of a survey of the campus climate.

Phase II: Campus-wide contextualized assessment. Phase II proposes that an institution conduct an internal assessment of the campus climate via a generalized survey as discussed previously. The survey questions are informed by the bank of questions offered to the social equity team, data gathered and reported in Phase I, and the demographic make-up of the institution. The survey construction is accomplished through a series of weekly meetings with the social equity team. The Americans with Disabilities Act (ADA) compliant surveys are offered via either an online or paper/pencil format. We offer both mediums cognizant that all members of our campus community do not have access to computers (e.g., housing & food service staffs, physical plant employees). We also recognize some of our prospective participants may not have English as their first language and provide for the instrument to be offered in several languages (e.g., Spanish, Hmong).

The survey examines participant responses to their personal campus experiences, their perceptions of campus and their perceptions of institutional actions including administrative policies and academic initiatives regarding campus climate. Although this approach to the survey construction is time-consuming when compared to the use of a standardized instrument, it has the advantage of providing a "campus-specific" tool. One of the benefits of this approach is that the results provide directly actionable items for the campus. All findings associated with the analysis of quantitative data, even those findings that might present the institutional climate negatively, are shared with the campus community, reinforcing the transparency of the assessment process.

The survey instrument provides multiple opportunities for respondents to provide comments in response to open-ended questions. Although other researchers (Allan & Madden, 2006) have found that qualitative analysis of this type of data can lead to findings that con-

tradictory quantitative data, this has not been our experience. The qualitative analysis of respondent comments often allows for a greater depth of understanding of the quantitative survey results. Like Allan and Madden, however, we believe a multiple method approach is the most appropriate approach to the assessment of climate issues on college campuses. As is the case with the quantitative findings, the qualitative analysis of respondents' comments is shared with the campus community.

Phase II of the project also involves reviewing and approving the marketing/communication plan (e.g., project "talking points," possible survey incentives, letter of invitation to participate). Finally, the project is reviewed via the campus Institutional Review Board (IRB). Approval by the IRB is a required prerequisite of the assessment. Once the project is approved, the survey is distributed to the entire campus population. In our experience, the drawbacks of random sampling (the voice of only the majority is reported) and randomized stratified sampling (many voices are still missed) around these issues is not adequate to address the successes and challenges surrounding equity issues on campus (Heckathorn, 1997). Updates via frequency distributions by position (faculty, staff, and student) are provided to the social equity team every 48 hours to assist in more targeted subsequent invitations to participate.

Phase III: Sharing the results with the community. Phase III of the model involves the presentation of the results to the campus community. The communication/marketing plan developed by the social equity team is followed throughout the model. In this phase, constituent group representatives on the social equity team maintain communication with their respective constituents throughout the first two phases, providing them with updates and seeking their feedback. The report results are reported out in the same fashion and the report remains in "draft" form until all groups have had the opportunity for review and feedback. Paralleling the process in Phase I, Phase III calls for the reconvening of the fact finding groups to identify advanced organizational challenges. Each of the respective groups are presented the draft report and requested to provide feedback. This feedback may take the form of additional requested analyses, highlighting additional salient points in the Executive Summary, inserting more qualitative data to give "voice" to the quantitative data, and so forth. These groups also serve as means for constituent groups to maintain their ownership of the process.

Dimension III – Transformation via Intervention

Following the comprehensive internal assessment, Phase IV of the model is initiated. The social equity team with feedback from their respective constituent groups creates a strategic plan for equity and community with immediate, short-term and long-term actions. The model's transformational intervention strategies include symbolic actions, educational actions, administrative actions, and fiscal actions in the six areas that influence campus climate: (1) access/retention (2) research/scholarship, (3) inter- and intragroup relations, (4) curriculum and pedagogy, (5) university policies and service, and (6) external relations. The overarching strategic plan identifies well-defined goals, specific intervention actions, person(s) responsible for carrying out the actions, participants involved in the action, time-frames, costs, outcomes, and assessment/accountability.

Dimension IV – Transformed Campus Climate

Once the Strategic Plan is developed, it again is shared with the institutional community via the communication/marketing plan created in Phase I. The plan includes actions organized around the five components of campus climate and their related objectives. Given the actions presented in the plan recommendations for assessing the outcomes over the life of the plan are developed. For example, yearly initiative status reports provided by each academic unit and academic support unit to address the actions presented in the plan, "Best Practices" forwarded to units to assist them in responding to the actions recommended in the plan, reassessments of specific areas of the plan as determined by the social equity team and other constituency groups on the campus.

Implications for Future Research

Because of the practical nature of this process, a research based understanding of its effectiveness is difficult to ascertain. Although anecdotal evidence from participating institutions leads us to believe in the efficacy of the process, little empirical testing has been conducted. Examining the effectiveness of this and other campus climate transformation processes is an area of inquiry ripe for further research. We identify two areas below that would offer some insight into the effectiveness of this process.

First, follow-up with institutions that have participated in the process thus far would allow researchers to determine if the process has contributed to climate change. Qualitative inquiry examining institutional agents perceptions of the efficacy of the process, the achievement of specific goals and objectives arising from creating strategic initiatives dimension, and the institutionalization of changes are potential areas of inquiry. Further, administering the instrument a second time at these institutions would allow researchers to investigate if the climate of the institution has changed as a result of specific intervention strategies initiated based on the results of the initial investigation.

Instrument comparison is a second area of inquiry that is important, although the dearth of nationally available instruments purporting to study campus climate is an obstacle to this line of study. Construct reliability between this and other instruments has not been completed and would add to researchers' understanding of campus climate and its components.

Conclusion

In this article, we present a comprehensive model for assessing and transforming campus climates in higher education. The model, and its component parts, has guided our work with more than 70 colleges and universities over the last decade. Following the model results in an intentionally inclusive and contextually based understanding of how students, faculty, and staff members are experiencing the campus climate. Because the model's development is grounded in research, it resonates with faculty members; because it encourages a broad understanding of power and privilege, it includes individuals from groups who may normally feel excluded from campus climate issues (e.g., white people). Finally, we have witnessed the transformative power of the dialogue created by following the processes of the model on many college campuses.

Campus administrators rightfully spend a good deal of time, energy, and resources on assessing campus climates and addressing the climate concerns of faculty, staff, and students who have traditionally felt marginalized within higher education. Research suggests that negative perceptions of campus climates have deleterious effects for each group. Recognizing higher education institutions as complex social systems, within which relationships between individuals and groups matter to positive outcomes, justifies such expenditures. The model we use, and describe in this manuscript, provides guidance for these efforts and, in our experience, reaps benefits that far outweigh the expenditures.

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