A CONCEPTUAL FRAMEWORK ON PERCEPTIONS OF CAMPUS CLIMATE TRANSCENDING AND TRANSGRESSING CAMPUS DIVERSITY

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Abstract

This research paper attributes to the measure of environmental factors on student'scollege experiences that contribute to engagement at campuses. Campus Climate aims at capturing experiences and perceptions of students on campuses as higher education institutions remaincommitted to the personal positive feel of campus climate.Further students value diversity as it has a great impact on their lives and it is avital step towards positive picture of campus climate that acknowledges a room for improvement amidst prejudices.The conceptual framework thus ascertains that though a university remains committed to the personal care and attention of all students; it is crucial to cultivate a climate that welcomes a foundation of positive change amidst student diversity.

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Introduction

Campus climate

Campus climate has practices, patterns, and trends of college campuses as a public realm of the place predicts everyday urbanism functioning where the dimensions of student engagement occur to identify one with the climate of campus. Human capital models of undergraduate student success emphasizes variation in undergraduate department resources and environments (Moore & Keith, 1992) calling for the need to evaluate university environment from a comprehensive system perspective. The personal, demographic, and environmental character influences academic performances (Cejda et al., 1998). It is the campus environment that shapes the attributes required of graduates for the future workplace(Gow & McDonald, 2000)so the emphasis on student learning amidst college environment (Anaya, 2001) is vital as it is said to strengthen student enrollment and student success (Buerck et al., 2003). The factors related to study success in engineering education has student perceptions of study environment determining study orientations leading to study success (Tynjälä et al., 2005). College environment influences learning and development among students' (Inkelas et al., 2006) contributing to their academic achievement (Lang et.al., 2007). However, students' perceptions of learning environment that impacted students' learning and performance (Struyven et al., 2008) relied on study environment with different approaches changing along external demand in the program (Jungert, 2008). This makes us comply that if the prime focus is laid to understand and define campus climate (Hart & Fellabaum, 2008), then effective assessment of campus climate could enhance student success (Vogel et al., 2008). Further students' strategies influence their study environment by applying strategic approach to studying (Tomas Jungert & Rosander, 2009) in harmonious campus environment initiates innovation (Miao, 2009).

Educational setting impacts youths transition to post-secondary life (Britten & Borgen, 2010) where individual & environmental factors signify short and long-term interest in engineer (Creamer et al., 2010) determining quality of life and motivation to learn (Henning et al., 2010). The student perception of the educational climate strategies to improve the student-centeredness and student-friendliness of the school's educational environment (Pierre et al., 2010) renders that climate in undergraduate engineering education (Chatman, 2010) relies on campus management system (Camacho et al., 2010).

Environment impacts academic performance of engineering students' (Zakaria et al., 2011). The learning environment influences career competencies of students' (Kuijpers et al., 2011) with a sound educational environment being fostered by the institution despite demographic variations (Palmgren & Chandratilake, 2011) contributing positively to integration of international students' into domestic campus environment (Guo & Chase, 2011).

Learning environment and learning approaches among engineering students' (Rahman et al., 2012) are vital as it is the perception of the learning environment by students' (Al-Kabbaa et al., 2012) with positive experiences of campus climate and students' educational experiences (Glass, 2012) that makes it more personal, environmental and opportunity with factors towards career choice (Korir, 2012). Thus, a part of student learning progress and positive perceptions of campus climate are their educational experiences (Glass, 2012).

Campus climate assists students' personal and social responsibility (Ryder & Mitchell, 2013). Building harmonious educational environment by making it more student oriented (Bian & Ma, 2013) intimidates living environment to turn positive towards reading attitudes (Morni & Sahari, 2013) and sensitises academic environment to be more welcoming towards better access to higher education to a wider audience (Ramsey et al., 2013). Never the less, learning climate or environment influences commitment to academics as a correlation between academic, social adjustment in urban environment contributing to academic achievement (Ismail et al., 2013).

Perception of academic education environment impacts undergraduate college students' (Ousey et al., 2014) as campus climate imbibes a sense of belonging (Stebleton et al., 2014) with person-environment fit framework of students' enrollment and persistence in engineering education (Le et al., 2014) making student engagement inclusive connected towards purposeful campus environments (Glass et al., 2014).

In brief, students' are in search of perfect learning environments in higher education (Kahl, 2014). With profound difference among students' perception of actual versus preferred classroom environment (Lai et al., 2015); the immediate learning environment chases students' achievement goals (Lee & Bong, 2015). Therefore learning climate impacts effective

commitment of academics (Southcombe et.al, 2015)and perceptions of campus climate vary by parents, students', faculties who are the vital stakeholders of higher education (Cavrini et al., 2015).

Campus Diversity

Campus diversity relies on future growth of Indian higher education which is based on historical development, depth, spatial spread and diversity dimensions (Khanna, 1994). The level of student involvement in activities, people, experiences and communities or organization also depends on diversity (Terenzini et al., 1994).

It is observed that friendship groups impact diversity (Antonio, 2001). Student feelings of association to the campus and openness with tolerance to diversity which was higher at larger universities (Summers et al., 2002) have the real discourse on diversity relying heavily on as a dilemma between preservation or transformation (Chang, 2002). Diversity in higher education has an impact on students educational outcomes(Gurin et al., 2002) making college desegregation and trans-demographic enrolments facilitate good intention of diversity (Brown, 2002) with overall retention towards enhancing diversity (Anderson & Northwood, 2002).

A diverse pool of engineering undergraduate students' (Powers et al., 2003) enhances students' experiences with increased levels of diversity in campus (Singley & Sedlacek, 2004). This sort of institutionalising campus diversity in higher education (Cross, 2004) makes diversity a challenge of heightened nature in higher education (Brown, 2004).

Diversity has many facets (Beidler et al., 2005). Student involvement with campus diversity results in action-oriented democratic outcomes (Zuniga et al., 2005). This makes policy discourses and changing practices arrange for a new dimension to diversity (Chan, 2005). Student experiences with diversity is a claim for distinctiveness (Umbach & Kuh, 2006)where perceptions of campus environment influence the structural diversity of students' (Pike & Kuh, 2006). Diversity trumps freedom on campus (Talkington, 2006) as campus diversity impacts students' educational outcomes (Kuklinski, 2006) making perceptions of diversity in a

multicultural setting to remain diverse (Cachon, 2006). This rever us that institution size,organization, and content impact institutions diversely (Darling-Hammond et al., 2006).

Diversity at institutions must be good and feasible. Effective strategies to increase diversity in science, technology, engineering and maths fields (Tsui, 2007) need to act on diverse target group orientation as a key aptitude in engineering education (Ihsen & Buschmeyer, 2007). Diversity experiences renders changes in attitudes among students' (Aberson, 2007) emanating retention and progression of students' with diverse educational backgrounds (Bamforth et al., 2007)from diverse identities contributing towards diversity in engineering education (D'Cruz, 2007).

Diversity is imperative for engineering education (Bouville, 2008; Fleming, 2008). For growth and diversity in education, assessing educational experiences of students' remains vital (Pearson et al., 2008). Critical self-assessment about their commitment to diversity (Hurtado et al., 2008) promotes diversity, retention and outreach impacting globalization readiness of engineers (Doerschuk et al., 2008). Thus managing diversity in higher education (Joy Gaston Gayles, 2008) amidst campus socio-economic diversity is missing in application (Koffman & Tienda, 2008) tethering that higher education's diversities like student institution experiences and outcomes (Brennan & Osborne, 2008) rely on student interaction alone especially at elite institutions (Kramer, 2008).

Addressing diversity issues within undergraduate engineering education (Tooley & Umphress, 2009) helps to deal with student satisfaction with diversity (Park, 2009; Tooley & Umphress, 2009) thereby increasing diversity documents on college and career success (Winkleby, 2009). Student affairs thereby need to be diversely researched or studied (Pope et al., 2009) as it is only integration in campus with diversity (Thornton et al., 2009) that impacts retention in engineering (Kelley, 2009).

Diversity in higher engineering education (Patko et al., 2010) has its diverse courses on wellbeing on campus (Nicholas A. Bowman, 2010) that broaden diversity in undergraduate education (Goins et al., 2010). Educating in diversity impacts educational quality (Alegre &

Villar, 2010) and it is the virtual paradox of diversity (Marichal, 2010) that adorns attracting, retaining, and preparing a assorted academic engineering workforce (Donnelly et al., 2010).

The power of diversity in engineering education creates excellent campus excellence (Valdés et al., 2012).   The diversity directed towards student engagement (Crede & Borrego, 2012) emphasise a model for diverse learning environments (Hurtado, 2012) that helps manage diversity in engineering organisation (Sharp et al., 2012) enhancing campus climate for diversity (Astin, 2012) as also facilitating framing of access in university diversity policies (Iverson, 2012). Transition to university reflects the diversity of student voices (Gazo-Figuera, 2013). Student perspectives on the diverse climate need for a broader definition of diversity within climate for inclusiveness (Dhaliwal et al., 2013) re-envisions multicultural education in diverse academic contexts (Ndura & Dogbevia, 2013). The staged experiences from differences in diversity (Frieze & Quesenberry, 2013) has its imprint even on civic engagement of students' (Cole & Zhou, 2013).

In brief, diversity experiences and perceptions of campus climate varies across institutions (Bowman & Denson, 2014). The openness to diversity remains a challenge towards college experiences, achievement and retention of students' (Bowman, 2014) affecting self-perceived gains in critical thinking (Cole & Zhou, 2014). In short, social acceptance as a part of diversity (Chen & Hamilton, 2015) mesmerises students' experiences of vivid diversity on perceptions of campus climate (Bowman & Denson, 2014) as after all ; for an engineering student it remains as an uncommon thread in education (Chen & Hamilton, 2015).

A Conceptual framework on Perceptions of Campus Climate Transcending and Transgressing Campus Diversity
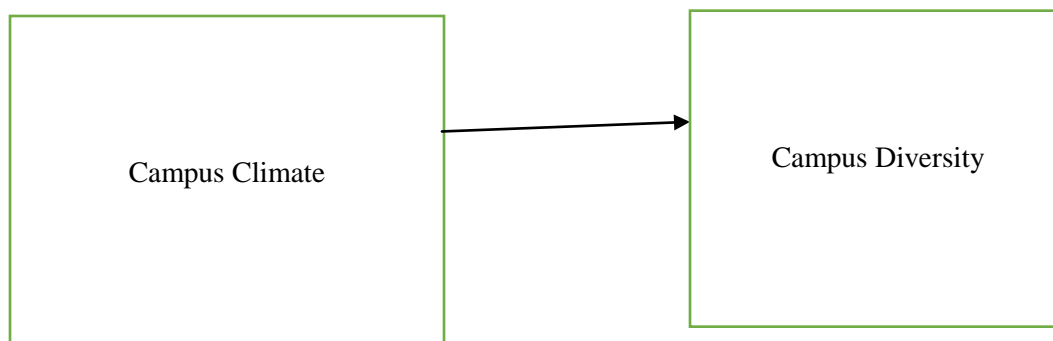
From the literature review, there is evidence that the variations among climates of campus environments can impact diversity within campuses. The nitty gritty of campuses lay on the sole experiences of students who are often laid off with voices often unheard.Thus, there is scope for presenting a framework that could accentuate and enhance arena of higher education on higher diversified positive note that empowers – the student at large.From a practical point of view, this study empowers the need for study of diversified campus environments.

Conclusion

Diversity is a driver of campus climate. For the goal of student excellence, campus climatesmust be immeasurably strengthened because abandoning diversity would mean nullifying equity of social justice. Therefore, there is a need to amplify effortstoward building a truly diverse, inclusive, and equitable institution of viability and vitality that move toward more intentional, coordinated, and coherent efforts through which overall progress of campuses can be gauged.

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