EXECUTIVE SUMMARY

CAMPUS CULTURE AND CLIMATE ASSESSMENT

WELLSTAR COLLEGE OF HEALTH AND HUMAN SERVICES REPORT
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WellStar College of Health and Human Services

Kennesaw State University’s Strategic Plan, 2012-17, Goal 4, commits to “enhance the collegiate experience, and foster a welcoming, diverse, and inclusive environment.” Accordingly, this report provides an in depth analysis of WellStar College of Health and Human Services (herein referred to as WellStar) data from the 2014 campus climate assessment.

In collaboration with the Office of Diversity and Inclusion, WellStar will create a Diversity Action Committee charged to act on the findings from the climate assessment. This analysis will assist the Committee in the development of action items that improve upon WellStar’s strengths and address WellStar’s challenges. The results of these actions will be assessed in the next climate assessment, which will provide longitudinal data on the impact of these efforts.

A total of 682 respondents from WellStar participated in the 2014 Assessment of Climate for Learning, Living and Working at Kennesaw State University (KSU). Of those respondents, 11.3% identified as faculty (n=77), 3.4% as staff (n=23), and 85.3% as students (n=582). In addition, the respondents reflect 33% of WellStar faculty, 55% of WellStar staff and 16% of WellStar students. The table below shows the demographic breakdown of WellStar respondents.

<table>
<thead>
<tr>
<th>Demographic Categories</th>
<th>Faculty/Staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>n=83 (83%)</td>
<td>n=452 (78%)</td>
</tr>
<tr>
<td>Male</td>
<td>n=17 (17%)</td>
<td>n=127 (22%)</td>
</tr>
<tr>
<td>Person of Color</td>
<td>n=21 (21%)</td>
<td>n=267 (46.5%)</td>
</tr>
<tr>
<td>White</td>
<td>n=78 (79%)</td>
<td>n=307 (53.5%)</td>
</tr>
<tr>
<td>Person with Disabilities</td>
<td>n=10 (10%)</td>
<td>n=102 (20%)</td>
</tr>
<tr>
<td>Person with No Disabilities</td>
<td>n=86 (90%)</td>
<td>n=419 (80%)</td>
</tr>
<tr>
<td>Non-U.S. Citizen</td>
<td>n=6 (6%)</td>
<td>n=46 (8.5%)</td>
</tr>
<tr>
<td>U.S. Citizen</td>
<td>n=94 (94%)</td>
<td>n=498 (91.5%)</td>
</tr>
<tr>
<td>Military Service</td>
<td>n&lt;5&lt;sup&gt;1&lt;/sup&gt;</td>
<td>n=32 (5.5%)</td>
</tr>
<tr>
<td>No Military Service</td>
<td>n=95 (97%)</td>
<td>n=545 (94.5%)</td>
</tr>
<tr>
<td>LGBQ</td>
<td>n=6 (6.5%)</td>
<td>n=33 (6.5%)</td>
</tr>
<tr>
<td>Heterosexual</td>
<td>n=87 (93.5%)</td>
<td>n=477 (93.5%)</td>
</tr>
</tbody>
</table>

<sup>1</sup>This category was not included in the analysis because the numbers were too small to further disaggregate.
The next table shows the demographic breakdown of all WellStar faculty/staff and students in spring of 2014, when the climate assessment was administered, and for the most currently available data.²

<table>
<thead>
<tr>
<th>Demographic Categories</th>
<th>Faculty/Staff</th>
<th></th>
<th></th>
<th>Students</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>n=216 (78%)</td>
<td>n=201 (78%)</td>
<td>n=2,646 (72%)</td>
<td>n=2,898 (71%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>n=61 (22%)</td>
<td>n=58 (22%)</td>
<td>n=1,027 (28%)</td>
<td>n=1,163 (29%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person of Color</td>
<td>n=66 (24%)</td>
<td>n=66 (25%)</td>
<td>n=1,351 (38%)</td>
<td>n=1,673 (42%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>n=211 (76%)</td>
<td>n=193 (75%)</td>
<td>n=2,209 (62%)</td>
<td>n=2,293 (58%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-U.S. Citizen</td>
<td>n=6 (2%)</td>
<td>n=4 (2%)</td>
<td>n=202 (5%)</td>
<td>n=169 (4%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. Citizen</td>
<td>n=270 (98%)</td>
<td>n=257 (98%)</td>
<td>n=3,471 (95%)</td>
<td>n=3,892 (96%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military Service</td>
<td>not available</td>
<td>n=12 (6%)</td>
<td>n=188 (5%)</td>
<td>n=39 (1%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Military Service</td>
<td>not available</td>
<td>n=191 (94%)</td>
<td>n=3,485 (95%)</td>
<td>n=4,022 (99%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The remainder of this summary highlights findings from four different analyses that are included in the full report. Responses from WellStar faculty, staff, and students were compared to all other KSU faculty, staff³, and students. Within WellStar, responses from singular identity groups were compared to those of all identity groups, to their corresponding identity group, and to established benchmarks. More information about the statistical measures used to analyze the data can be found in the introduction to the full report.

**WellStar Faculty — Reported Strengths and Challenges**

**Strengths**
- Lower agreement that they are burdened by service responsibilities beyond those of their colleagues
- Higher agreement that KSU provides available resources to help balance work-life needs
- Lower agreement that people who do not have children are burdened with work responsibilities beyond those who do have children

**Challenges**
- Lower agreement that KSU provides available resources to help balance work-life needs⁴
- Higher percentage who have seriously considered leaving KSU
- Lower agreement that the tenure/promotion standards are applied equally to all faculty

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² Note that 2016 data includes the Marietta campus, which was not part of the prior data.
³ Staff responses were insufficient to ensure that confidentiality was maintained when analyses were broken out by demographic categories. Therefore, staff and faculty responses were combined for demographic analyses.
⁴ This item was a strength based on comparison to all other KSU faculty. However, it was a challenge when compared to an established benchmark. The greatest difference was for the benchmark comparison.
WellStar Staff — Reported Strengths and Challenges

Strengths
• Higher agreement that KSU provides them with resources to pursue professional development
• Higher agreement that their supervisors provide them with resources to pursue professional development
• Higher agreement that they are comfortable taking earned leave without fear that it may affect their careers

Challenges
• Lower agreement that they have supervisors who give career guidance when needed
• Higher percentage who have personally experienced exclusionary behavior at KSU within the past year
• Lower agreement that they was salaries are determined is clear

WellStar Female Faculty/Staff— Reported Strengths and Challenges

Strengths
• Higher agreement that they have colleagues who give career guidance when needed
• Lower percentage who have seriously considered leaving KSU
• Lower percentage who have personally experienced exclusionary behavior at KSU within the past year

Challenges
• Lower agreement that the way salaries are determined is clear
• Higher percentage who have seriously considered leaving KSU
• Lower agreement that the tenure/promotion standards are applied equally to all faculty

WellStar Faculty/Staff of Color — Reported Strengths and Challenges

Strengths
• Higher agreement that KSU is supportive of faculty taking sabbatical leave
• Higher agreement that their service contributions are important to tenure/promotion

Challenges
• Higher percentage who have observed unjust hiring practices at KSU
• Higher agreement that they perform more work to help students beyond that of their colleagues
• Higher percentage who have observed unjust employment-related disciplinary actions at KSU
WellStar Faculty/Staff with a Disability — Reported Strengths and Challenges

Strengths
- Lower agreement that they feel pressured to change their research agendas to achieve tenure/promotion
- Higher levels of comfort with the climate in their courses
- Higher agreement that their supervisors provide ongoing feedback to help improve performance

Challenges
- Higher percentage who have observed unjust promotion/tenure/reclassification practices at KSU
- Higher percentage who have observed exclusionary conduct at KSU within the past year
- Higher percentage who have seriously considered leaving KSU

WellStar Non-U.S. Citizen Faculty/Staff — Reported Strengths and Challenges

Strengths
- Lower agreement that their colleagues expect them to represent the “point of view” of their identities
- Lower agreement that people who do not have children are burdened with work responsibilities beyond those who do have children
- Lower percentage who have observed unjust hiring practices at KSU

Challenges
- There were no challenges that met the criteria for inclusion.

WellStar LGBQ Faculty/Staff — Reported Strengths and Challenges

Strengths
- Lower agreement that they perform more work to help students beyond that of their colleagues
- Lower agreement that they are burdened by service responsibilities beyond those of their colleagues
- Lower agreement that people who do not have children are burdened with work responsibilities beyond those who do have children

Challenges
- There were no challenges that met the criteria for inclusion.
WellStar Students—Reported Strengths and Challenges

Strengths
- Lower percentage selecting “transfer/I never intended to graduate from KSU” as a reason for seriously considered leaving KSU
- Lower percentage who have observed exclusionary conduct at KSU within the past year

Challenges
- Lower agreement that they have staff who they perceive as role models

WellStar Undergraduate Female Students — Reported Strengths and Challenges

Strengths
- There were no strengths that met the criteria for inclusion.

Challenges
- Higher agreement that KSU faculty pre-judge their abilities based on perceived background

WellStar Graduate Female Students — Reported Strengths and Challenges

Strengths
- Lower agreement that KSU faculty pre-judge their abilities based on perceived background
- Higher agreement that they are satisfied with their academic experience at KSU
- Higher agreement that they intend to graduate from KSU

Challenges
- Lower agreement that their academic experience has had a positive influence on their intellectual growth
- Lower agreement that KSU administrators are genuinely concerned for their welfare
- Lower agreement that KSU staff are genuinely concerned for their welfare

WellStar Undergraduate Students of Color — Reported Strengths and Challenges

Strengths
- There were no strengths that met the criteria for inclusion.

Challenges
- Lower agreement that they have performed academically as well as anticipated
- Lower agreement that they are performing up to their full academic potential
- Higher agreement that they don’t see enough faculty/staff with whom they identify
WellStar Graduate Students of Color — Reported Strengths and Challenges

Strengths
- Higher agreement that KSU staff are genuinely concerned for their welfare
- Higher levels of comfort with the climate in their courses
- Higher agreement that they have staff who they perceive as role models

Challenges
- Higher agreement that they don’t see enough faculty/staff with whom they identify
- Higher agreement that KSU faculty pre-judge their abilities based on perceived background
- Lower agreement that many of their courses this year have been intellectually stimulating

WellStar Undergraduate Students with Disabilities — Reported Strengths and Challenges

Strengths
- There were no strengths that met the criteria for inclusion.

Challenges
- Lower agreement that they have performed academically as well as anticipated
- Higher percentage who have personally experienced exclusionary behavior at KSU within the past year
- Lower agreement that they are satisfied with the extent of their intellectual development since enrolling in KSU

WellStar Graduate Students with Disabilities — Reported Strengths and Challenges

Strengths
- Higher agreement that they have opportunities for academic success similar to their classmates
- Higher agreement that they feel valued by faculty in the classroom
- Higher levels of comfort with the climate in their courses

Challenges
- Lower agreement that their interest in ideas and intellectual matters has increased since coming to KSU
- Lower agreement that KSU staff are genuinely concerned for their welfare
- Lower agreement that their academic experience has had a positive influence on their intellectual growth
WellStar Non-U.S. Citizen Students — Reported Strengths and Challenges

Strengths
- Lower percentage who have seriously considered leaving KSU
- Higher agreement that they feel valued by other students in the classroom
- Higher agreement that KSU staff are genuinely concerned for their welfare

Challenges
- Higher agreement that KSU faculty pre-judge their abilities based on perceived background
- Lower agreement that they intend to graduate from KSU
- Higher agreement that they don’t see enough faculty/staff with whom they identify

WellStar Students with Military Service — Reported Strengths and Challenges

Strengths
- There were no strengths that met the criteria for inclusion.

Challenges
- Lower levels of comfort with the climate in their courses
- Higher agreement that they are considering transferring due to academic reasons
- Higher percentage who have seriously considered leaving KSU

WellStar LGBQ Students — Reported Strengths and Challenges

Strengths
- Higher agreement that they have faculty who they perceive as role models
- Higher agreement that they intend to graduate from KSU
- Higher agreement that their interest in ideas and intellectual matters has increased since coming to KSU

Challenges
- Higher agreement that they don’t see enough faculty/staff with whom they identify
- Higher percentage who have personally experienced exclusionary behavior at KSU within the past year
- Higher agreement that KSU faculty pre-judge their abilities based on perceived background

In addition to the identity groups listed above, the report contains findings for students based on faith-based and political affiliation. See full report for details.
WE ARE **stronger** together.