



KENT STATE  
UNIVERSITY



University level Initiative 2.3

# The Great Place Initiative

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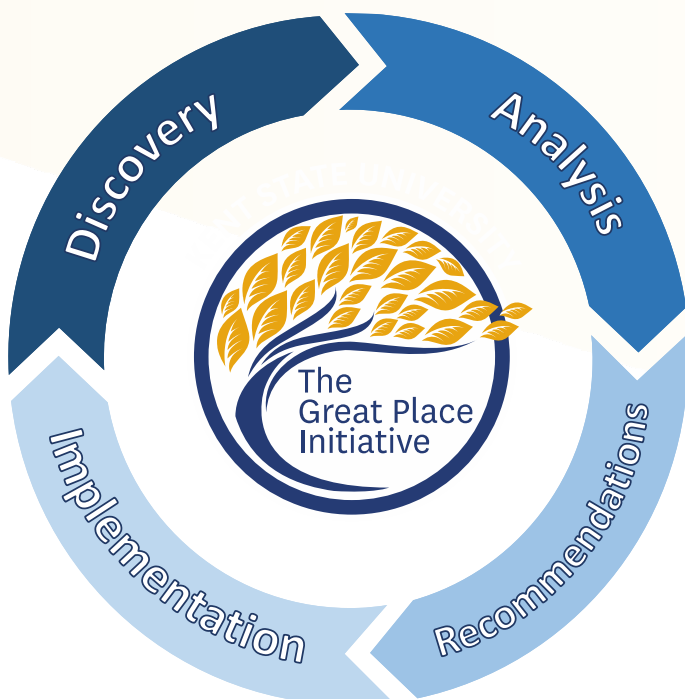
## The Goal of GPI

*Make Kent State University a great place to learn, work, and live.*

### Connected Core Values:

- A living-learning environment that creates a genuine sense of place
- Engagement that inspires positive change
- Diversity of culture, beliefs, identity and thought
- Freedom of expression and the free exchange of ideas
- A collaborative community
- Respect, kindness and purpose in all we do

## Data-driven and iterative process



- Climate Survey
- COACHE
- NSSE
- Great Colleges to Work For



# Overview of Additional Climate Study Data Analysis

- **Three Goals of the Additional Analysis and Reports:**
  1. Make the climate study data accessible
  2. Allow targeted efforts for improvement
  3. Personalize to the 12 colleges and 10 divisions



# Methodology for Creating Individual Reports

$$Y_i = a + \Delta X_i + \beta * COLLEGE_i + \varepsilon_i$$

## Demographic Variables Included in Regression (X)

Students	Staff	Faculty
<ul style="list-style-type: none"><li>• Gender</li><li>• Race</li><li>• Citizenship</li><li>• Disability</li><li>• Sexual Orient.</li></ul>	<ul style="list-style-type: none"><li>• Gender</li><li>• Race</li><li>• Citizenship</li><li>• Disability</li><li>• Sexual Orient.</li></ul>	<ul style="list-style-type: none"><li>• Gender</li><li>• Race</li><li>• Citizenship</li><li>• Disability</li><li>• Sexual Orient.</li></ul>
<ul style="list-style-type: none"><li>• Transfer</li><li>• Ph.D./Master's</li><li>• Living Situation</li><li>• Low-Income</li><li>• First Gen.</li></ul>	<ul style="list-style-type: none"><li>• Type of Position</li><li>• In Union CBA</li><li>• Age</li><li>• Full-time</li><li>• Education</li></ul>	<ul style="list-style-type: none"><li>• Faculty Type</li><li>• Rank</li><li>• Age</li></ul>

Green –  
significantly  
better scores

Red –  
significantly  
worse scores

**Table 1A:  
Student Overall  
Climate Questions  
Demographic Results**

Table 1A: Student Overall Climate Questions Demographic Results		Number of Obser- vations	Climate Questions (number is average on 5 point scale; higher number is better)		Yes/No Questions (Number is % saying "Yes")		
			Level of Comfort with Overall Climate	Comfort with Climate in Classroom	Seriously Considered Leaving KSU	Experienced Exclusionary Behavior	Experienced Unwanted Sexual Contact
Gender	Missing or Unknown	5	*	*	*	*	*
	Woman (Reference Category)	3182	4.02	4.02	29.3%	12.8%	7.0%
	Man	1486	4.03	4.11	28.9%	11.6%	1.7%
	Transspectrum (including Other)	72	3.83	3.81	37.5%	37.5%	11.1%
Race	Missing/Unknown/Other	46	3.59	3.74	48.9%	30.4%	6.5%
	White (Reference Category)	3500	4.07	4.07	28.8%	11.6%	5.7%
	Alaskan Native/Am Ind	5	*	*	*	*	*
	Asian/Asian American/Southeast Asian	382	3.99	4.14	20.4%	12.0%	1.0%
	Black/Afr American	361	3.72	3.76	36.0%	18.1%	4.7%
	Hispanic/Latin@/Chican@	83	3.86	3.90	34.9%	13.3%	*
	Middle Eastern	81	3.90	4.06	30.9%	23.5%	*
	Pacific Island/Native Hawaiian	9	4.22	4.00	*	*	*
	Two or More	278	3.95	3.99	34.8%	16.8%	9.0%
Disability	Missing, Other or Unknown	17	3.76	3.88	*	*	*
Disability	No Disability (Reference Category)	1288	3.88	3.88	28.6%	11.6%	7.5%
	Disability	394	3.94	3.89	41.0%	24.6%	11.4%
	Multiple Disability	131	3.75	3.88	36.2%	35.1%	16.0%
Sexual Orientation	Missing/Unknown/Other	110	3.92	4.07	28.8%	20.7%	8.1%
	Heterosexual (Reference Category)	3794	4.02	4.05	28.7%	11.2%	4.8%
	LGBQ including Pansexual	557	4.03	4.00	33.4%	20.3%	9.0%
	Asexual	284	3.96	4.04	29.1%	16.1%	5.3%



**Green** – significantly better scores  
**Red** – significantly worse scores





**Table 2A: Student Feelings of Value and Interactions with Faculty/Staff**

(number is mean on 5 point scale with higher number better; color reflects statistical significance in regerssion analysis)

		Number of Observations	"I feel valued by faculty in the classroom."	"I feel valued by other students in the classroom."	"I think that Kent State faculty are genuinely concerned with my welfare."	"I think that Kent State staff are genuinely concerned with my welfare (e.g., residence hall staff)."	"I think that faculty pre-judge my abilities based on their perception of my identity/background (e.g. age, race, disability, gender). " -- REVERSED	"I believe that the campus climate encourages free and open discussions of difficult topics."	"I have faculty whom I perceive as role models."	"I have staff whom I perceive as role models."	"I have advisers who provide me with advice on core class selection."	"I have advisers who provide me with career advice."	"My voice is valued in campus dialogues."
Gender	Missing or Unknown	5	*	*	*	*	*	*	*	*	*	*	*
	Woman (Reference Category)	3175	3.93	3.73	3.73	3.68	3.11	3.82	3.97	3.67	3.80	3.94	3.54
	Man	1486	3.97	3.77	3.78	3.70	2.95	3.77	3.90	3.59	3.70	3.83	5.51
	Transsspectrum (including Other)	72	3.82	3.40	3.66	3.69	2.76	3.57	4.22	3.96	3.57	3.69	3.32
	Missing/Unknown/Other	45	3.78	3.49	3.53	3.48	2.76	3.16	3.67	3.40	3.80	3.76	3.11
	White (Reference Category)	3494	3.93	3.74	3.75	3.69	3.20	3.82	3.99	3.64	3.75	3.89	3.52
	Alaskan Native/Am Ind	5	*	*	*	*	*	*	*	*	*	*	3.600
Race	Asian/Asian American/Southeast Asian	363	4.28	4.12	4.03	4.01	2.93	4.07	3.97	3.83	3.94	4.01	3.83
	Black/Afr American	358	3.78	3.46	3.54	3.45	2.66	3.58	3.73	3.62	3.73	3.92	3.42
	Hispanic/Latino/Chicano	85	4.00	3.83	3.84	3.78	2.83	3.80	3.92	3.78	3.77	3.72	3.63
	Middle Eastern	79	3.92	3.91	3.70	3.62	2.51	3.69	3.75	3.58	3.73	3.80	3.48
	Pacific Island/Native Hawaiian	9	3.89	3.44	3.67	3.67	3.22	3.44	3.56	3.67	3.33	3.22	3.33
	Two or More	279	3.84	3.61	3.58	3.50	2.83	3.65	3.92	3.58	3.76	3.97	3.40
Disability	Missing, Other or Unknown	17	3.88	3.71	3.71	3.87	2.88	3.94	3.94	3.63	3.76	3.94	3.47
	No Disability (Reference Category)	4233	3.83	3.72	3.73	3.73	3.83	3.82	3.82	3.83	3.83	3.83	3.83
	Disability	394	3.85	3.57	3.66	3.56	3.03	3.65	3.92	3.58	3.55	3.75	3.32
	Multiple Disability	131	3.70	3.36	3.49	3.54	2.98	3.57	3.93	3.56	3.57	3.66	3.28
Sexual Orientation	Missing/Unknown/Other	110	4.09	3.96	3.84	3.84	2.55	3.95	4.06	3.90	3.86	3.93	3.60
	Heterosexual (Reference Category)	3784	3.93	3.74	3.75	3.68	3.11	3.80	3.94	3.64	3.77	3.91	3.52
	LGBQ including Pansexual	557	3.90	3.61	3.74	3.68	2.94	3.74	4.05	3.62	3.69	3.82	3.50
	Asexual	284	4.01	3.82	3.73	3.74	2.70	3.95	3.91	3.80	3.83	3.85	3.65



Green – significantly better scores

Red – significantly worse scores

# College/Division-Specific Results

**Table 2B: Student Feelings of Value and Interactions with Faculty/Staff (Question 91) By College**  
(higher number is better)

Student Success Question Wording	Campus Average	Median College	Best College	College A Average	Col. A Rank (out of 12)
"I feel valued by faculty in the classroom."	3.94	3.89	4.21	4.08	2
"I feel valued by other students in the classroom."	3.74	3.77	4.06	3.80	4
"I think that Kent State faculty are genuinely concerned with my welfare."	3.75	3.76	3.94	3.89	2
"I think that Kent State staff are genuinely concerned with my welfare (e.g., residence hall staff)."	3.69	3.67	3.93	3.76	3
"I think that faculty pre-judge my abilities based on their perception of my identity/background (e.g. age, race, disability, gender)." (REVERSED)	3.05	3.03	3.41	3.15	4
"I believe that the campus encourages free and open discussion of difficult topics."	3.80	3.77	3.97	3.97	1
"I have faculty whom I perceive as role models."	3.96	3.93	4.10	4.10	1
"I have staff whom I perceive as role models."	3.65	3.63	3.84	3.74	4
"I have advisers who provide me with career advice."	3.76	3.82	3.96	3.84	5
"I have advisers who provide me with advice on core class selection."	3.90	3.93	4.15	4.03	2
"My voice is valued in campus dialogues."	3.53	3.54	3.81	3.70	2
Number of Observations	4735			548	



**Green** – significantly better scores

**Red** – significantly worse scores



# Differences Across Colleges: Table 2 Students



**Table 2B: Student Feelings of Value and Interactions with Faculty/Staff By College**

Question Wording	Campus Average	College A	College B	College C	College D	College E	College F	College G	College H	College I	College J	College K	College L
"I feel valued by faculty in the classroom."	3.94	4.08	4.01	3.85	3.88	3.86	4.21	3.70	3.89	3.97	3.87	3.36	4.04
"I feel valued by other students in the classroom."	3.74	3.80	3.80	3.85	3.60	3.71	4.06	3.42	3.74	3.79	3.74	3.76	3.81
"I think that Kent State faculty are genuinely concerned with my welfare."	3.75	3.89	3.76	3.75	3.74	3.64	3.94	3.52	3.76	3.81	3.63	3.35	3.81
"I think that Kent State staff are genuinely concerned with my welfare (e.g., residence hall staff)."	3.69	3.76	3.70	3.71	3.62	3.63	3.93	3.57	3.63	3.78	3.71	3.53	3.64
"I think that faculty pre-judge my abilities based on their perception of my identity/background (e.g. age, race, disability, gender)." (REVERSED)	3.05	3.15	3.16	3.24	3.06	2.99	2.53	3.00	2.82	2.95	2.92	3.41	3.08
"I believe that the campus encourages free and open discussion of difficult topics."	3.80	3.97	3.88	3.92	3.69	3.82	3.96	3.68	3.75	3.72	3.77	3.41	3.77
"I have faculty whom I perceive as role models."	3.96	4.10	4.02	4.00	3.97	3.81	3.90	3.69	3.96	3.91	3.94	3.58	3.89
"I have staff whom I perceive as role models."	3.65	3.74	3.74	3.82	3.58	3.53	3.84	3.51	3.60	3.71	3.56	3.35	3.65
"I have advisers who provide me with career advice."	3.76	3.84	3.84	3.96	3.74	3.72	3.84	3.95	3.81	3.70	3.58	3.08	3.83
"I have advisers who provide me with advice on core class selection."	3.90	4.03	3.97	4.15	3.84	3.89	3.99	4.00	3.84	3.84	3.71	2.95	4.01
"My voice is valued in campus dialogues."	3.90	3.70	3.58	3.62	3.42	3.49	3.81	3.33	3.63	3.48	3.45	3.14	3.61





# Summary of Main Results from Climate Study

## Additional Analysis - **Students**

- Area of Strength: Overall high level of comfort with climate at KSU and in classrooms
- Area for Improvement: Students feel pre-judged by their faculty
- Systematic differences with worse outcomes for
  - **Black/African-American**
  - **Students with Disabilities**
  - **Males**
  - **Low-Income students**
- There are not many differences across colleges in overall perception of climate or experiencing exclusionary behavior or unwanted sexual contact
- There are large and systematic differences across colleges in students' perception of value and interactions with faculty/staff

# Summary of Main Results from Climate Study Additional Analysis - **Staff**



- Staff are more comfortable with overall climate at KSU than the climate in their department
- Area of Strength: Staff feel valued by the co-workers in their unit
- Area for Improvement: Process for determining salaries/merit raises & relationship with senior administration
- Systematic differences with worse outcomes for
  - **Staff with Disabilities**
  - **Black/African-American**
  - **LGBQ**
- There are not many differences across colleges/divisions for staff; biggest differences are for feel skills and contributions are valued, access to administrative support, and resources to manage work-life balance





# Summary of Main Results from Climate Study

## Additional Analysis - Faculty

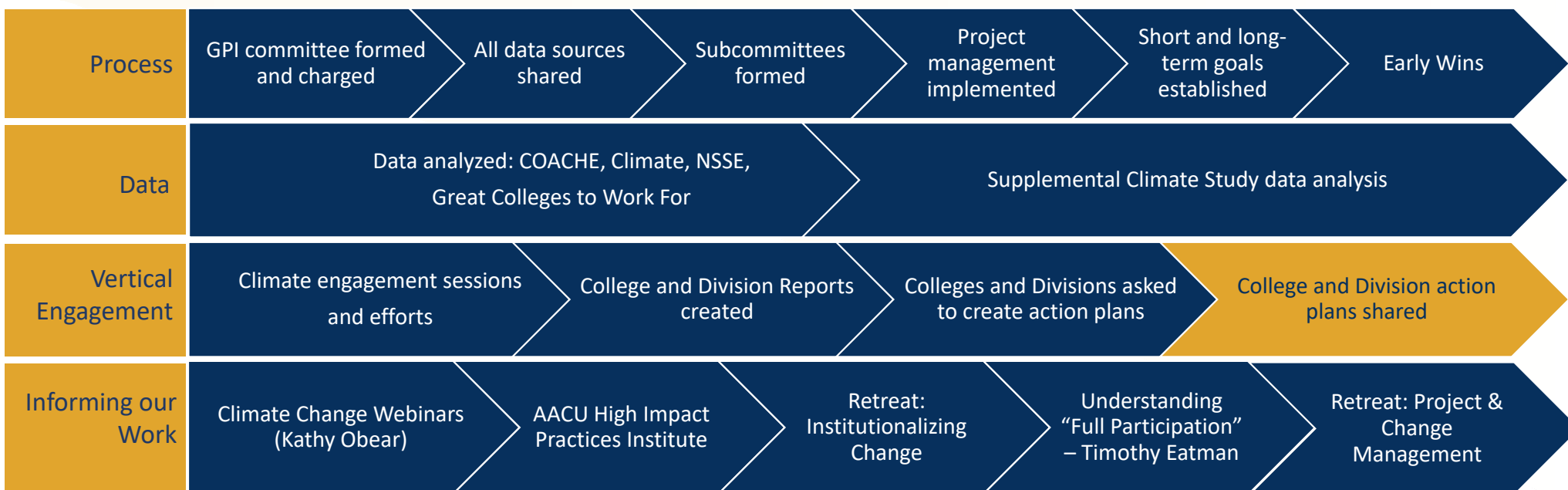
- Faculty have a lower assessment of overall climate than staff and administrators
- Area of Strength: Faculty feel valued by students
- Area for Improvement: Process for determining salaries/merit raises & RPT process applied equally
- Systematic differences with worse outcomes for
  - Faculty with Disabilities
  - Black/African-American
  - LGBTQ & Transpectrum
  - Asian/Asian American
- Tenure-track faculty are have lower scores than NTT or part-time faculty, particularly Associate Professors who are tenure-track
- Variation across colleges for faculty are dramatic



# Timeline and process

January 2017

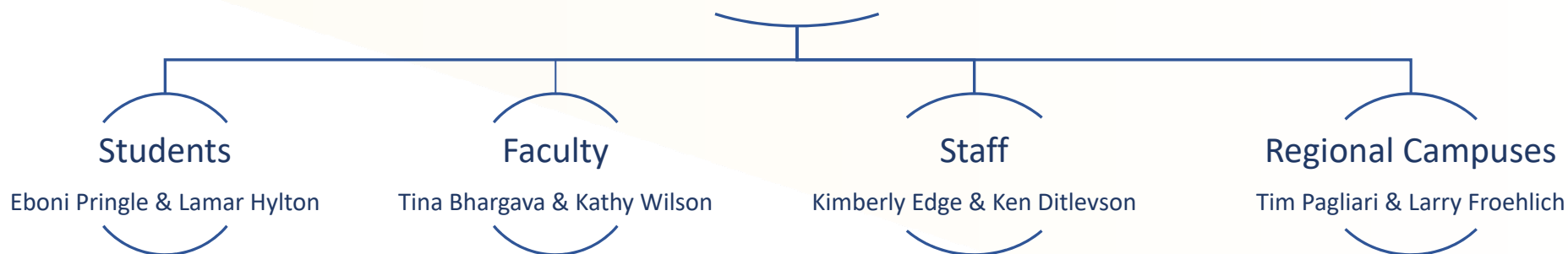
Present





# Structure

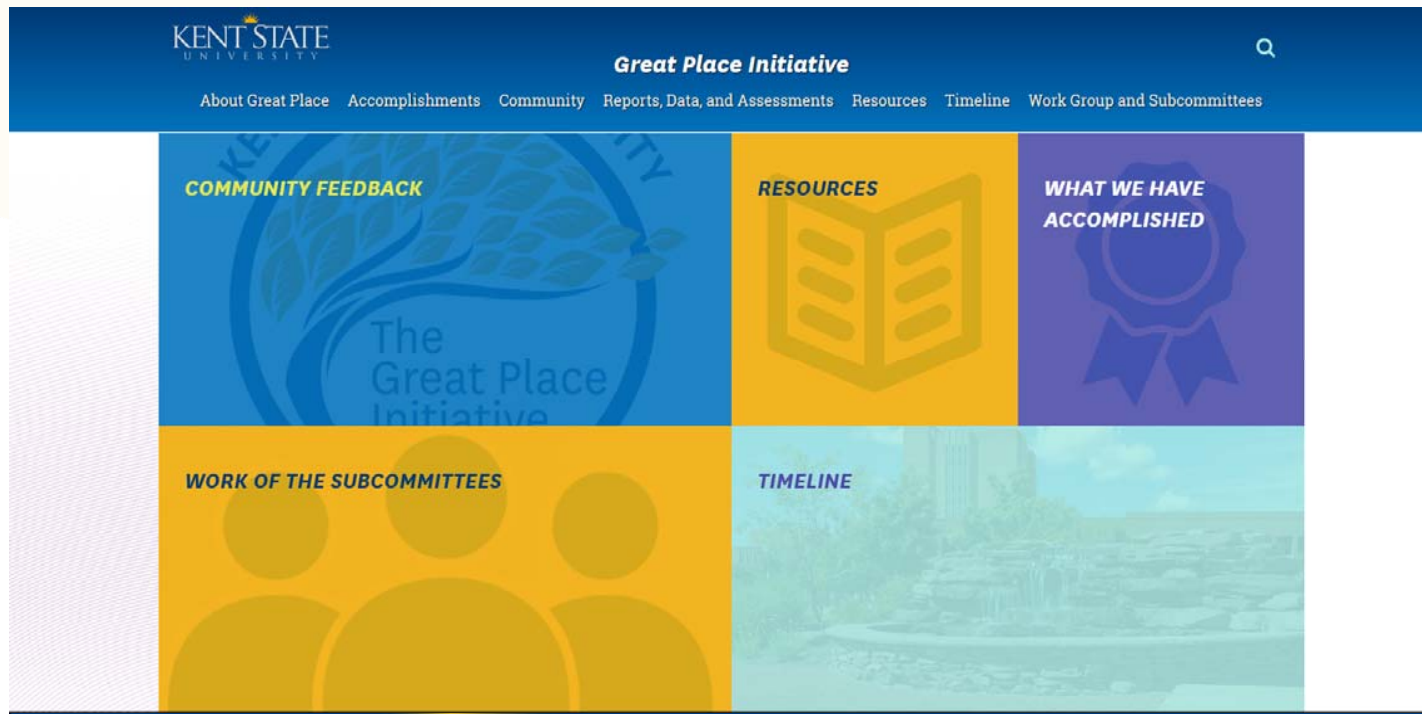
## Great Place Initiative



PLUS ad-hoc committees on:

- Disability
- Black/African American experiences

# Website



<https://www.kent.edu/gpi>



## GPI Work Group Deliverables To Date

- *Individualized Climate Study quantitative reports for each Kent campus college and division*
- Climate Study Qualitative Reports
- Targeted climate sessions with regional campuses; faculty; departments; student groups; Academic Affairs leadership
- Marketing and Branding





# Subcommittee Deliverables To Date

## STUDENTS

- Creation of Climate Advisory Network and Climate Response Team
- Develop an interactive portal for climate-related feedback
- Intentional efforts
  - Experiences of marginalized students
  - Unwanted Sexual Contact

## STAFF

- Draft proposal for Staff Council
- Draft policy for Flexible Work (combined efforts with Healthy Campus Initiative)
- Anti-bullying initiatives
  - Draft policy on bullying
  - Draft statement on bullying



# Subcommittee Deliverables To Date

## FACULTY

- Launch of a robust centralized Faculty Mentoring website
- Creation of a faculty Mentoring Award
- Training for RPT committees
- Better communication around NTT Professional Development Opportunities

## REGIONAL CAMPUSES

- Incorporating regional campuses' perspectives across all efforts
- *Developing reports and data sources specific to RC climate experiences to inform subcommittee goals*

TO MAKE  
**KENT STATE UNIVERSITY**  
**A GREAT PLACE**  
**TO LEARN,**  
**WORK AND LIVE**



VERTICAL ENGAGEMENT	Campus climate engagement sessions Institutionalizing Change retreat Individualized quantitative college and division reports Thematic qualitative report	Engagement that inspires positive change A learning-living environment that creates a genuine sense of place	CORE VALUES Diversity of culture, beliefs, identity and thought Freedom of expression and the free exchange of ideas	A collaborative community Respect, kindness and purpose in all we do
	MARK POLATAJKO, PH.D.	ALFREDA BROWN, ED.D.	JACK WITT, J.D.	
	MANDY MUNRO-STASIUK, PH.D.		DANA LAWLESS-ANDRICH	
HORIZONTAL ENGAGEMENT Applied Project Management Principles; Data, Goal and Scholarship-Driven; Data Sources: COACHE, Climate Study, NSSE, Great Colleges to Work For; Supplemental Data Analysis				
CHAIRS	STUDENTS EBONI PRINGLE, PH.D. LAMAR HYLTON, PH.D.	FACULTY TINA BHARGAVA, DR. P.H. KATHY WILSON, PH.D.	STAFF KIMBERLY EDGE KEN DITLEVSON	REGIONAL CAMPUSES TIM PAGLIARI LARRY FROELICH, PH.D.
EARLY WINS	<ul style="list-style-type: none"><li>Climate Advisory Network</li><li>Climate Response Team</li><li>Intentional Efforts:<ul style="list-style-type: none"><li>Experiences of marginalized students</li><li>Unwanted Sexual Conduct</li></ul></li></ul>	<ul style="list-style-type: none"><li>Faculty Mentoring Website</li><li>Faculty Mentoring Award</li><li>Increased communication around non-tenure track (NTT) professional development opportunities</li></ul>	<ul style="list-style-type: none"><li>Proposed Policy for Flexible Work Schedule</li><li>Draft Proposal for Staff Council</li><li>Draft Proposal for Anti-Bullying Policy</li><li>Draft Proposal for volunteer time policy</li><li>Anti-Bullying webinars</li></ul>	<ul style="list-style-type: none"><li>Incorporating Regional Campus perspectives across all efforts</li><li>Reviewing and cultivating dynamic data collection efforts across the regional campuses</li></ul>
IN THE PIPELINE	<ul style="list-style-type: none"><li>Deeper dive on thematic qualitative data analysis</li><li>Interactive Resource Tool</li><li>Virtual portal/platform for climate-related dialogue and feedback</li></ul>	<ul style="list-style-type: none"><li>Deeper dive on thematic qualitative data analysis</li><li>Training and professional development opportunities</li></ul>	<ul style="list-style-type: none"><li>Deeper dive on thematic qualitative data analysis</li><li>Moving "draft" proposals to proposed recommendations</li></ul>	<ul style="list-style-type: none"><li>Deeper dive on thematic qualitative data analysis</li><li>Further integration of Regional Campuses into other GPI Subcommittees</li></ul>
LONG-TERM GOALS	<ul style="list-style-type: none"><li>Prioritize attention to situations and ways in which students are marginalized</li><li>Educate and raise awareness around unwanted sexual contact</li></ul>	<ul style="list-style-type: none"><li>Recognize NTT faculty through salary structure</li><li>Create a position of "Employee Ombuds" to receive concerns relating to campus climate from faculty and staff</li><li>Implement best practices for writing ballots</li><li>Make useful ballot writing training available to deans</li></ul>	<ul style="list-style-type: none"><li>Explore performance-based employee initiatives, staff advisory group options such as Staff Council, and other initiatives focused on improving the daily cultural interactions and working relationships of our employees</li></ul>	<ul style="list-style-type: none"><li>Incorporate a strategic and complete data-gathering plan that serves the Regional Campus community. The Regional Campus system currently has limited data on the faculty, students and staff who call our campuses home. To solve this, we will partner with Institutional Research to implement a comprehensive suite of survey and data gathering tools that will focus on the entire university system.</li></ul>
FORTHCOMING				
AD-HOC COMMITTEE ON DIFFERENT ABILITIES				
AD-HOC COMMITTEE ON RACE				





# Accountability

- **Assessment of all implemented efforts**
- **Follow-up climate assessments**
- **Colleges and Divisions charged with action plans**
  - Individualized regional campus reports
- **Continuous feedback from community**
- **Evolving long and short-term deliverables**



# Questions?







# Community Feedback





What ideas do you have to increase staff, student and/or faculty morale?



# What should Great Place focus on next year?

## What is urgent?



Regarding the Great Place Initiative, what kinds of things do you want to hear about?  
And, what kind of things do you not care to hear about?



# How can we best communicate the work of The Great Place Initiative?





**Thank You.**  
[www.kent.edu](http://www.kent.edu)