CAMPUS CULTURE AND CLIMATE ASSESSMENT

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

REPORT

EXECUTIVE SUMMARY
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College of Humanities and Social Sciences

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 College of Humanities and Social Sciences (herein referred to as CHSS) data from the 2014 campus climate assessment.

In collaboration with the Office of Diversity and Inclusion, CHSS 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 CHSS’s strengths and address CHSS’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 1,329 respondents from CHSS participated in the 2014 Assessment of Climate for Learning, Living and Working at Kennesaw State University (KSU). Of those respondents, 15.5% identified as faculty (n=206), 2.7% as staff (n=36), and 81.8% as undergraduate/graduate students (n=1,087). In addition, the respondents reflect 40% of CHSS faculty, 55% of CHSS staff and 18% of CHSS students.

Four different analyses are included in this report. Responses from CHSS faculty, staff, and students were compared to all other KSU faculty, staff, and students. Within CHSS, 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.

CHSS Faculty — Reported Strengths and Challenges

Strengths
• There were no areas of strength that met the criteria for reporting.

Challenges
• Lower agreement that the tenure/promotion standards are applied equally to all faculty
• Lower agreement that the way salaries are determined is clear

1 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.
CHSS Staff — Reported Strengths and Challenges

Strengths
- Lower agreement that they are reluctant to bring up issues of concern for fear it will affect performance evaluations or promotion decisions
- Higher agreement that their supervisors provide resources to pursue professional development

Challenges
- Higher percentage of observations of unjust promotion/reclassification practices at KSU.

CHSS Female Faculty/Staff — Reported Strengths and Challenges

Strengths
- Higher agreement that KSU is supportive of taking leave.  

Challenges
- Lower agreement that the tenure/promotion standards are applied equally to all faculty (faculty only).
- Higher agreement that they have to work harder than their colleagues to achieve the same recognition.

CHSS Faculty/Staff of Color — Reported Strengths and Challenges

Strengths
- Higher agreement that their service contributions are important to tenure/promotion (faculty only).
- Higher agreement that KSU provides resources to pursue professional development.

Challenges
- Lower agreement that their diversity-related contributions have been or will be valued for promotion.
- Higher agreement that they have to work harder than their colleagues to achieve the same recognition.

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2 The exception to this is faculty enhancement/sabbatical leave. CHSS faculty had lower agreement that KSU is supportive of this type of leave.
CHSS Faculty/Staff with a Disability — Reported Strengths and Challenges

Strengths
• There were no areas of strength that met the criteria for reporting.

Challenges
• Higher agreement that they perform more work to help students beyond that of their colleagues (faculty only).
• Higher percentage who have observed exclusionary conduct at KSU within the past year.

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

Strengths
• Lower agreement that people who do not have children are burdened with work responsibilities beyond those who do have children.
• Lower agreement that they perform more work to help students beyond that of their colleagues (faculty only).

Challenges
• Lower agreement that KSU is supportive of faculty taking sabbatical leave (faculty only).
• Higher agreement that they feel pressured to change their research agendas to achieve tenure/promotion (faculty only).

CHSS Faculty/Staff with Military Service — Reported Strengths and Challenges

Strengths
• Higher agreement that taking earned leave is supported.
• Higher agreement that KSU is supportive of faculty taking sabbatical leave (faculty only).

Challenges
• Lower agreement that their supervisors and KSU provide them with resources to pursue professional development.
• Higher percentage who have seriously considered leaving KSU.

CHSS Faculty/Staff LGBQ — Reported Strengths and Challenges

Strengths
• Higher agreement that tenure/promotion standards are reasonable (faculty only).

Challenges
• Lower agreement that their supervisors provide ongoing feedback to help improve performance.
• Higher agreement that they are reluctant to bring up issues of concern for fear it will affect performance evaluations or tenure/promotion decisions.

**CHSS Undergraduate and Graduate Students—Reported Strengths and Challenges**

**Strengths**
• Lower agreement that they are considering transferring due to academic reasons.
• Higher agreement that they intend to graduate from KSU.

**Challenges**
• Higher agreement that KSU faculty pre-judge their abilities based on perceived background.
• Higher agreement that they don’t see enough faculty/staff with whom they identify.

**CHSS Female Undergraduate Students — Reported Strengths and Challenges**

**Strengths**
• Higher agreement that they are performing up to their full academic potential.

**Challenges**
• There were no areas of challenge that met the criteria for reporting.

**CHSS Female Graduate Students — Reported Strengths and Challenges**

**Strengths**
• Lower agreement that they don’t see enough faculty/staff with whom they identify.
• Higher agreement that they have performed academically as well as anticipated.

**Challenges**
• Lower levels of comfort with the climate at KSU.
• Lower agreement that many of their courses have been intellectually stimulating.

**CHSS Transgender, Genderqueer, or Other Undergraduate/Graduate Students — Reported Strengths and Challenges**

**Strengths**
• Lower agreement that they are considering transferring due to academic reasons.
• Higher agreement that they have faculty who they perceive as role models.

**Challenges**
• Higher percentage who have seriously considered leaving KSU.
• Higher percentage who have observed exclusionary conduct at KSU within the past year.
CHSS Undergraduate Students of Color — Reported Strengths and Challenges

Strengths
• Higher agreement that many of their courses have been intellectually stimulating.

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.

CHSS Graduate Students of Color — Reported Strengths and Challenges

Strengths
• Higher agreement that they are satisfied with the extent of their intellectual development since enrolling in KSU.
• Higher agreement that they have performed academically as well as anticipated.

Challenges
• Higher agreement that they don’t see enough faculty/staff with whom they identify.
• Lower agreement that KSU administrators are genuinely concerned for their welfare.

CHSS Undergraduate and Graduate Students with a Disability — Reported Strengths and Challenges

Strengths
• There were no areas of strength that met the criteria for reporting.

Challenges
• Lower agreement that KSU administrators are genuinely concerned for their welfare.
• Lower agreement that they have staff who they perceive as role models.

CHSS Undergraduate and Graduate Students Non-U.S. Citizen Status — Reported Strengths and Challenges

Strengths
• Higher agreement that they intend to graduate from KSU.

Challenges
• Lower agreement that they are satisfied with the extent of their intellectual development since enrolling in KSU.
• Lower agreement that they have performed academically as well as anticipated.
CHSS Undergraduate and Graduate Students with Military Service — Reported Strengths and Challenges

Strengths
- Higher agreement that their academic experience has had a positive influence on their intellectual growth.

Challenges
- Higher percentage selecting “didn’t offer my major” as a reason for considering leaving KSU.
- Higher percentage selecting “coursework was not challenging enough” as a reason for seriously considering leaving KSU.

CHSS LGBQ Undergraduate and Graduate Students — Reported Strengths and Challenges

Strengths
- There were no areas of strength that met the criteria for reporting.

Challenges
- Higher agreement that faculty pre-judge their abilities based on perceived background.
- Lower level of comfort with climate in their courses.

In addition to the identity groups listed above, the report contains findings for undergraduate and graduate students based on faith-based affiliation and political ideology. See full report for details.
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