CAMPUS CULTURE AND CLIMATE ASSESSMENT

COLLEGE OF THE ARTS REPORT

EXECUTIVE SUMMARY
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College of the Arts

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 the Arts (herein referred to as COTA) data from the 2014 campus climate assessment.

In collaboration with the Office of Diversity and Inclusion, COTA 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 COTA’s strengths and address COTA’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 204 respondents from COTA participated in the 2014 Assessment of Climate for Learning, Living and Working at Kennesaw State University (KSU). Of those respondents, 19% identified as faculty (n=39), 7% as staff (n=15), and 74% as students (n=150). In addition, the respondents reflect 28% of COTA faculty, 58% of COTA staff, and 17% of COTA students. The table below shows the demographic breakdown of COTA respondents.

<table>
<thead>
<tr>
<th>Demographic Categories</th>
<th>Faculty/Staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>n=30 (57%)</td>
<td>n=98 (68%)</td>
</tr>
<tr>
<td>Male</td>
<td>n=23 (43%)</td>
<td>n=46 (32%)</td>
</tr>
<tr>
<td>Person of Color</td>
<td>n=9 (18%)</td>
<td>n=53 (37%)</td>
</tr>
<tr>
<td>White</td>
<td>n=41 (82%)</td>
<td>n=92 (63%)</td>
</tr>
<tr>
<td>Person with Disabilities</td>
<td>n=13 (24.5%)</td>
<td>n=47 (32%)</td>
</tr>
<tr>
<td>Person with No Disabilities</td>
<td>n=40 (75.5%)</td>
<td>n=99 (68%)</td>
</tr>
<tr>
<td>LGBQ</td>
<td>n=7 (13.5%)</td>
<td>n=26 (19.5%)</td>
</tr>
<tr>
<td>Heterosexual</td>
<td>n=45 (86.5%)</td>
<td>n=107 (80.5%)</td>
</tr>
</tbody>
</table>

The next table shows the demographic breakdown of all COTA faculty/staff and students in spring of 2014, when the climate assessment was administered, and for the most currently available data. Data was only available for gender and race/ethnicity.

<table>
<thead>
<tr>
<th>Demographic Categories</th>
<th>Faculty/Staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2014</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Female</td>
<td>n=87 (53%)</td>
<td>n=93 (52%)</td>
</tr>
<tr>
<td>Male</td>
<td>n=77 (47%)</td>
<td>n=86 (48%)</td>
</tr>
<tr>
<td>Person of Color</td>
<td>n=19 (12%)</td>
<td>n=26 (15%)</td>
</tr>
<tr>
<td>White</td>
<td>n=144 (88%)</td>
<td>n=152 (85%)</td>
</tr>
</tbody>
</table>
Four different analyses are included in this report. Responses from COTA faculty, staff, and students were compared to all other KSU faculty, staff, and students. Within COTA, 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.

COTA Faculty — Reported Strengths and Challenges

Strengths
- Higher agreement that KSU provides them with resources to pursue professional development
- Higher agreement that their service contributions are important to tenure/promotion

Challenges
- Lower agreement that the way salaries are determined is clear
- Higher agreement that they feel burdened by service responsibilities

COTA 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
- Higher agreement that KSU is supportive of flexible work schedules

Challenges
- Lower agreement that KSU provides available resources to help balance work-life needs
- Lower agreement that the way salaries are determined is clear

COTA Male Faculty/Staff— Reported Strengths and Challenges

Strengths
- Lower agreement that they perform more work to help students beyond that of their colleagues (faculty only)
- Higher agreement that KSU is supportive of flexible work schedules

Challenges
- Lower agreement that the tenure/promotion standards are reasonable (faculty only)
- Lower agreement that the tenure/promotion process is clear (faculty only)

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.
COTA Female Faculty/Staff— Reported Strengths and Challenges

Strengths
- Higher agreement that the tenure/promotion standards are reasonable (faculty only)
- Higher agreement that the tenure/promotion process is clear (faculty only)

Challenges
- Higher agreement that they perform more work to help students beyond that of their colleagues (faculty only)
- Higher agreement that they feel pressured to change their research agendas to achieve tenure/promotion (faculty only)

COTA 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 they have adequate access to administrative support

Challenges
- Lower agreement that KSU provides available resources to help balance work-life needs
- Lower agreement that they are comfortable taking earned leave without fear that it may affect their careers

COTA Faculty/Staff with a Disability — Reported Strengths and Challenges

Strengths
- Higher levels of comfort with the climate at KSU
- Higher agreement that the tenure/promotion standards are reasonable (faculty only)

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

COTA 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
- Lower agreement that they have adequate access to administrative support
COTA Students—Reported Strengths and Challenges

Strengths
- Lower agreement that they are considering transferring due to academic reasons
- Lower agreement that they don’t see enough faculty/staff with whom they identify

Challenges
- Higher percentage who have personally experienced exclusionary behavior at KSU within the past year
- Higher percentage selecting “climate was unwelcoming” as a reason for seriously considering leaving KSU

COTA Male 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
- Lower agreement that KSU administrators are genuinely concerned for their welfare
- Lower levels of comfort with the climate at KSU

COTA Students of Color — Reported Strengths and Challenges

Strengths
- Lower agreement that they have seriously considered leaving KSU

Challenges
- Higher agreement that KSU faculty pre-judge their abilities based on perceived background
- Lower agreement that they are performing up to their full academic potential

COTA Students with Disabilities — Reported Strengths and Challenges

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

Challenges
- Higher percentage who have observed exclusionary conduct at KSU within the past year
- Lower agreement that they have performed academically as well as anticipated
**COTA LGBQ Students — Reported Strengths and Challenges**

**Strengths**
- Higher agreement that they have staff who they perceive as role models

**Challenges**
- Higher percentage who have observed exclusionary conduct at KSU within the past year
- Higher percentage selecting “didn’t offer my major” as a reason for considering leaving KSU

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