EXECUTIVE SUMMARY
College of Science and Mathematics

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 Science and Mathematics (herein referred to as CSM) data from the 2014 campus climate assessment.

In collaboration with the Office of Diversity and Inclusion, CSM 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 CSM’s strengths and address CSM’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 638 respondents from CSM participated in the 2014 Assessment of Climate for Learning, Living and Working at Kennesaw State University (KSU). Of those respondents, 13% identified as faculty (n=84), 3% as staff (n=20), and 84% as students (n=534). In addition, the respondents reflect 28% of CSM faculty, 58% of CSM staff and 17% of CSM students. The table below shows the demographic breakdown of CSM respondents.

<table>
<thead>
<tr>
<th>Demographic Categories</th>
<th>Faculty/Staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>n=56 (54%)</td>
<td>n=287 (55%)</td>
</tr>
<tr>
<td>Male</td>
<td>n=47 (46%)</td>
<td>n=232 (45%)</td>
</tr>
<tr>
<td>Person of Color</td>
<td>n=14 (15%)</td>
<td>n=258 (49%)</td>
</tr>
<tr>
<td>White</td>
<td>n=82 (85%)</td>
<td>n=268 (51%)</td>
</tr>
<tr>
<td>Person with Disabilities</td>
<td>n=20 (20%)</td>
<td>n=125 (24%)</td>
</tr>
<tr>
<td>Person with No Disabilities</td>
<td>n=81 (80%)</td>
<td>n=393 (76%)</td>
</tr>
<tr>
<td>Non-U.S. Citizen</td>
<td>n&lt;5¹</td>
<td>n=51 (10%)</td>
</tr>
<tr>
<td>U.S. Citizen</td>
<td>n=99 (97%)</td>
<td>n=482 (90%)</td>
</tr>
<tr>
<td>Military Service</td>
<td>n=6 (6%)</td>
<td>n=34 (6%)</td>
</tr>
<tr>
<td>No Military Service</td>
<td>n=98 (94%)</td>
<td>n=498 (94%)</td>
</tr>
<tr>
<td>LGBQ</td>
<td>n=5 (5%)¹</td>
<td>n=47 (10%)</td>
</tr>
<tr>
<td>Heterosexual</td>
<td>n=88 (95%)</td>
<td>n=426 (90%)</td>
</tr>
</tbody>
</table>

¹ These categories were not included in the analysis because the numbers were too small to further disaggregate.
The next table shows the demographic breakdown of all CSM 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>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2014</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Female</td>
<td>n=150 (51%)</td>
<td>n=152 (46%)</td>
</tr>
<tr>
<td>Male</td>
<td>n=143 (49%)</td>
<td>n=181 (54%)</td>
</tr>
<tr>
<td>Person of Color</td>
<td>n=73 (25%)</td>
<td>n=104 (32%)</td>
</tr>
<tr>
<td>White</td>
<td>n=219 (75%)</td>
<td>n=226 (68%)</td>
</tr>
<tr>
<td>Non-U.S. Citizen</td>
<td>n=33 (11%)</td>
<td>n=44 (13%)</td>
</tr>
<tr>
<td>U.S. Citizen</td>
<td>n=260 (89%)</td>
<td>n=286 (87%)</td>
</tr>
</tbody>
</table>

Four different analyses are included in this report. Responses from CSM faculty, staff, and students were compared to all other KSU faculty, staff³, and students. Within CSM, 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.

**CSM Faculty — 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 percentage who have observed unjust employment-related disciplinary actions at KSU
- Higher agreement that KSU is supportive of flexible work schedules

**Challenges**
- Lower agreement that their diversity-related contributions have been or will be valued for promotion
- Lower agreement that their service contributions are important to tenure/promotion
- Lower agreement that the way salaries are determined is clear

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.
CSM Staff — Reported Strengths and Challenges

Strengths
• Higher agreement that KSU is supportive of flexible work schedules
• Higher agreement that they are comfortable taking earned leave without fear that it may affect their careers
• Higher agreement that KSU provides them with resources to pursue professional development

Challenges
• Higher percentage who have seriously considered leaving KSU
• Lower agreement that the way salaries are determined is clear
• Higher agreement that people who do not have children are burdened with work responsibilities beyond those who do have children

CSM Female Faculty/Staff— Reported Strengths and Challenges

Strengths
• Higher agreement that KSU provides them with resources to pursue professional development

Challenges
• Lower agreement that KSU provides available resources to help balance work-life needs
• Lower agreement that their supervisors provide them with resources to pursue professional development
• Lower agreement that they are comfortable taking earned leave without fear that it may affect their careers

CSM Faculty/Staff of Color — Reported Strengths and Challenges

Strengths
• Higher agreement that KSU is supportive of taking leave

Challenges
• Higher agreement that they have to work harder than their colleagues to achieve the same recognition
• Higher agreement that they perform more work to help students beyond that of their colleagues
• Higher agreement that their colleagues expect them to represent the “point of view” of their identities
CSM Faculty/Staff with a Disability — 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 agreement that people who do not have children are burdened with work responsibilities beyond those who do have children
- Higher agreement that their colleagues expect them to represent the “point of view” of their identities
- Higher agreement that they feel burdened by service responsibilities beyond those of their colleagues

CSM Faculty/Staff with Military Service — 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.

CSM Students—Reported Strengths and Challenges

Strengths
- Lower agreement that they are considering transferring due to academic reasons

Challenges
- Lower agreement that they have performed academically as well as anticipated
- Higher percentage who have seriously considered leaving KSU
- Lower agreement that they are performing up to their full academic potential

CSM Female Students — Reported Strengths and Challenges

Strengths
- Lower percentage selecting “coursework was not challenging enough” as a reason for seriously considering leaving KSU
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

_CSM Students of Color — Reported Strengths and Challenges_

Strengths

- Lower percentage selecting “didn’t offer my major” as a reason for considering leaving KSU

Challenges

- Higher percentage selecting “climate was unwelcoming” as a reason for seriously considering leaving KSU

_CSM Students with Disabilities — Reported Strengths and Challenges_

Strengths

- Lower percentage who selected “transfer/I never intended to graduate from KSU” as a reason for considering leaving KSU

Challenges

- Higher percentage selected “personal reasons (medical, family emergencies, etc.)” as a reason for seriously considering leaving KSU
- Higher percentage selected “financial reasons” as a reason for seriously considering leaving KSU
- Higher percentage who have seriously considered leaving KSU

_CSM Non-U.S. Citizen Students — Reported Strengths and Challenges_

Strengths

- Higher agreement that they feel valued by faculty in the classroom

Challenges

- Higher agreement that they don’t see enough faculty/staff with whom they identify
- Lower agreement that they are satisfied with the extent of their intellectual development since enrolling in KSU
- Lower agreement that they have opportunities for academic success similar to their classmates
CSM Students with Military Service — Reported Strengths and Challenges

Strengths
- Lower agreement that KSU faculty pre-judge their abilities based on perceived background

Challenges
- Higher percentage selecting “financial reasons” as a reason for seriously considering leaving KSU
- Lower levels of comfort with the climate in their courses
- Higher percentage who have seriously considered leaving KSU

CSM LGBQ Students — Reported Strengths and Challenges

Strengths
- Higher agreement that they intend to graduate from KSU

Challenges
- Lower agreement that their interest in ideas and intellectual matters has increased since coming to KSU
- Higher percentage selecting “climate was unwelcoming” as a reason for seriously considering leaving KSU
- Higher percentage who have observed exclusionary conduct at KSU within the past year

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.