



Office of Diversity and Inclusion

DEPARTMENT OF
ATHLETICS REPORT

APPENDICES

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Office of Diversity and Inclusion

DEPARTMENT OF ATHLETICS REPORT

APPENDIX I: METHODOLOGY

APPENDIX I: METHODOLOGY

INTRODUCTION

This analysis presents findings for staff in the Athletics Department. Summary and detailed findings are presented under the headings of “strengths” and “challenges.” In some cases, results were further classified as “significant” or “meaningful” when appropriate to the analytical approach. The assignment of findings to these categories depends on the method of analysis and basis of comparison, as further described here.

For Section II, there are three broad types of comparisons. The first is the comparison of one particular group of respondents to all other groups within Athletics. The second comparison is of members of one group to members of another group that make up a population. For example, female staff were compared to male staff. The third type of comparison is to an established value that is considered a desired threshold of achievement in the short term. This value is referred to as a “benchmark” in this report. A benchmark comparison is an absolute comparison, rather than a comparison to the norm of any particular population.

The purpose of establishing these bases for comparison is to provide a context in which the results can be interpreted. As the methodologies for these comparisons were developed, a search of research literature on climate assessments and performance measurement was conducted to determine if best practices for setting benchmarks could be identified. The most common approaches identified were comparisons to historical data or to peer institutions using the same measurements (Bers, 2012¹; Dekker, Groot & Schoute, 2012²). Because there is no historical data, and because the climate assessment is a measurement developed specifically for KSU and not used by peers, it was decided that the comparison methodologies would be guided by institutional context, the purposes of the climate assessment, and statistical methods appropriate to the dataset.

Sections I and II Methodology

The report consists of four sections, each with a different analytical focus. The analysis in Section I consists of a series of cross tabulations to present descriptive data, and chi square tests to assess the significance of comparative findings. Chi square tests were conducted to compare responses from Athletics staff to those of all other Kennesaw Campus staff. Where significant differences occurred, notes at the end of the section provide the results of the significance testing. Some variable categories were collapsed to address the issue of low cell counts.

Statistically significant differences were “significant strengths” when the Athletics population responses compared favorably to those of the KSU population and “significant challenges” when the population

¹ Bers, T. (2012). Surveys and benchmarks. *New Directions for Institutional Research*, 153, 33-48. doi: 10.1002/ir.20005

² Dekker, H.C., Groot, T. & Schoute, M. (2012). Determining performance targets. *Behavioral Research in Accounting*, 24(2), 21-36. doi: 10.2308/bria-50097

responses were unfavorable in comparison. When the differences were not statistically significant, but conveyed important information, these were “meaningful” strengths or challenges.

Section II presents the three types of comparisons mentioned in the introduction. The first comparison was of members of a particular demographic group to all relevant demographic groups within Athletics. Although numbers of responses at this level of analysis were too small to conduct significance testing with chi squares, frequency analyses were performed to identify patterns of responses that differed for one group compared to all others. The identity group variables with sufficient numbers for analysis are gender and race/ethnicity.³

Standard deviation (SD)⁴ was used to determine if differences between comparison groups were large enough to be considered significant strengths or challenges, or meaningful strengths or challenges that should be taken into account. Responses were collapsed into categories such as “agree or strongly agree” and the average percent of responses in such categories was calculated for each comparison identity group. The standard deviation of all of these group averages was then used as a yardstick to represent the expected level of variation across groups. If the responses of a particular group varied by more than one standard deviation, it was considered a significant difference. If responses varied by less than one standard deviation, the differences were evaluated to select meaningful and noteworthy results. The categories whose average responses were used to calculate the standard deviation are as follows:

For Analysis of Staff Responses⁵

Athletics female staff

Athletics male staff

Athletics staff of color

Athletics white staff

Athletics staff with a disability

Athletics staff without a disability

Athletics LGBTQ staff

Athletics heterosexual staff

Athletics Non-U.S. citizen staff

Athletics U.S. citizen staff

Athletics staff with military service

Athletics staff without military service

Athletics staff of multiple or other faiths

Athletics staff of spiritual but not faith-based affiliation

Athletics liberal staff

Athletics conservative staff

Athletics moderate staff

While the analysis just described identified if a particular demographic group had responses that differed from the variation expected across all groups, it did not identify noteworthy inter-group differences. Therefore, responses of each group included in the analysis were compared to their demographic counterparts, such as female to male. This comparison was a descriptive summary of the greatest differences between groups.

³ Comparisons were also made on the basis of religious and political affiliation, but only for specific items for descriptive purposes.

⁴ The population standard deviation was used as opposed to the sample standard deviation, since the climate assessment was administered to the entire Kennesaw Campus population.

⁵ Although some of these categories had insufficient numbers to report in detail in Section II, their averages were included in the calculation of standard deviation to ensure they were represented. Only categories with no responses were omitted.

The third comparison in these sections involved establishing benchmarks for each type of item included in the analysis and comparing identity group responses to these benchmarks. Doing so provided another perspective from which to interpret results. For example, responses from a particular demographic group to a climate assessment item may be categorized as a challenge when compared to the responses of all identity groups, or to their counterparts. However, the same responses may be categorized as a strength when compared to a benchmark that is exceeded. The reverse can also be the case, where responses are categorized as strengths when compared to all identity groups but as challenges when compared to a benchmark.

Overall average responses from KSU faculty/instructors/staff and KSU students formed the basis for establishing benchmarks. Items from the Campus Culture and Climate Assessment that had the same response choices (e.g., yes or no, strongly agree – strongly disagree, etc.) were grouped together. For items where the response choice was “strongly agree – strongly disagree,” positive statements were grouped separately from negative statements. The frequency distribution of responses for each item type grouping was calculated for all KSU faculty/instructors/staff, faculty/instructors only (for faculty-specific items), and students. Benchmarks were based on these frequency distributions and the percentage who selected a desired response based on the item type. Benchmarks were set according to one of these rationales:

- to exceed the existing desired response percentages (such as percentage of “agree” or “strongly agree”) by a small increment
- to be consistent with similar item types
- to exceed the existing desired response percentages (such as percentage of “agree” or “strongly agree”) by a larger increment when these seemed to be more out of line with what would be expected or desired

Benchmark-Setting Process for Faculty/Staff

The following steps outline how benchmarks were established for faculty and faculty/staff according to item types and distribution of responses

1. Yes or No Questions – All Faculty/Staff

Six questions, all negatively-worded statements, total of 8,076 faculty/staff responses to all six.

All Yes or No Questions	
No	71%
Yes	29%

Recommended Benchmark: No more than 25% “yes” responses from reference group

2. Faculty and Staff, Very Comfortable – Very Uncomfortable Questions

Two questions, total of 2,952 faculty/staff responses to both.

Very Comfortable - Very Uncomfortable Questions	
Very comfortable	35%
Comfortable	43%
Neither comfortable nor uncomfortable	11%
Uncomfortable	8%
Very uncomfortable	3%
TOTAL	100%
Comfortable or Very Comfortable %	78%

Recommended Benchmark: At least 80% “comfortable” or “very comfortable” responses from reference group

3. Faculty Only, Very Comfortable – Very Uncomfortable Questions

One question - “Overall, how comfortable are you with the climate in your courses?” total of 622 instructors responses

Very Comfortable - Very Uncomfortable Questions - Faculty Only	
Very comfortable	49%
Comfortable	42%
Neither comfortable nor uncomfortable	7%
Uncomfortable	3%
Very uncomfortable	0%
TOTAL	100%
Comfortable or Very Comfortable %	91%

Recommended Benchmark: At least 90% “comfortable” or “very comfortable” responses from reference group

4. Faculty and Staff, Strongly Agree – Strongly Disagree (with Positive Statements)

12 statements, total of 15,005 faculty/staff responses to all statements

Strongly Agree - Strongly Disagree, Positive Statements	
Strongly agree	22%
Agree	54%
Disagree	18%
Strongly disagree	6%
TOTAL	100%
Agree or Strongly Agree %	76%

Recommended Benchmark: At least 80% “agree” or “strongly agree” responses from reference group

5. Faculty Only, Strongly Agree – Strongly Disagree (with Positive Statements)

Six statements, total of 2,985 instructors responses to all statements

Strongly Agree - Strongly Disagree, Positive Statements - Faculty Only	
Strongly agree	16%
Agree	50%
Disagree	23%
Strongly disagree	11%
TOTAL	100%
Agree or Strongly Agree %	66%

Recommended Benchmark: At least 75% “agree” or “strongly agree” responses from reference group

6. Faculty and Staff, Strongly Agree – Strongly Disagree (with Negative Statements)

Four statements, total of 5,112 faculty/staff responses to all statements

Strongly Agree - Strongly Disagree, Negative Statements	
Strongly agree	10%
Agree	33%
Disagree	42%
Strongly disagree	15%
TOTAL	100%
Agree or strongly Agree %	43%

Recommended Benchmark: No more than 35% “agree” or “strongly agree” responses from reference group

7. Faculty Only, Strongly Agree – Strongly Disagree (with Negative Statements)

Five statements, total of 2,423 faculty responses to all statements

Strongly Agree - Strongly Disagree, Negative Statements - Instructors Only	
Strongly agree	15%
Agree	24%
Disagree	44%
Strongly disagree	17%
TOTAL	100%
Agree or Strongly Agree %	39%

Recommended Benchmark: No more than 35% “agree” or “strongly agree” responses from reference group

BENCHMARKS FOR FACULTY/STAFF OR FACULTY ONLY ITEMS

Campus Climate Assessment Items	Benchmark
<i>Have you ever seriously considered leaving KSU? (% of "yes" responses)</i>	25%
<i>Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile behavior at KSU? (% of "yes" responses)</i>	25%
<i>Within the past year, have you observed any conduct directed toward a person or group at KSU that you believe has created an exclusionary, offensive, and/or hostile working or learning environment? (% "yes" responses)</i>	25%
<i>"I have observed hiring practices at KSU that I perceive to be unfair and unjust or would inhibit diversifying the community." (% "yes" responses)</i>	25%
<i>"I have observed employment-related discipline or action at KSU that I perceive to be unfair and unjust or would inhibit diversifying the community." (% "yes" responses)</i>	25%
<i>I have observed promotion/tenure/reappointment/ reclassification practices at KSU that I perceive to be unfair or unjust. (% "yes" responses)</i>	25%
<i>Overall, how comfortable are you with the climate at KSU? (% comfortable or very comfortable)</i>	80%
<i>Overall, how comfortable are you with the climate in your department/work unit? (% comfortable or very comfortable)</i>	80%
<i>Overall, how comfortable are you with the climate in your courses? (% comfortable or very comfortable)</i>	90%
<i>"I believe that the way salaries are determined is clear." (% agree or strongly agree)</i>	80%
<i>"I am comfortable taking leave that I am entitled to without fear that it may affect my job/career." (% agree or strongly agree)</i>	80%
<i>"I find that KSU is supportive of taking leave." (% agree or strongly agree)</i>	80%
<i>"I find that KSU is supportive of flexible work schedules." (% agree or strongly agree)</i>	80%
<i>"I feel that KSU provides available resources to help employees balance work-life needs, such as childcare and elder care." (% agree or strongly agree)</i>	80%
<i>"I have supervisors who give me job/career advice or guidance when I need it." (% agree or strongly agree)</i>	80%
<i>"I have colleagues/co-workers who give me job/career advice or guidance when I need it." (% agree or strongly agree)</i>	80%
<i>"My supervisor provides me with resources to pursue professional development opportunities." (% agree or strongly agree)</i>	80%
<i>"KSU (e.g., CETL, CUL, etc.) provides me with resources to pursue professional development opportunities." (% agree or strongly agree)</i>	80%
<i>"My supervisor provides ongoing feedback to help me improve my performance." (% agree or strongly agree)</i>	80%
<i>"I have adequate access to administrative support." (% agree or strongly agree)</i>	80%
<i>"I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/promotion decision." (% agree or strongly agree)</i>	35%
<i>"My colleagues/coworkers expect me to represent 'the point of view' of my identity (e.g., ability, ethnicity, gender, race religion, sexual identity)." (% agree or strongly agree)</i>	35%
<i>"I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition." (% agree or strongly agree)</i>	35%

Campus Climate Assessment Items	Benchmark
<i>"I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children." (% agree or strongly agree)</i>	35%
<i>I believe that the tenure/promotion process is clear. (instructors only - % agree or strongly agree)</i>	75%
<i>I believe that the tenure/promotion standards are reasonable. (instructors only - % agree or strongly agree)</i>	75%
<i>I feel that my service contributions are important to tenure/promotion. (instructors only - % agree or strongly agree)</i>	75%
<i>I feel that my diversity-related research/teaching/service contributions have been/will be valued for promotion. (instructors only - % agree or strongly agree)</i>	75%
<i>I believe the tenure standards/promotion standards are applied equally to all instructors. (instructors only - % agree or strongly agree)</i>	75%
<i>"I find that KSU is supportive of instructors taking sabbatical/instructors enhancement leave." (instructors only - % agree or strongly agree)</i>	75%
<i>I feel pressured to change my research agenda to achieve tenure/promotion. (instructors only - % agree or strongly agree)</i>	35%
<i>I feel that I am burdened by service responsibilities. (instructors only - % agree or strongly agree)</i>	35%
<i>I feel that I am burdened by service responsibilities beyond those of my colleagues with similar performance expectations. (% agree or strongly agree)</i>	35%
<i>I perform more work to help students (e.g., advising, sitting for exams/thesis committees, helping with activities, providing other support) beyond those of my colleagues with similar performance expectations. (instructors only - % agree or strongly agree)</i>	35%
<i>In my department, instructors members who use family accommodation (FMLA) policies are disadvantaged in promotion. (instructors only - % agree or strongly agree)</i>	35%

Benchmark-Setting Process for Students

The following steps outline how benchmarks were established for students according to item types and distribution of responses.

1. Yes or No Questions

Three questions, all negatively-worded statements, total of 10,695 student responses to all three

All Yes or No Questions	
No	79%
Yes	21%

Recommended Benchmark: No more than 20% “yes” responses from reference group

2. Very Comfortable – Very Uncomfortable Question

Two questions, 7,118 student responses

Very Comfortable - Very Uncomfortable Questions	
Very comfortable	30%
Comfortable	54%
Neither comfortable nor uncomfortable	12%
Uncomfortable	3%
Very uncomfortable	1%
TOTAL	100%
Comfortable or Very Comfortable %	84%

Recommended Benchmark: At least 85% “Comfortable” or “Very Comfortable” responses from reference group

3. Strongly Agree – Strongly Disagree 5-Point Scale, Positive Statements

Nine statements, total of 31,854 student responses to all

Strongly Agree - Strongly Disagree 5-Point Scale, Positive Statements	
Strongly agree	33%
Agree	46%
Neither agree nor disagree	13%
Disagree	7%
Strongly disagree	2%
TOTAL	100%
Agree or Strongly Agree %	79%

Recommended Benchmark: At least 80% “Agree” or “Strongly Agree” responses from reference group

4. Strongly Agree – Strongly Disagree 5-Point Scale, Negative Statement

One statement – “I am considering transfer to another college or university due to academic reasons”, 3,229 student responses to all

Strongly Agree - Strongly Disagree 5-Point Scale, Negative Statement	
Strongly agree	9%
Agree	13%
Neither agree nor disagree	12%
Disagree	21%
Strongly disagree	45%
TOTAL	100%
Agree or Strongly Agree %	22%

Recommended Benchmark: No more than 20% “Agree” or “Strongly Agree” responses from reference group

5. Strongly Agree – Strongly Disagree 4-Point Scale, Positive Statements

Eight statements, total of 25,798 students responses to all

"Strongly Agree - Strongly Disagree" 4-Point Scale, Positive Statements	
Strongly agree	30%
Agree	51%
Disagree	15%
Strongly disagree	4%
TOTAL	100%
Agree or Strongly Agree %	81%

Recommended Benchmark: At least 80% “Agree” or “Strongly Agree” responses from reference group

6. Strongly Agree – Strongly Disagree 4-Point Scale, Negative Statements

Two statements, total of 6,289 students responses to both

Strongly Agree - Strongly Disagree 4-Point Scale, Positive Statements	
Strongly agree	18%
Agree	32%
Disagree	37%
Strongly disagree	13%
TOTAL	100%
Agree or Strongly Agree %	50%

Recommended Benchmark: No more than 35% “agree” or “strongly agree” responses from reference group

BENCHMARKS FOR STUDENT ITEMS

Campus Climate Assessment Items	Benchmark
<i>Overall, how comfortable are you with the climate at KSU? (% comfortable or very comfortable)</i>	85%
<i>Overall, how comfortable are you with the climate in your courses? (% comfortable or very comfortable)</i>	85%
<i>Have you ever seriously considered leaving KSU? (% of "yes" responses)</i>	20%
<i>"Transfer/I never intended to from KSU" (% selected as a reason for considering leaving KSU)</i>	
<i>"I am performing up to my full academic potential." (% agree or strongly agree)</i>	80%
<i>"Many of my courses this year have been intellectually stimulating." (% agree or strongly agree)</i>	80%
<i>" I am satisfied with my academic experience at KSU." (% agree or strongly agree)</i>	80%
<i>"I am satisfied with the extent of my intellectual development since enrolling in KSU." (% agree or strongly agree)</i>	80%
<i>"I have performed academically as well as I anticipated I would." (% agree or strongly agree)</i>	80%
<i>"My academic experience has had a positive influence on my intellectual growth and interest in ideas." (% agree or strongly agree)</i>	80%
<i>"My interest in ideas and intellectual matters has increased since coming to KSU." (% agree or strongly agree)</i>	80%
<i>"I intend to from KSU." (% agree or strongly agree)</i>	80%
<i>"I am considering transferring to another college or university due to academic reasons." (% disagree or strongly disagree)*</i>	35%
<i>"I am aware of KSU's environmental/sustainability efforts, initiative, and course offerings." (% agree or strongly agree)</i>	80%
<i>Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile behavior at KSU? (% of "yes" responses)</i>	20%
<i>Within the past year, have you observed any conduct or communications directed toward a person or group of people at KSU that you believe has created an exclusionary, intimidating, offensive, and/or hostile working or learning environment? (% "yes" responses)</i>	20%
<i>"I feel valued by instructors/instructors in the classroom/learning environment." (% agree or strongly agree)</i>	80%
<i>"I feel valued by other students in the classroom/learning environment." (% agree or strongly agree)</i>	80%
<i>"I think KSU instructors/instructors are genuinely concerned about my welfare." (% agree or strongly agree)</i>	80%
<i>"I think KSU staff are genuinely concerned about my welfare." (% agree or strongly agree)</i>	80%
<i>"I think KSU administrators are genuinely concerned about my welfare." (% agree or strongly agree)</i>	80%
<i>"I think KSU instructors/instructors pre-judge my abilities based on perceived identity/background." (% disagree or strongly disagree)*</i>	35%
<i>"I have instructors/instructors who I perceive as role models." (% agree or strongly agree)</i>	80%

Campus Climate Assessment Items	Benchmark
<i>"I have staff who I perceive as role models." (% agree or strongly agree)</i>	80%
<i>"I don't see enough instructors/instructors/staff with whom I identify." (% agree or strongly agree)*</i>	35%
<i>"I have opportunities for academic success that are similar to those of my classmates." (% agree or strongly agree)</i>	80%

Sections III and IV Methodology

The Campus Culture and Climate Assessment used a variety of question types to provide a nuanced picture of experiences and perceptions of the KSU climate for all constituent groups. The majority of these item types had response options that were categorical – yes/no, very comfortable – very uncomfortable, strongly agree – strongly disagree. However, there were two sections where the response types were numeric scales used to rate specific dimensions of the climate at KSU. Some of these dimensions were general, such as “friendly – hostile” or “improving – regressing.” Others were applicable to particular identity groups, such as “not racist – racist” or “not homophobic – homophobic.” While the analysis of categorical items was based on percentages of responses in given categories, the analysis of these numeric scales was based on the mean ratings of specific groups.

Section III consisted of comparisons of mean ratings for the general dimensions of climate. There were five such dimensions. The comparison groups were all Athletics staff compared to all KSU staff, and specific identity groups among Athletics staff compared to their KSU counterparts.

Section IV captured information of interest from the climate assessment that was not otherwise addressed in the previous sections. This included an analysis of those numeric rating scale dimensions that were specific to various identity groups. Also included in this analysis were some categorical items that were identity-group specific with options of “very respectful – very disrespectful.” This section provides a description of how identity groups within Athletics experienced the KSU climate compared to their counterparts within Athletics.



Office of Diversity and Inclusion

DEPARTMENT OF
ATHLETICS

APPENDIX II:
DEMOGRAPHIC
INFORMATION

APPENDIX II: DEMOGRAPHIC INFORMATION

Comparison of Respondent Demographics to Population Demographics

Staff Demographics

Table 1 below shows comparisons by gender and race/ethnicity between all Athletics staff and Athletics staff respondents. Female staff were underrepresented among respondents when compared to the percentage of all female staff within Athletics. Staff of color were overrepresented among respondents when compared to the percentage of all staff of color.

A breakdown of staff with disabilities according to the type of disability, which would ordinarily be provided in this appendix, could not be provided because the small numbers would compromise confidentiality.

Table 1. Demographic comparison of Athletics staff respondent population to all Athletics staff population

Demographics	Instructors/Staff			
	<i>All Athletics</i>		<i>Athletics Respondents</i>	
	%	#	%	#
<i>Female</i>	40%	68	25%	14
<i>Male</i>	60%	101	75%	41
TOTALS	100%	169	100%	55
<i>Person of Color</i>	27%	45	33%	18
<i>White Only</i>	73%	124	67%	36
TOTALS	100%	169	100%	55

Table 2 shows the distribution of all staff by department within Athletics compared to the distribution of staff respondents by department. Nine percent of staff respondents who chose Athletics as their primary affiliation did not identify a department affiliation, which results in a somewhat skewed distribution of respondents by department. Of those who did identify a department affiliation, both women’s and men’s sports programs were overrepresented among respondents when compared to their percentages of the total. The difference was greater for respondents from women’s sports programs. Both administration and support services were underrepresented among respondents when compared to their percentages of the total number of staff.

Table 2. Department comparison of Athletics staff respondent population to all Athletics staff population

Department	All Athletics Staff		Athletics Staff Respondents	
	%	#	%	#
Administration (Office of the Athletic Director)	25%	42	12%	6
Women's Sports Programs	13%	22	26%	13
Men's Sports Programs	21%	35	30%	15
Athletics Support Services	41%	70	32%	16
TOTALS	100%	169	100%	50



Office of Diversity and Inclusion

DEPARTMENT OF
ATHLETICS REPORT

APPENDIX III:
DASHBOARD TABLES OF
STAFF IDENTITY GROUP
COMPARISONS

Keys to Color Coding:	Significant Strength	Meaningful Strength	Neutral – No Difference	Significant Challenge	Meaningful Challenge
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APPENDIX III: DASHBOARD TABLES OF STAFF IDENTITY GROUP COMPARISONS

Table 1. Summary of Comparisons on All General Response Items – All Athletics

Campus Climate Assessment Items	Athletics Staff		All Other KSU Staff	
	%	#	%	#
<i>Have you ever seriously considered leaving KSU? (% of "yes" responses)</i>	24%	13	48%	333
<i>"I believe that the way salaries are determined is clear." (% agree or strongly agree)</i>	58%	30	34%	222
<i>"I have observed promotion/tenure/reappointment/reclassification practices at KSU that I perceive to be unfair or unjust." (% of "yes" responses)</i>	14%	7	35%	194
<i>"I have supervisors who give me job/career advice or guidance when I need it." (% agree or strongly agree)</i>	92%	48	73%	478
<i>My supervisor provides ongoing feedback to help me improve my performance. (% agree or strongly agree)</i>	93%	50	75%	498
<i>Within the past year, have you personally experienced any exclusionary, intimidating, offensive and/or hostile behavior at KSU? (% of "yes" responses)</i>	13%	7	30%	211
<i>Overall, how comfortable are you with the climate in your department/work unit? (% comfortable or very comfortable)</i>	93%	51	78%	545
<i>My supervisor provides me with resources to pursue professional development opportunities. (% agree or strongly agree)</i>	94%	50	79%	516
<i>I have colleagues/co-workers who give me job/career advice or guidance when I need it. (% agree or strongly agree)</i>	94%	50	82%	524
<i>I feel that KSU provides available resources to help employees balance work-life needs, such as childcare and elder care. (% agree or strongly agree)</i>	50%	19	36%	176
<i>Overall, how comfortable are you with the climate at KSU? (% comfortable or very comfortable)</i>	95%	52	83%	575
<i>I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition. (% agree or strongly agree)</i>	22%	12	33%	219
<i>I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision. (% agree or strongly agree)</i>	22%	11	32%	208
<i>KSU (e.g., CETL, CUL, etc.) provides me with resources to pursue professional development opportunities. (% agree or strongly agree)</i>	96%	47	89%	566

Keys to Color Coding:

Significant Strength	Meaningful Strength	Neutral – No Difference	Significant Challenge	Meaningful Challenge
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Campus Climate Assessment Items	Athletics Staff		All Other KSU Staff	
	%	#	%	#
<i>I find that KSU is supportive of flexible work schedules. (% agree or strongly agree)</i>	83%	40	77%	508
<i>"I am comfortable taking leave that I am entitled to without fear that it may affect my job/career." (% agree or strongly agree)</i>	70%	38	82%	551
<i>"I find that KSU is supportive of taking leave." (% agree or strongly agree)</i>	78%	36	90%	570
<i>My colleagues/co-workers expect me to represent 'the point of view' of my identity (e.g., ability, ethnicity, gender, race, religion, sexual identity). (% agree or strongly agree)</i>	39%	17	30%	164
<i>I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.</i>	28%	13	21%	124

Keys to Color Coding:

Significant Strength	Meaningful Strength	Neutral – No Difference	Significant Challenge	Meaningful Challenge
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Table 2. Summary of Responses for Athletics Staff by Gender, with Female Staff as Reference Group

Campus Climate Assessment Items	Athletics Female Staff		Athletics Male Staff		Mean, All Athletics Staff Identity Groups	
	%	#	%	#	%	#
<i>Overall, how comfortable are you with the climate in your department/work unit? (% comfortable or very comfortable)</i>	100%	14	90%	37	96%	51
<i>"I find that KSU is supportive of taking leave." (% agree or strongly agree)</i>	55%	6	86%	30	78%	36
<i>Have you ever seriously considered leaving KSU? (% of "yes" responses)</i>	36%	5	20%	8	18%	13
<i>"I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children." (% agree or strongly agree)</i>	46%	6	21%	7	29%	13
<i>"My colleagues/co-workers expect me to represent 'the point of view' of my identity (e.g., ability, ethnicity, gender, race, religion, sexual identity)." (% agree or strongly agree)</i>	58%	7	31%	10	41%	17
<i>"I am comfortable taking leave that I am entitled to without fear that it may affect my job/career." (% agree or strongly agree)</i>	57%	8	75%	30	72%	38
<i>"I believe that the way salaries are determined is clear." (% agree or strongly agree)</i>	43%	6	63%	24	54%	30
<i>"My supervisor provides ongoing feedback to help me improve my performance." (% agree or strongly agree)</i>	86%	12	95%	38	93%	50
<i>"I find that KSU is supportive of flexible work schedules." (% agree or strongly agree)</i>	77%	10	86%	30	82%	40
<i>"I have adequate access to administrative support." (% agree or strongly agree)</i>	77%	10	85%	35	82%	45

Keys to Color Coding:	Significant Strength	Meaningful Strength	Neutral – No Difference	Significant Challenge	Meaningful Challenge
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<i>Comparison of Responses for Gender-Specific Items (Discussed in narrative in Section V: Additional Information of Interest)</i>						
Campus Climate Assessment Items	Athletics Female Staff		Athletics Male Staff		All Other KSU Female Staff	
	% or mean	#	% or mean	#	% or mean	#
<i>Average rating for climate at KSU on 5-point scale: Positive for women - Negative for women</i>	1.79	14	1.51	41	1.9	474
<i>Average rating for climate at KSU on 5-point scale: Not sexist - Sexist</i>	2.14	14	1.68	41	2.08	474
<i>“My workplace climate at KSU is welcoming regardless of a person’s gender/gender identity” (% agree or strongly agree)</i>	100%	13	94%	34	93%	389
<i>“My workplace climate at KSU is welcoming regardless of a person’s gender expression” – (% agree or strongly agree)</i>	100%	13	94%	32	92%	369
<i>Climate rating for people who are female - (% Respectful or Very Respectful)</i>	100%	13	100%	35	97%	427

Keys to Color Coding:	Significant Strength	Meaningful Strength	Neutral – No Difference	Significant Challenge	Meaningful Challenge
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Table 3. Summary of Responses for Athletics Staff by Race/Ethnicity, with Staff of Color as Reference Group

Campus Climate Assessment Items	Athletics Staff of Color		Athletics White Staff		Mean, All Athletics Identity Groups	
	%	#	%	#	%	#
"I find that KSU is supportive of flexible work schedules." (% agree or strongly agree)	93%	13	79%	26	82%	40
"I believe that the way salaries are determined is clear." (% agree or strongly agree)	69%	11	54%	19	54%	30
"I find that KSU is supportive of taking leave." (% agree or strongly agree)	87%	13	77%	23	78%	36
"I have adequate access to administrative support." (% agree or strongly agree)	89%	16	80%	28	82%	45
"My supervisor provides ongoing feedback to help me improve my performance." (% agree or strongly agree)	100%	17	89%	32	93%	50
"I have colleagues/co-workers who give me job/career advice or guidance when I need it." (% agree or strongly agree)	100%	18	91%	31	94%	50
"I feel that KSU provides available resources to help employees balance work-life needs, such as childcare and elder care." (% agree or strongly agree)	57%	8	46%	11	51%	19
"My supervisor provides me with resources to pursue professional development opportunities." (% agree or strongly agree)	100%	17	91%	32	95%	50
"I am comfortable taking leave that I am entitled to without fear that it may affect my job/career." (% agree or strongly agree)	76%	13	69%	25	72%	38

Keys to Color Coding:	Significant Strength	Meaningful Strength	Neutral – No Difference	Significant Challenge	Meaningful Challenge
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<i>Comparison of Responses for Race/Ethnicity-Specific Items (Discussed in narrative in Section V: Additional Information of Interest)</i>						
Campus Climate Assessment Items	Athletics Staff of Color		Athletics White Staff		All Other KSU Staff of Color	
	% or mean	#	% or mean	#	% or mean	#
<i>Average rating for climate at KSU on 5-point scale: Positive for people of color - Negative for people of color</i>	1.5	18	1.5	36	2.24	157
<i>Average rating for climate at KSU on 5-point scale: Not racist - Racist</i>	1.78	18	1.71	36	2.29	157
<i>Climate rating for people of color - Percent Respectful or Very Respectful</i>	94%	17	100%	32	90%	124
<i>“My workplace climate at KSU is welcoming regardless of a person’s ethnicity” – Percent Strongly Agree or Agree</i>	94%	16	100%	33	83%	124
<i>“My workplace climate at KSU is welcoming regardless of a person’s race” – Percent Strongly Agree or Agree</i>	94%	16	97%	34	81%	123



Office of Diversity and Inclusion

DEPARTMENT OF ATHLETICS REPORT

APPENDIX IV:
DASHBOARD
TABLES OF STAFF
BENCHMARK
COMPARISONS

Keys to Color Coding:

Strength	Challenge
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APPENDIX IV: DASHBOARD TABLES OF STAFF BENCHMARK COMPARISONS

Table 1. Comparison on All General Response Items, Athletics Staff to Benchmarks

Campus Climate Assessment Items	Athletics Staff		Benchmark
	%	#	%
<i>Within the past year, have you personally experienced any exclusionary, intimidating, offensive and/or hostile behavior at KSU? (% of "yes" responses)</i>	13%	7	25%
<i>"I have observed promotion/tenure/reappointment/ reclassification practices at KSU that I perceive to be unfair or unjust." (% of "yes" responses)</i>	14%	7	25%
<i>Overall, how comfortable are you with the climate at KSU? (% comfortable or very comfortable)</i>	95%	52	80%
<i>Overall, how comfortable are you with the climate in your department/work unit? (% comfortable or very comfortable)</i>	93%	51	80%
<i>KSU (e.g., CETL, CUL, etc.) provides me with resources to pursue professional development opportunities. (% agree or strongly agree)</i>	96%	47	80%
<i>My supervisor provides me with resources to pursue professional development opportunities. (% agree or strongly agree)</i>	94%	50	80%
<i>I have colleagues/co-workers who give me job/career advice or guidance when I need it. (% agree or strongly agree)</i>	94%	50	80%
<i>My supervisor provides ongoing feedback to help me improve my performance. (% agree or strongly agree)</i>	93%	50	80%
<i>"I have supervisors who give me job/career advice or guidance when I need it." (% agree or strongly agree)</i>	92%	48	80%
<i>"I am comfortable taking leave that I am entitled to without fear that it may affect my job/career." (% agree or strongly agree)</i>	70%	38	80%
<i>"I believe that the way salaries are determined is clear." (% agree or strongly agree)</i>	58%	30	80%
<i>I feel that KSU provides available resources to help employees balance work-life needs, such as childcare and elder care. (% agree or strongly agree)</i>	50%	19	80%
<i>I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition. (% agree or strongly agree)</i>	22%	12	35%
<i>I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision. (% agree or strongly agree)</i>	22%	11	35%
<i>I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.</i>	28%	13	35%

Table 2. Summary of Responses for Athletics Female Staff Compared to Benchmarks

Campus Climate Assessment Items	Athletics Female Staff		Benchmark
	%	#	%
<i>Within the past year, have you personally experienced any exclusionary, intimidating, offensive and/or hostile behavior at KSU? (% of "yes" responses)</i>	41%	30	25%
<i>Within the past year, have you observed any conduct directed toward a person or group at KSU that you believe has created an exclusionary, intimidating, offensive, and/or hostile working environment? (% "yes" responses)</i>	36%	27	25%
<i>"I believe that the way salaries are determined is clear." (% agree or strongly agree)</i>	22%	16	80%
<i>"I feel that KSU provides available resources to help employees balance work-life needs, such as childcare and elder care." (% agree or strongly agree)</i>	28%	15	80%
<i>"I am comfortable taking leave that I am entitled to without fear that it may affect my job/career." (% agree or strongly agree)</i>	73%	54	80%

Table 3. Summary of Responses for Athletics Staff of Color Compared to Benchmarks

Campus Climate Assessment Items	Athletics Staff of Color		Benchmark
	%	#	%
<i>"My supervisor provides ongoing feedback to help me improve my performance." (% agree or strongly agree)</i>	100%	17	80%
<i>"I have colleagues/co-workers who give me job/career advice or guidance when I need it." (% agree or strongly agree)</i>	100%	18	80%
<i>"My supervisor provides me with resources to pursue professional development opportunities." (% agree or strongly agree)</i>	100%	17	80%
<i>"I find that KSU is supportive of flexible work schedules." (% agree or strongly agree)</i>	93%	13	80%
<i>"I have adequate access to administrative support." (% agree or strongly agree)</i>	89%	16	80%
<i>"I find that KSU is supportive of taking leave." (% agree or strongly agree)</i>	87%	13	80%
<i>"I believe that the way salaries are determined is clear." (% agree or strongly agree)</i>	69%	11	80%
<i>"I feel that KSU provides available resources to help employees balance work-life needs, such as childcare and elder care." (% agree or strongly agree)</i>	57%	8	80%



Office of Diversity and Inclusion

DEPARTMENT OF
ATHLETICS REPORT

APPENDIX V: DATA
TABLES FOR
GENERAL CLIMATE
SCALES BY IDENTITY
GROUP

APPENDIX V: DATA TABLES FOR GENERAL CLIMATE SCALES BY IDENTITY GROUP

Table 1. Friendly – Hostile Dimension

Friendly - Hostile Dimension				
	Athletics		All Other KSU Faculty/Staff	
Identity Group	Mean	Count	Mean	Count
All	1.40	55	1.66	695
Non-US Citizen or Other	1.00	2	1.53	15
Person of Color	1.33	18	1.81	157
Male	1.32	41	1.65	212
Moderate	1.33	18	1.64	224
Christian Affiliation	1.36	44	1.66	494
Heterosexual	1.40	48	1.67	609
Conservative	1.33	12	1.60	212
No Military Service	1.39	54	1.64	650
US Citizen	1.42	53	1.66	677
No Disability	1.40	50	1.64	574
White Only	1.39	36	1.61	527
Liberal	1.58	12	1.78	121
No Faith-Based Affiliation	1.57	7	1.68	155
Disability	1.67	3	1.77	100
Female	1.64	14	1.65	474
Other Faith-Based Affiliations	1.67	3	1.67	18
Military Service	2.00	1	1.89	38
LGBQ	2.00	3	1.63	33

Table 2. Cooperative – Uncooperative Dimension

Cooperative - Uncooperative Dimension				
Identity Group	Athletics		All Other KSU Faculty/Staff	
	Mean	Count	Mean	Count
All	1.60	55	1.90	695
Person of Color	1.33	18	1.97	157
Non-US Citizen or Other	1.00	2	1.53	15
No Faith-Based Affiliation	1.43	7	1.94	155
Disability	1.67	3	2.07	100
Liberal	1.58	12	1.97	121
Moderate	1.56	18	1.89	224
Male	1.56	41	1.89	212
No Military Service	1.57	54	1.89	650
Heterosexual	1.60	48	1.90	609
US Citizen	1.62	53	1.91	677
Christian Affiliation	1.61	44	1.89	494
No Disability	1.62	50	1.85	574
White Only	1.67	36	1.86	527
Conservative	1.67	12	1.85	212
Female	1.71	14	1.89	474
Other Faith-Based Affiliations	1.67	3	1.83	18
LGBQ	2.00	3	1.90	33
Military Service	3.00	1	2.03	38

Table 3. Improving – Regressing Dimension

Improving - Regressing Dimension				
Identity Group	Athletics		All Other KSU Faculty/Staff	
	Mean	Count	Mean	Count
All	1.70	55	2.01	695
Non-US Citizen or Other	1.00	2	1.87	15
Disability	1.67	3	2.13	100
Person of Color	1.61	18	1.99	157
Male	1.63	41	2.00	212
Heterosexual	1.66	48	2.02	609
Christian Affiliation	1.67	44	2.00	494
No Military Service	1.68	54	1.99	650
Moderate	1.65	18	1.95	224
White Only	1.71	36	2.01	527
US Citizen	1.73	53	2.01	677
No Disability	1.71	50	1.98	574
Conservative	1.75	12	2.00	212
Other Faith-Based Affiliations	1.67	3	1.89	18
No Faith-Based Affiliation	1.86	7	2.07	155
Liberal	1.92	12	2.06	121
Female	1.92	14	1.99	474
Military Service	3.00	1	2.34	38
LGBQ	2.67	3	1.72	33

Table 4. Welcoming – Not Welcoming Dimension

Welcoming - Not welcoming Dimension				
Identity Group	Athletics		All Other KSU Faculty/Staff	
	Mean	Count	Mean	Count
All	1.44	55	1.76	695
Person of Color	1.33	18	1.86	157
Non-US Citizen or Other	1.00	2	1.40	15
Male	1.37	41	1.73	212
Christian Affiliation	1.41	44	1.76	494
Other Faith-Based Affiliations	1.33	3	1.67	18
Heterosexual	1.44	48	1.76	609
Moderate	1.44	18	1.76	224
No Military Service	1.43	54	1.74	650
US Citizen	1.45	53	1.76	677
Conservative	1.42	12	1.73	212
No Disability	1.42	50	1.72	574
White Only	1.44	36	1.72	527
Disability	1.67	3	1.89	100
No Faith-Based Affiliation	1.57	7	1.75	155
Liberal	1.67	12	1.83	121
Female	1.64	14	1.76	474
Military Service	2.00	1	2.05	38
LGBQ	1.67	3	1.70	33

Table 5. Respectful – Not Respectful Dimension

Respectful - Disrespectful Dimension				
Identity Group	Athletics		All Other KSU Faculty/Staff	
	Mean	Count	Mean	Count
All	1.64	55	1.86	695
Person of Color	1.33	18	1.98	157
Non-US Citizen or Other	1.00	2	1.60	15
Other Faith-Based Affiliations	1.33	3	1.72	18
Disability	1.67	3	2.01	100
Moderate	1.56	18	1.87	224
Male	1.59	41	1.88	212
No Faith-Based Affiliation	1.57	7	1.84	155
Liberal	1.58	12	1.84	121
Heterosexual	1.63	48	1.87	609
Christian Affiliation	1.66	44	1.88	494
No Military Service	1.63	54	1.85	650
US Citizen	1.66	53	1.87	677
No Disability	1.64	50	1.83	574
Military Service	2.00	1	2.14	38
White Only	1.72	36	1.82	527
Conservative	1.75	12	1.84	212
Female	1.79	14	1.84	474
LGBQ	2.00	3	1.85	33

WE ARE **stronger** together.



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