



Office of Diversity and Inclusion

## CAMPUS CULTURE AND CLIMATE ASSESSMENT

BAGWELL COLLEGE OF  
EDUCATION REPORT

EXECUTIVE SUMMARY

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Bagwell College of Education

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 Bagwell College of Education (herein referred to as Bagwell) data from the 2014 campus climate assessment.

In collaboration with the Office of Diversity and Inclusion, Bagwell 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 Bagwell's strengths and address Bagwell'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 475 respondents from Bagwell participated in the 2014 Assessment of Climate for Learning, Living and Working at Kennesaw State University (KSU). Of those respondents, 18.3% identified as faculty (n=87), 6.1% as staff (n=29), and 75.6% as undergraduate/graduate students (n=359). In addition, the respondents reflect 40% of Bagwell faculty, 60% of Bagwell staff and 18% of Bagwell students.

Four different analyses are included in this report. Responses from Bagwell faculty, staff, and students were compared to all other KSU faculty, staff<sup>1</sup>, and students. Within Bagwell, 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.

### **Bagwell Faculty — Reported Strengths and Challenges**

#### Strengths

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

#### Challenges

- Higher agreement that people who do not have children are burdened with work responsibilities beyond those who do have children.
- Lower agreement that the way salaries are determined is clear.

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<sup>1</sup> 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. Military service and non-U.S. citizen had insufficient numbers for demographic analysis.

## **Bagwell 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.

### Challenges

- Higher percentage of observations on unjust promotion/tenure/reclassification practices at KSU.
- Lower agreement that the way salaries are determined is clear.

## **Bagwell Female Faculty/Staff— Reported Strengths and Challenges**

### Strengths

- Lower percentages who have observed unjust employment-related disciplinary actions at KSU.
- Higher agreement that their service contributions are important to tenure/promotion.

### Challenges

- Lower agreement that KSU provides available resources to help balance work-life needs.
- Higher agreement that they feel burdened by service responsibilities.

## **Bagwell Faculty/Staff of Color — Reported Strengths and Challenges**

### Strengths

- Higher agreement that their diversity-related contributions have been/will be valued for promotion.
- Higher agreement that their service contributions are important to tenure/promotion.

### Challenges

- Lower agreement that they are comfortable taking earned leave without fear that it may affect their careers.
- Higher percentage who have observed unjust hiring practices at KSU.

## **Bagwell Faculty/Staff with a Disability — Reported Strengths and Challenges**

### Strengths

- Higher agreement that their service contributions are important to tenure/promotion.
- Higher agreement that they have adequate access to administrative support.

### Challenges

- Lower agreement that tenure/promotion standards are applied equally to all faculty.
- Lower agreement that KSU provides available resources to help employees balance work-life needs.

### **Bagwell Faculty/Staff LGBTQ — Reported Strengths and Challenges**

#### Strengths

- Higher agreement that KSU is supportive of faculty taking sabbatical leave.
- Higher agreement that they have colleagues who give career advice when needed.

#### Challenges

- Higher percentages of observations of exclusionary behavior.
- Higher percentages of observations of unjust hiring practices.

### **Bagwell Undergraduate and Graduate Students—Reported Strengths and Challenges**

#### Strengths

- Higher agreement that they have performed academically as well as expected.
- Higher agreement that they have opportunities for academic success similar to their classmates.

#### Challenges

- Lower agreement that they have seen enough faculty/staff with whom they could identify.
- Higher agreement that KSU faculty pre-judge their abilities based on perceived background.

### **Bagwell Male Undergraduate Students<sup>2</sup> — Reported Strengths and Challenges**

#### Strengths

- Higher agreement that they have opportunities for academic success similar to their classmates.

#### Challenges

- Lower agreement that they have staff who they perceive as role models.
- Higher percentage who have seriously considered leaving KSU.

## **Bagwell Male Graduate Students<sup>2</sup> — Reported Strengths and Challenges**

### Strengths

- Higher agreement that many of their courses this year have been intellectually stimulating.
- Higher agreement that they feel valued by other students in the classroom.

### Challenges

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

## **Bagwell Undergraduate Students of Color — Reported Strengths and Challenges**

### Strengths

- Higher agreement that many of their courses this year have been intellectually stimulating.
- Lower agreement that they are considering transferring due to academic reasons.

### 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.

## **Bagwell Graduate Students of Color — Reported Strengths and Challenges**

### Strengths

- Higher agreement that they have staff who they perceive as role models.
- Lower agreement that they are considering transferring due to academic reasons.

### 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.

## **Bagwell Undergraduate Students with a Disability — Reported Strengths and Challenges**

### Strengths

- Higher agreement that they have faculty who they perceive as role models.
- Higher agreement that they are performing up to their full academic potential.

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<sup>2</sup> Male students, as opposed to female students, are the reference group because they are numerically in the minority and because some of their responses are indicative of institutional challenges for Bagwell that could be the focus of planning efforts.

### Challenges

- Lower agreement that KSU staff are genuinely concerned for their welfare
- Higher agreement that KSU faculty pre-judge their abilities based on perceived background.

### **Bagwell Graduate Students with a Disability — Reported Strengths and Challenges**

#### Strengths

- Higher agreement that they have staff who they perceive as role models.
- Higher agreement that they feel valued by other students in the classroom.

#### Challenges

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

### **Bagwell Undergraduate and Graduate Students Non-U.S. Citizen Status — Reported Strengths and Challenges**

#### Strengths

- Higher agreement that they are satisfied with their academic experience at KSU.
- Higher agreement that they are performing up to their full academic potential.

#### Challenges

- Higher agreement that they don't see enough faculty/staff with whom they identify.
- Lower agreement that KSU staff are genuinely concerned for their welfare.

### **Bagwell Undergraduate and Graduate Students with Military Service — Reported Strengths and Challenges**

#### Strengths

- Higher agreement that they have faculty who they perceive as role models.
- Higher agreement that KSU administrators are genuinely concerned for their welfare.

#### Challenges

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

### **Bagwell LGBTQ Undergraduate and 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 staff who they perceive as role models.

## Challenges

- Lower agreement that they are performing up to their full academic potential.
- Higher percentage who have personally experienced exclusionary behavior at KSU.

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.