



Office of Diversity and Inclusion

**CAMPUS CULTURE AND
CLIMATE ASSESSMENT**

**COLES COLLEGE OF
BUSINESS REPORT**

EXECUTIVE SUMMARY

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Coles College of Business

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

In collaboration with the Office of Diversity and Inclusion, Coles 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 Coles' strengths and address Coles' 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 744 respondents from Coles participated in the 2014 Assessment of Climate for Learning, Living and Working at Kennesaw State University (KSU). Of those respondents, 11% identified as faculty (n=82), 4.4% as staff (n=33), and 84.5% as undergraduate/graduate students (n=629). In addition, the respondents reflect 40% of Coles faculty, 57% of Coles staff and 11% of Coles students.

Four different analyses are included in this report. Responses from Coles faculty, staff, and students were compared to all other KSU faculty, staff¹, and students. Within Coles, 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.

Coles Faculty – Reported Strengths and Challenges

Strengths

- Lower agreement that faculty who use accommodation policies are disadvantaged in promotion.
- Lower percentage of observations of unjust employment-related disciplinary actions at KSU-related disciplinary actions.

Challenges

- Lower agreement that KSU provides available resources to help balance work-life needs.

¹ Staff responses were insufficient to ensure that confidentiality was maintained when analyses were broken out by some of the demographic categories. Therefore, staff and faculty responses were combined for these demographic analyses.

Coles Staff—Reported Strengths and Challenges

Strengths

- Higher agreement that KSU is supportive of flexible schedules and taking leave.
- Lower percentages of personal experiences and observations of exclusionary behavior at KSU within the past year.

Challenges

- Lower agreement that they have supervisors who give career guidance when needed.
- Lower agreement that the way salaries are determined is clear.

Coles Female Faculty—Reported Strengths and Challenges

Strengths

- Higher agreement that the way salaries are determined is clear.
- Higher agreement that the tenure/promotion process is clear.

Challenges

- Higher agreement that they are burdened by service responsibilities.
- Lower agreement that their supervisors provide ongoing feedback to help improve performance.

Coles Female Staff—Reported Strengths and Challenges

Strengths

- Higher agreement that KSU is supportive of flexible work schedules and taking leave.

Challenges

- Lower agreement that their supervisors give them career guidance when needed.
- Lower agreement that their supervisors provide ongoing feedback to help improve performance.

Coles Faculty of Color—Reported Strengths and Challenges

Strengths

- Higher agreement that their supervisors provide them with resources to pursue professional development.
- Higher agreement that KSU is supportive of faculty taking sabbatical leave.

Challenges

- Higher agreement that they have to work harder than their colleagues to achieve the same recognition.
- Higher percentage of observations of unjust hiring practices at KSU.

Coles Staff of Color—Reported Strengths and Challenges

Strengths

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

Challenges

- Lower comfort with the climate in their departments.
- Lower agreement that their supervisors provide them with resources to pursue professional development with resources to pursue professional development.

Coles Faculty/Staff with a Disability – Reported Strengths and Challenges

Strengths

- Higher agreement that the tenure/promotion standards are reasonable (faculty only).
- Higher agreement that KSU provides resources to pursue professional development.

Challenges

- Lower agreement that KSU provides available resources to help balance work-life needs.
- Less comfort with climate in their departments.

Coles Faculty/Staff Non-U.S Citizen Status – Reported Strengths and Challenges

Strengths

- Lower agreement that they feel burdened by service responsibilities beyond those of their colleagues (faculty only).
- Higher agreement that they have colleagues who give career guidance when needed.

Challenges

- Higher percentage who have seriously considered leaving KSU.
- Lower agreement that the tenure/promotion standards are reasonable (faculty only).

Coles Faculty/Staff with Military Service – Reported Strengths and Challenges

Strengths

- Higher agreement that they are they are comfortable taking earned leave without fear that it may affect their careers.
- Higher agreement that their supervisors provide them with resources to pursue professional development.

Challenges

- Higher percentage of personal experiences of exclusionary behavior within the past year at KSU.
- Higher agreement that they perform more work to help students beyond that of their colleagues (faculty only).

Coles Faculty/Staff LGBQ -- Reported Strengths and Challenges

Strengths

- Higher agreement that KSU is supportive of faculty taking sabbatical leave (faculty only).
- Lower percentage of personal experiences of exclusionary behavior at KSU within the past year.

Challenges

- Lower agreement that KSU is supportive of flexible work schedules.

Coles Undergraduate and Graduate Students—Reported Strengths and Challenges

Strengths

- Lower percentage of personal experiences of exclusionary behavior.
- Higher agreement that they intend to graduate from KSU

Challenges

- Lower agreement that they enough faculty/staff with whom they identify.
- Lower agreement that they have staff who they perceive as role models.

Coles Female Undergraduate Students – Reported Strengths and Challenges

Strengths

- Lower agreement that they are considering transferring due to academic reasons.
- Higher agreement that they are performing up to their full academic potential.

Challenges

- Lower agreement that they have staff who they perceive as role models.
- Lower agreement that they have faculty who they perceive as role models.

Coles Female Graduate Students – 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 are satisfied with their academic experience at KSU.

Challenges

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

Coles Undergraduate Students of Color – Reported Strengths and Challenges

Strengths

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

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.

Coles Graduate Students of Color – Reported Strengths and Challenges

Strengths

- Higher agreement that they have opportunities for academic success similar to their classmates.
- Higher agreement that KSU faculty are genuinely concerned for their welfare.

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.

Coles Undergraduate and Graduate Students with a Disability – 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.
- Lower agreement that KSU staff are genuinely concerned for their welfare.

Coles Undergraduate and Graduate Students Non-U.S. Citizen Status – Reported Strengths and Challenges

Strengths

- Higher agreement that KSU faculty and staff are genuinely concerned for their welfare.

Challenges

- Higher percentage selected “transfer/I never intended to graduate from KSU” as a reason for considering leaving KSU.
- Higher agreement that KSU faculty pre-judge their abilities based on perceived background.

Coles Undergraduate and Graduate Students with Military Service – Reported Strengths and Challenges

Strengths

- Higher agreement that they feel valued by faculty in the classroom.
- Higher agreement that their academic experience has had a positive influence on their intellectual growth.

Challenges

- Lower agreement that they have staff who they perceive as role models.
- Higher agreement that KSU faculty pre-judge their abilities based on perceived background.

Coles LGBTQ Undergraduate and Graduate Students – Reported Strengths and Challenges

Strengths

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

Challenges

- Lower agreement that they have staff who they perceive as role models
- Higher percentage selected “climate was unwelcoming” as a reason for seriously considering leaving 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.