



Rankin & Associates, Consulting

Assessment • Planning • Interventions

Kent State University

Campus Climate  
Research Study

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## **Executive Summary**

### **Introduction**

Kent State University affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect.

Kent State University is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in Kent State University's mission statement, "We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment."<sup>1</sup> In order to better understand the campus climate, the senior administration at Kent State University recognized the need for a comprehensive tool that would provide campus climate metrics for Kent State students, faculty, and staff.

To that end, members of Kent State University formed the Climate Study Steering Committee (CSSC) in 2014. The CSSC was composed of faculty, staff, students, and administrators. Ultimately, Kent State contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, "Kent State University Assessment of Climate for Learning, Living, and Working." Data gathered via reviews of relevant Kent State literature, focus groups, and a campus-wide survey focused on the experiences and perceptions of various constituent groups. Based on the findings of this study, strategic action initiatives will be developed.

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<sup>1</sup><http://www.kent.edu/strategicvisioning#mission>

## **Project Design and Campus Involvement**

The CSSC collaborated with R&A to develop the survey instrument. In the first phase, R&A conducted 17 focus groups, comprised of 87 participants (44 students; 43 faculty and staff). In the second phase, the CSSC and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final survey instrument was completed in November 2015. Kent State's survey contained 104 items (20 qualitative and 84 quantitative) and was available through a secure online portal from March 8 to April 8, 2016. Confidential paper surveys were distributed to those individuals who did not have access to an Internet-connected computer or who preferred a paper survey.

The conceptual model used as the foundation for Kent State University's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. The CSSC implemented participatory and community-based processes to generate survey questions as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, Kent State University's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

## **Kent State University Participants**

Kent State University community members completed 8,454 surveys for an overall response rate of 19%. Only surveys that were at least 50% completed were included in the final data set for analyses.<sup>2</sup> Response rates by constituent group varied: 14% ( $n = 4,685$ ) for Undergraduate Students, 16% ( $n = 1,056$ ) for Graduate/Professional Students, 55% ( $n = 1,632$ ) for Staff, 34% ( $n$

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<sup>2</sup>Seventy-nine surveys were removed because they did not complete at least 50% of the survey, and 81 duplicate submissions were removed. Surveys were also removed from the data file if the respondent did not provide consent ( $n = 80$ ). An additional 3 responses were removed due to illogical responses.

= 940) for Faculty, and > 100% ( $n = 141$ ) for Administrators with Faculty rank.<sup>3</sup> Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample ( $n$ ) for each demographic characteristic.<sup>4</sup>

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<sup>3</sup>Respondents were provided the opportunity to self-select their position status, as such the sample  $n$  may not reflect the overall  $N$  of the Kent State University population.

<sup>4</sup>The total  $n$  for each demographic characteristic may differ as a result of missing data.

Table 1. Kent State University Sample Demographics

Characteristic	Subgroup	Population		Sample		Response Rate
		<i>N</i>	%	<i>n</i>	%	
Gender Identity <sup>a</sup>	Woman	27,006	60.5	5,570	65.9	20.63
	Man	17,637	39.5	2,751	32.5	15.60
	Genderqueer			55	0.7	N/A
	Transgender			16	0.2	N/A
	Other/Missing/Unknown			62	0.7	N/A
Race/Ethnicity <sup>b</sup>	Alaskan/Native American	86	0.2	9	0.1	10.47
	Asian/Asian American	699	1.6	115	1.4	16.45
	Black/African American	3,197	7.2	525	6.2	16.42
	Hispanic/Latin@/Chican@	1,206	2.7	128	1.5	10.61
	Middle Eastern			24	0.3	N/A
	Native Hawaiian/Pacific Islander	30	0.1	12	0.1	40.00
	White/European American	33,722	75.5	6,529	77.1	19.36
	Two or More	1,088	2.4	421	5.0	38.69
	Missing/Unknown/Not Specified/Other	1,321	3.0	134	1.6	10.14
	International	3,294	7.4	575	6.8	17.46
Position Status <sup>c</sup>	Undergraduate Student	32,213	72.2	4,685	55.4	14.54
	Graduate/Professional Student	6,752	15.1	1,056	12.5	15.64
	Faculty	2,615	5.9	940	11.1	35.95
	Administrator with Faculty rank	109	0.2	141	1.7	>100.0
	Staff	2,954	6.6	1,632	19.3	55.25
Citizenship <sup>d</sup>	U.S. Citizen	40,810	91.4	7,830	92.6	19.19
	Permanent Resident	394	0.9	92	1.1	23.35
	Visa Holder	3,209	7.2	474	5.6	14.77
	Other Status			9	0.1	N/A
	Unreported/Missing	230	0.5	49	0.6	21.30

Note: The total *n* for each demographic characteristic may differ as a result of missing data.

<sup>a</sup>  $\chi^2 (1, N = 8,321) = 144.1, p < .001$

<sup>b</sup>  $\chi^2 (7, N = 8,436) = 361.32, p < .001$

<sup>c</sup>  $\chi^2 (4, N = 8,454) = 3736.36, p < .001$

<sup>d</sup>  $\chi^2 (3, N = 8,445) = 35.61, p < .001$

## **Key Findings – Areas of Strength**

### **1. High levels of comfort with the climate at Kent State University**

Climate is defined as the “current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.”<sup>5</sup> The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 79% ( $n = 6,641$ ) of the survey respondents were “comfortable” or “very comfortable” with the climate at Kent State University.
- 69% ( $n = 1,871$ ) of Faculty, Staff, and Administrator with Faculty rank respondents were “comfortable” or “very comfortable” with the climate in their departments/work units.
- 84% ( $n = 5,578$ ) of Student and Faculty respondents were “comfortable” or “very comfortable” with the climate in their classes.
- 80% ( $n = 4,431$ ) of Women respondents, 77% ( $n = 2,121$ ) of Men respondents, and 72% ( $n = 72$ ) of Transspectrum respondents were “very comfortable” or “comfortable” with the overall climate at Kent State University.
- 79% ( $n = 5,504$ ) of Heterosexual respondents, 78% ( $n = 642$ ) of LGBTQ respondents, and 76% ( $n = 331$ ) of Asexual/Other respondents were “very comfortable” or “comfortable” with the overall climate at Kent State University.

### **2. Faculty Respondents – Positive attitudes about faculty work**

- Tenure-Track Faculty respondents felt that the tenure/promotion process was clear (71%,  $n = 301$ ).
- 79% ( $n = 322$ ) of Tenure-Track Faculty respondents felt that their point of view was taken into account for course assignments and scheduling.
- 78% ( $n = 212$ ) of Non-Tenure-Track Faculty respondents felt that their point of view was taken into account for course assignments and scheduling.
- Non-Tenure-Track respondents felt that the renewal of appointment/promotion was clear (68%,  $n = 188$ ).

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<sup>5</sup>Rankin & Reason, 2008, p. 264



- 71% each of Faculty respondents felt valued by faculty in their department ( $n = 756$ ) and their department head/chair ( $n = 740$ ).

### **3. Staff Respondents – Positive attitudes about staff work**

- 89% ( $n = 1,433$ ) of Staff respondents thought that Kent State University was supportive of staff taking leave.
- 72% ( $n = 1,127$ ) of Staff respondents thought that their supervisors were supportive of flexible work schedules.
- 81% ( $n = 1,297$ ) of Staff respondents indicated that Kent State University provides them with resources to pursue professional development.
- 71% ( $n = 1,121$ ) of Staff respondents noted that their supervisors provide them with ongoing feedback to help them improve their performance.
- Staff respondents felt valued by coworkers in their work unit (77%,  $n = 1,299$ ).

### **4. Student Respondents – Positive attitudes about academic experiences**

The way students perceive and experience their campus climate influences their performance and success in college.<sup>6</sup> Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.<sup>7</sup> Attitudes toward academic pursuits are one indicator of campus climate.

- 77% ( $n = 4,377$ ) of Student respondents felt valued by faculty in the classroom; 64% ( $n = 3,619$ ) felt valued by other students in the classroom.
  - Additionally, 43% ( $n = 172$ ) of Asian/Asian American Student respondents “strongly agreed” that they felt valued by faculty in the classroom.
- 69% ( $n = 3,945$ ) of Student respondents believed that the campus climate encouraged free and open discussion of difficult topics.
- 72% ( $n = 4,121$ ) of Student respondents indicated that they had faculty whom they perceived as role models.

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<sup>6</sup>Pascarella & Terenzini, 2005

<sup>7</sup>Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

## 5. Student Respondents – *Perceived Academic Success*

A confirmatory factor analysis was conducted on the scale, *Perceived Academic Success*, derived from Question 12 on the survey. Analyses using these scales revealed:

- Woman Student respondents had greater *Perceived Academic Success* than Men Student respondents.
- Heterosexual Student respondents had greater *Perceived Academic Success* than LGBTQ, including Pansexual, Student respondents.

## Key Findings – Opportunities for Improvement

### 1. Members of several constituent groups indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct.

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.<sup>8</sup>

Research also underscores the relationship between workplace discrimination and subsequent productivity.<sup>9</sup> The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 17% ( $n = 1,408$ ) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.<sup>10</sup>
  - 23% ( $n = 325$ ) noted that the conduct was based on their position status at Kent State, 19% ( $n = 262$ ) felt that it was based on their gender/gender identity, and 19% ( $n = 261$ ) felt that it was based on their age.
- Differences emerged based on various demographic characteristics, including position, race, gender identity, and age. For example:
  - A higher percentage of Administrator with Faculty rank respondents (29%,  $n = 41$ ) than Staff respondents (27%,  $n = 442$ ), Faculty respondents (24%,  $n = 225$ ), Graduate/Professional Student respondents (14%,  $n = 142$ ), and Undergraduate Student respondents (12%,  $n = 558$ ) indicated

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<sup>8</sup>Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001

<sup>9</sup>Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

<sup>10</sup>The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solórzano, 2009).

that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct.

- Black/African American respondents (51%,  $n = 58$ ) were significantly more likely, than all other ethnic identity respondents, to believe they had experienced exclusionary, intimidating, offensive, and/or hostile conduct because of their ethnicity.
- A higher percentage of Transspectrum respondents (39%,  $n = 39$ ) than Women respondents (17%,  $n = 940$ ) and Men respondents (15%,  $n = 418$ ) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct.
- Significantly higher percentages of respondents ages 49 through 65 years old (27%,  $n = 356$ ) and 35 through 64 years old (22%,  $n = 260$ ) indicated that they had experienced exclusionary conduct than did other respondents.

## **2. Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate.**

Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, people of color, people with disabilities, first-generation students, veterans).<sup>11</sup> Several groups at Kent State University indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

- Differences by racial identity:
  - Black/African American respondents (68%,  $n = 375$ ) were significantly least likely to be “very comfortable” or “comfortable” with the overall climate at Kent State University than were Hispanic/Latin@/Chican@ respondents (74%,  $n = 95$ ), Multiracial respondents (76%,  $n = 331$ ), Asian/Asian American respondents (77%,  $n = 359$ ), Other People of Color respondents (77%,  $n = 87$ ), and White respondents (81%,  $n = 5,323$ )

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<sup>11</sup>Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008

- Differences by disability status:
  - Multiple Disabilities respondents (63%,  $n = 157$ ) were significantly less likely to be “very comfortable” or “comfortable” with the overall climate at Kent State University than were both Single Disability respondents (74%,  $n = 488$ ) and No Disability respondents (80%,  $n = 5,958$ ).

### **3. Faculty, Staff, and Administrator with Faculty rank Respondents – Challenges with work-life issues**

- 62% ( $n = 265$ ) of Tenure-Track Faculty respondents, 55% ( $n = 593$ ) of Unclassified Staff respondents, 51% ( $n = 72$ ) of Administrator with Faculty rank respondents, 47% ( $n = 261$ ) of Classified Staff respondents, 47% ( $n = 132$ ) of Non-Tenure-Track Faculty respondents, and 35% ( $n = 80$ ) of Adjunct/Part-Time Faculty respondents had seriously considered leaving Kent State University in the past year.
  - 49% ( $n = 681$ ) of those Faculty, Staff, and Administrator with Faculty rank respondents who seriously considered leaving did so because of financial reasons (e.g., salary, resources).
- Faculty and Staff respondents observed unjust hiring (25%,  $n = 661$ ), unjust disciplinary actions (12%,  $n = 318$ ), or unjust promotion, tenure, and/or reclassification practices (31%,  $n = 826$ ).
- Only 43% ( $n = 585$ ) of Staff respondents and 38% ( $n = 388$ ) of Faculty respondents felt that Kent State University senior administrators were genuinely concerned with their welfare.

### **4. Faculty Respondents – Challenges with faculty work**

- Less than half of Tenure-Track Faculty respondents (44%,  $n = 179$ ) “agreed” or “strongly agreed” that tenure standards/promotion standards were applied equally to all faculty.
- Just half (50%,  $n = 210$ ) of Tenure-Track Faculty respondents felt that their service contributions were important to tenure/promotion.

- 49% ( $n = 136$ ) of Non-Tenure-Track Faculty respondents felt pressured to do service and research.
- Less than half of Faculty respondents (44%,  $n = 414$ ) “agreed” or “strongly agreed” that they felt that their research was valued.

## **5. A small but meaningful percentage of respondents experienced unwanted sexual contact.**

In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a significant issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the Kent State survey requested information regarding unwanted sexual contact.

- 4% ( $n = 304$ ) of respondents indicated that they had experienced unwanted sexual contact while at Kent State University.
- 251 of the 304 respondents who experienced unwanted sexual contact were Undergraduate Students
- 216 of the respondents who experienced unwanted sexual contact were Undergraduate Women.
- These respondents rarely reported to anyone at Kent State University that they had experienced unwanted sexual contact.

## **Conclusion**

Kent State University campus climate findings<sup>12</sup> were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.<sup>13</sup> For example, 70% to 80% of respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” A similar percentage (79%) of all Kent State University respondents reported that they were “comfortable” or “very comfortable” with the climate at Kent State

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<sup>12</sup>Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

<sup>13</sup>[Rankin & Associates Consulting, 2015](#)

University. Likewise, 20% to 25% in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Kent State University, a smaller, but still meaningful, percentage of respondents (17%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.<sup>14</sup>

Kent State University's climate assessment report provides baseline data on diversity and inclusion, and addresses Kent State University's mission and goals. While the findings may guide decision-making in regard to policies and practices at Kent State University, it is important to note that the cultural fabric of any institution and unique aspects of each campus' environment must be taken into consideration when deliberating additional action items based on these findings. The climate assessment findings provide the Kent State University community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. Kent State University, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

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<sup>14</sup>Guiffreda, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009

## **Introduction**

### **History of the Project**

Kent State University affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect.

Kent State University is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in Kent State University's mission statement, "transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment."<sup>15</sup> To better understand the campus climate, the senior administration at Kent State University recognized the need for a comprehensive tool that would provide campus climate metrics for Kent State University students, faculty, and staff.

To that end, members of Kent State University formed the Climate Study Steering Committee (CSSC) in 2014. The CSSC was composed of faculty, staff, students, and administrators.

Ultimately, Kent State University contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, "Kent State University: Assessment of Climate for Learning, Living, and Working." Data gathered via reviews of relevant Kent State University literature, focus groups, and a campus-wide survey focused on the experiences and perceptions of various constituent groups. Based on the findings of this study, the Great Place Initiative Committee will develop an action plan, including several action items, to be implemented by fall 2017

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<sup>15</sup><https://www.kent.edu/kent/mission>

## **Review of the Literature: Campus Climate's Influence on Academic and Professional Success**

Climate is defined for this project as the “current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.”<sup>16</sup> This includes the perceptions and experiences of individuals and groups on campus. For the purposes of this study, climate also includes an analysis of the perceptions and experiences individuals and groups have of others on campus.

More than two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning, a college or university must provide a climate where

intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

Not long afterward, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion” (p. xvi). AAC&U proposed that colleges and universities commit to “the task of creating...inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard” (p. xxi). The report suggested that, in order to provide a foundation for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all groups.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. Milem, Chang, and Antonio (2005) proposed that, “Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution.

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<sup>16</sup>Rankin & Reason, 2008, p. 264



Diversity is a process toward better learning rather than an outcome” (p. iv). Milem et al. further suggested that for “diversity initiatives to be successful they must engage the entire campus community” (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offered that diversity, like technology, was central to institutional effectiveness, excellence, and viability. Smith also maintained that building deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) recommended that “good intentions be matched with thoughtful planning and deliberate follow-through” for diversity initiatives to be successful (p. 13).

Campus environments are “complex social systems defined by the relationships between the people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and larger socio-historical environments” (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, p. 296). Smith (2009) encouraged readers to examine critically their positions and responsibilities regarding underserved populations within the campus environment. A guiding question Smith posed was, are special-purpose groups (e.g., Black Faculty Caucus) and locations (e.g., GLBTIQ and Multicultural Student Retention Services) perceived as “‘problems’ or are they valued as contributing to the diversity of the institution and its educational missions” (p. 225)?

Campus climate influences students’ academic success and employees’ professional success, in addition to the social well-being of both groups. The literature also suggests that various identity groups may perceive the campus climate differently from each other and that their perceptions may adversely affect working and learning outcomes (Chang, 2003; D’Augelli & Hersberger, 1993; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Lowey & Hart, 2008). A summary of this literature follows.

Several scholars (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005; Johnson, Soldner, Leonard, Alvarez, Inkelas, Rowan, & Longerbeam, 2007; Solórzano, Ceja, & Yosso, 2000; Strayhorn, 2013; Yosso, Smith, Ceja & Solórzano, 2009) found that when students of color perceive their campus environment as hostile, outcomes such as persistence and

academic performance are negatively impacted. Several other empirical studies reinforce the importance of the perception of non-discriminatory environments to positive learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Gurin, Dey, Hurtado, & Gurin, 2002; Pascarella & Terenzini, 2005; Whitt et al., 2001). Finally, research supports the value of a diverse student body and faculty on enhancing learning outcomes and interpersonal and psychosocial gains (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Ngai, & Hurtado, 2007).

The personal and professional development of faculty, administrators, and staff also are influenced by the complex nature of the campus climate. Owing to racial discrimination within the campus environment, faculty of color often report moderate to low job satisfaction (Turner, Myers, & Creswell, 1999), high levels of stress related to their job (Smith & Witt, 1993), feelings of isolation (Johnsrud & Sadao, 1998; Turner et al., 1999), and negative bias in the promotion and tenure process (Patton & Catching, 2009; Villalpando & Delgado Bernal, 2002). For women faculty, experiences with gender discrimination in the college environment influence their decisions to leave their institutions (Gardner, 2013). Lesbian, gay, bisexual, and Trans\* (LGBT) faculty felt that their institutional climate forced them to hide their marginalized identities if they wanted to avoid alienation and scrutiny from colleagues (Bilimoria & Stewart, 2009). Therefore, it may come as no surprise that LGB faculty members who judged their campus climate more positively felt greater personal and professional support (Sears, 2002). The literature that underscores the relationships between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower levels of life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal; lower satisfaction with work, coworkers, and supervisors), further substantiates the influence of campus climate on employee satisfaction and subsequent productivity (Silverschanz et al., 2008).

Finally, in assessing campus climate and its influence on specific populations, it is important to understand the complexities of identity and to avoid treating identities in isolation of one another. Maramba & Museus (2011) agreed that an “overemphasis on a singular dimension of students’ [and other campus constituents’] identities can also limit the understandings generated by climate and sense of belonging studies” (p. 95). Using an intersectional approach to research

on campus climate allows individuals and institutions to explore how multiple systems of privilege and oppression operate within the environment to influence the perceptions and experiences of groups and individuals with intersecting identities (see Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Patton, 2011; Pittman, 2010; Turner, 2002).

### **Kent State University Climate Assessment Project Structure and Process**

The CSSC collaborated with R&A to develop the survey instrument. In the first phase, R&A conducted 17 focus groups, which were composed of 87 participants (44 students; 43 faculty and staff). In the second phase, the CSSC and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final survey instrument was completed in November 2015. Kent State University's survey contained 104 items (20 qualitative and 84 quantitative) and was available via a secure online portal from March 8, to April 8, 2016. Confidential paper surveys were distributed to those individuals who did not have access to an Internet-connected computer or who preferred a paper survey.

The conceptual model used as the foundation for Kent State University's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. The CSSC implemented participatory and community-based processes to generate survey questions as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, Kent State University's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

## **Methodology**

### **Conceptual Framework**

R&A defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”<sup>17</sup> The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

### **Research Design**

**Focus Groups.** As noted earlier, the first phase of the climate assessment process was to conduct a series of focus groups at Kent State to gather information from students, staff, faculty, and administrators about their perceptions of the campus climate. On February 23, 2015, Kent State students, staff, faculty, and administrators participated in 17 focus groups conducted by R&A facilitators. The groups were identified by the CSSC and invited to participate via a letter from President Warren. The interview protocol included four questions addressing participants’ perceptions of the campus living, learning, and working environment; initiatives/programs that Kent State has implemented that has directly impacted participants’ success; the greatest challenges for various groups at Kent State; and suggestions to improve the campus climate at Kent State.

R&A conducted 17 focus groups, which were composed of 87 participants (44 students; 43 faculty and staff). Participants in each group were given the opportunity to follow up with R&A with any additional concerns. The CSSC and R&A used the results to inform questions for the campus-wide survey.

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<sup>17</sup>Rankin & Associates Consulting (2015) adapted from AAC&U (1995).

**Survey Instrument.** The survey questions were constructed based on the results of the focus groups, the work of Rankin (2003), and with the assistance of the CSSC. The CSSC reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the Kent State population. The final Kent State campus-wide survey contained 104 questions,<sup>18</sup> including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of Kent State's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. All survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

**Sampling Procedure.** Kent State University's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess campus climate within the University and to inform Kent State University's strategic quality improvement initiatives. The IRB director acknowledged that the data collected from this quality improvement activity also could be used for research. The IRB approved the project in January 2016.

Prospective participants received an invitation from President Beverly Warren that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. Only surveys that were at least 50% completed were included in the final data set.

Completed online surveys were submitted directly to a secure server, where any computer identification that might identify participants was deleted. Any comments provided by

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<sup>18</sup>To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

participants also were separated from identifying information at submission so that comments were not attributed to any individual demographic characteristic.

**Limitations.** Two limitations to the generalizability of the data existed. The first limitation was that respondents “self-selected” to participate. Self-selection bias, therefore, was possible. This type of bias can occur because an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response rates that were less than 30% (see Table 3). For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

**Data Analysis.** Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 22.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to Kent State University in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., by gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.<sup>19</sup> Actual percentages<sup>20</sup> with missing or “no response” information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

**Factor Analysis Methodology.** A confirmatory factor analysis was conducted on one scale embedded in Question 12 of the survey. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining

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<sup>19</sup>Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).

<sup>20</sup>Actual percentages were derived using the total number of survey respondents.

student persistence. The first seven sub-questions of Question 12 of the survey reflect the questions on this scale.

The questions in the each scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in the analysis. Just under three percent (2.9%) of all potential Student respondents were removed from the analysis owing to one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.<sup>21</sup> One question from the scale (Q12\_A\_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven (Table 2). The internal consistency reliability (Cronbach's alpha) of the scale was 0.860 (after removing the question noted above) which is high, meaning that the scale produces consistent results. With Q12\_A\_2 included, Cronbach's alpha would be only 0.762.

**Table 2. Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Academic experience
Perceived Academic Success	I am performing up to my full academic potential.
	I am satisfied with my academic experience at Kent State.
	I am satisfied with the extent of my intellectual development since enrolling at Kent State.
	I have performed academically as well as I anticipated I would.
	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	My interest in ideas and intellectual matters has increased since coming to Kent State.

<sup>21</sup>Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

## **Factor Scores**

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggests a student or constituent group is more academically successful.

## **Means Testing Methodology**

After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for Student respondents were analyzed using a t-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first level categories in the following demographic areas:

- Gender identity (Men, Women)
- Racial identity (Asian/Asian Americans, Black/African Americans, Hispanics/Latin@s/Chican@s, Other People of Color, White People, People of Multiple Race)
- Sexual identity (LGBQ including Pansexual, Heterosexual, Asexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- First Generation/Low-Income status (First Gen/Low-Income, Not-First Gen/Low-Income)
- Age (22 and Under, 23 and Over – for Undergraduates; 34 and Under, 35 and Over – for Graduate Students)
- Military Service status (Military Service, No Military Service)
- Employment status (Employed, Not Employed)



When there were only two categories for the specified demographic variable (e.g., gender identity) a t-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d* and any moderate to large effects are noted.

When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether there were any differences. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using  $\eta^2$  and any moderate to large effects were noted.

### **Qualitative Comments**

Several survey questions provided respondents the opportunity to describe their experiences at a Kent State University campus, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. The CCSC agreed that qualitative comments would not be provided within the Kent State University (aggregate) report, as those comments were utilized within the Kent State – Kent Campus and Kent State – Regional Campuses reports. Within those reports open-ended comments were reviewed<sup>22</sup> using standard methods of thematic analysis. R&A reviewers read all comments, and a list of common themes was generated based on their analysis. Most themes reflected the issues addressed in the survey questions and revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

### **Results**

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. This section also presents the results per the project design, which called for examining respondents' personal campus experiences, their

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<sup>22</sup>Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

perceptions of the campus climate, and their perceptions of Kent State's institutional actions, including administrative policies and academic initiatives regarding climate.

Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also provides results from descriptive analyses that were not statistically significant, yet were determined to be meaningful to the climate at Kent State University.

### **Description of the Sample<sup>23</sup>**

Eight thousand four hundred fifty-four (8,454) surveys were returned, for a 19% overall response rate. The sample and population figures, chi-square analyses,<sup>24</sup> and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by Kent State University.

- Women were significantly overrepresented in the sample; men were underrepresented.
- Alaskan/Native Americans, Asian/Asian Americans, Black/African American, Hispanic/Latino@/Chicano@, International individuals, and those who were Missing/Unknown/Race Not Listed were significantly underrepresented in the sample. White/European Americans and those who identified with two or more races were significantly overrepresented in the sample. Native Hawaiian/Pacific Islanders were present in equal proportion to the population. Individuals who identified as being from the Middle East were present in the sample, but not in the population.
- Administrators with Faculty rank, Faculty, and Staff were significantly overrepresented in the sample; Undergraduate and Graduate Students were underrepresented.
- Visa Holders were underrepresented in the Sample while U.S. Citizens, Permanent Residents, and Unreported/Missing were overrepresented. Individuals with “Other” citizenship status were found in the sample, but not in the population

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<sup>23</sup>All frequency tables are provided in Appendix B.

<sup>24</sup>Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by Kent State University.

**Table 3. Demographics of Population and Sample**

Characteristic	Subgroup	Population		Sample		Response Rate
		<i>N</i>	%	<i>n</i>	%	
Gender Identity <sup>a</sup>	Woman	27,006	60.5	5,570	65.9	20.63
	Man	17,637	39.5	2,751	32.5	15.60
	Genderqueer	Not available	Not available	55	0.7	N/A
	Transgender	Not available	Not available	16	0.2	N/A
	Other/Missing/Unknown	Not available	Not available	62	0.7	N/A
Race/Ethnicity <sup>b</sup>	Alaskan/Native American	86	0.2	9	0.1	10.47
	Asian/Asian American	699	1.6	115	1.4	16.45
	Black/African American	3,197	7.2	525	6.2	16.42
	Hispanic/Latin@/Chican@	1,206	2.7	128	1.5	10.61
	Middle Eastern	Not available	Not available	24	0.3	N/A
	Native Hawaiian/Pacific Islander	30	0.1	12	0.1	40.00
	White/European American	33,722	75.5	6,529	77.1	19.36
	Two or More	1,088	2.4	421	5.0	38.69
	Missing/Unknown/Not Specified/Other	1,321	3.0	134	1.6	10.14
	International	3,294	7.4	575	6.8	17.46
Position Status <sup>c</sup>	Undergraduate Student	32,213	72.2	4,685	55.4	14.54
	Graduate/Professional Student	6,752	15.1	1,056	12.5	15.64
	Faculty	2,615	5.9	940	11.1	35.95
	Administrator with Faculty Rank	109	0.2	141	1.7	>100.0
	Staff	2,954	6.6	1,632	19.3	55.25
Citizenship <sup>d</sup>	U.S. Citizen	40,810	91.4	7,830	92.6	19.19
	Permanent Resident	394	0.9	92	1.1	23.35
	Visa Holder	3,209	7.2	474	5.6	14.77
	Other Status	Not available	Not available	9	0.1	N/A
	Unreported/Missing	230	0.5	49	0.6	21.30

<sup>a</sup>  $\chi^2 (1, N = 8,321) = 144.1, p < .001$

<sup>b</sup>  $\chi^2 (7, N = 8,436) = 361.32, p < .001$

<sup>c</sup>  $\chi^2 (4, N = 8,454) = 3736.36, p < .001$

<sup>d</sup>  $\chi^2 (3, N = 8,445) = 35.61, p < .001$

**Validity.** Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1998) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, as well as higher education survey research methodology experts, reviewed the bank of items available for the survey, as did the members of the CSSC.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from CSSC members. Construct validity - the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors - should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing “socially acceptable” responses.

**Reliability - Internal Consistency of Responses.**<sup>25</sup> Correlations between the responses to questions about overall campus climate for various groups (Question 89) and to questions that rated overall campus climate on various scales (Question 90) were moderate-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients<sup>26</sup> are provided in Table 4.

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<sup>25</sup>Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

<sup>26</sup>Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

All correlations in the table were significantly different from zero at the .01 level; that is, a relationship existed between all selected pairs of responses.

A strong relationship (between .5 and .7) existed for all five pairs of variables - between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual, Queer, or Transgender People and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist; and between Positive for People with Disabilities and Disability Friendly.

**Table 4. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups**

	Climate Characteristics				
	Not Racist	Not Homophobic	Not Sexist	Not Classist (SES)	Disability Friendly
Positive for People of Color	.604 <sup>1</sup>				
Positive for Lesbian, Gay, Bisexual People		.532 <sup>1</sup>			
Positive for Women			.547 <sup>1</sup>		
Positive for people of Low Socioeconomic Status				.647 <sup>1</sup>	
Positive for People with Disabilities					.548 <sup>1</sup>

<sup>1</sup> $p < 0.01$

## Sample Characteristics<sup>27</sup>

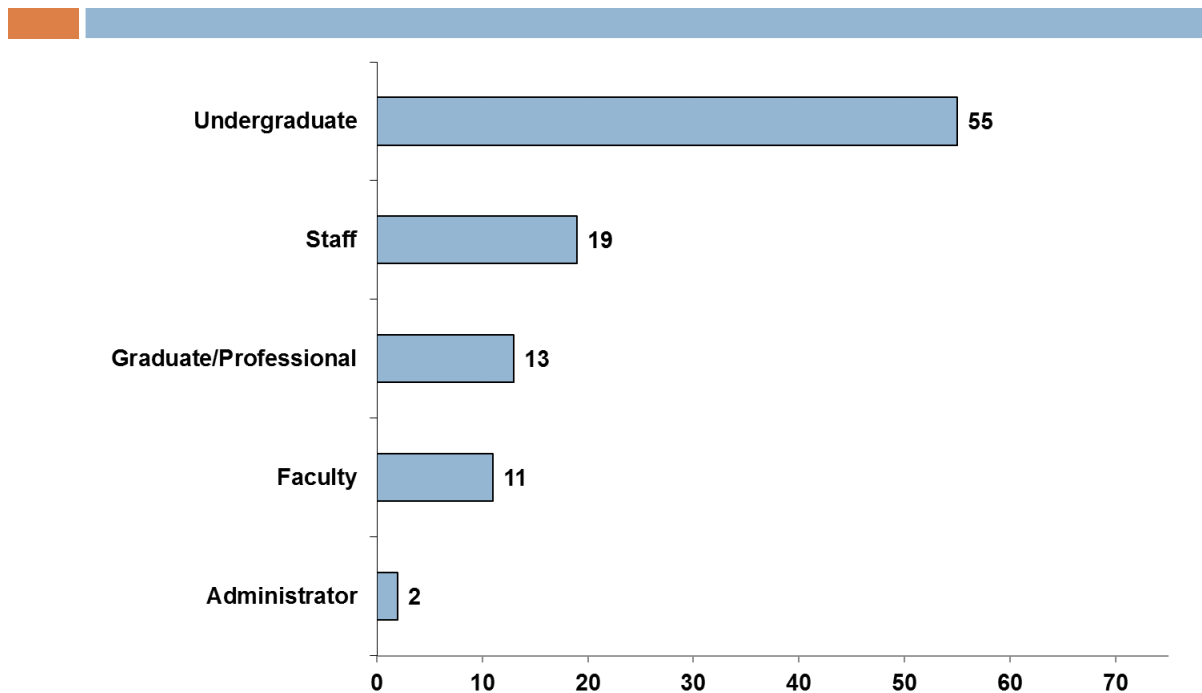
For the purposes of several analyses, demographic responses were collapsed into categories established by the CSSC to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a particular category totaled fewer than five ( $n < 5$ ).

Primary status data for respondents were collapsed into Undergraduate Student respondents, Graduate/Professional Student respondents, Faculty respondents, Administrator with Faculty rank respondents, and Staff respondents.<sup>28</sup> Of all respondents, 55% ( $n = 4,685$ ) were Undergraduate Students, 13% ( $n = 1,056$ ) were Graduate/Professional Students, 11% ( $n = 940$ ) were Faculty, 2% ( $n = 141$ ) were Administrators with Faculty rank, and 19% ( $n = 1,632$ ) were Staff (Figure 1). Eighty-three percent ( $n = 6,996$ ) of respondents were full-time in their primary positions. Subsequent analyses indicated that 92% ( $n = 3,885$ ) of Undergraduate Student respondents, 82% ( $n = 798$ ) of Graduate/Professional Student respondents, 76% ( $n = 681$ ) of Faculty respondents, 98% ( $n = 134$ ) of Administrator with Faculty rank respondents, and 95% ( $n = 1,498$ ) of Staff respondents were full-time in their primary positions.

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<sup>27</sup>All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

<sup>28</sup>Collapsed position status variables were determined by the CSSC.



*Figure 1. Respondents' Collapsed Position Status (%)*

With regard to respondents' work-unit affiliations, Table 5 indicates that Staff respondents represented various work units across campus. Of Staff respondents, 15% ( $n = 245$ ) were affiliated with Enrollment Management and Student Affairs, 12% ( $n = 187$ ) were affiliated Business and Finance, 11% ( $n = 177$ ) were affiliated the Regional Campuses, and 10% ( $n = 155$ ) were affiliated with the Provost Office.



**Table 5. Staff Respondents' Primary Work Unit Affiliations**

<b>Work unit</b>	<b><i>n</i></b>	<b>%</b>
Athletics	58	3.6
Business and Finance	187	11.5
College of Applied Engineering, Sustainability & Technology	15	0.9
College of Architecture & Environmental Design	8	0.5
College of the Arts	33	2.0
College of Arts and Sciences	83	5.1
College of Business Administration	29	1.8
College of Communication and Information	42	2.6
College of Education, Health, & Human Services	48	2.9
College of Nursing	20	1.2
College of Podiatric Medicine	23	1.4
College of Public Health	10	0.6
Diversity, Equity and Inclusion	22	1.3
Enrollment Management and Student Affairs	245	15.0
Human Resources	29	1.8
Information Services	112	6.9
Institutional Advancement	85	5.2
Provost Office	155	9.5
Regional Campuses	177	10.8
School of Digital Sciences	< 5	---
University Counsel/Government Affairs	< 5	---
University Libraries	31	1.9
University Relations	67	4.1
Missing	147	9.0

Note: Table includes Staff only respondents (*n* = 1,632).

Of Faculty respondents, 35% ( $n = 379$ ) were affiliated with the College of Arts and Sciences, 15% ( $n = 164$ ) with the College of Education, Health, & Human Services, 7% ( $n = 78$ ) with the College of Business Administration, 7% ( $n = 74$ ) with the College of the Arts, and 7% ( $n = 74$ ) were affiliated with the College of Communication and Information (Table 6).

**Table 6. Faculty Respondents' Primary Academic Division Affiliations**

<b>Academic division</b>	<b><i>n</i></b>	<b>%</b>
<b>College of Applied Engineering, Sustainability &amp; Technology</b>	<b>36</b>	<b>3.3</b>
<b>College of Architecture &amp; Environmental Design</b>	<b>22</b>	<b>2.3</b>
<b>College of the Arts</b>	<b>74</b>	<b>6.8</b>
School of Art	7	14.6
School of Fashion Design & Merchandising	11	22.9
School of Music	18	37.5
School of Theatre & Dance	12	25.0
<b>College of Arts and Sciences</b>	<b>379</b>	<b>35.1</b>
Department of Anthropology	5	1.8
Department of Biological Sciences	33	12.0
Department of Chemistry & Biochemistry	14	5.1
Department of Computer Science	< 5	---
Department of English	62	22.5
Department of Geography	7	2.5
Department of Geology	10	3.6
Department of History	12	4.4
Department of Mathematical Sciences	28	10.2
Department of Modern & Classical Language Studies	15	5.5
Department of Pan-African Studies	< 5	---
Department of Philosophy	10	3.6
Department of Physics	8	2.9
Department of Political Science	9	3.3
Department of Psychology	26	9.5
Department of Sociology	26	9.5
School of Biomedical Sciences	< 5	---
Chemical Physics Interdisciplinary Program (Grad Program Only)	< 5	---
Integrated Life Sciences - Bachelor of Science/Doctor of Medicine Degree Program	0	0.0

<b>Table 6 (cont.)</b>	<b><i>n</i></b>	<b>%</b>
<b>College of Business Administration</b>	<b>78</b>	<b>7.2</b>
Department of Accounting	7	13.5
Department of Economics	5	9.6
Department of Finance	6	11.5
Department of Management & Information Systems	25	48.1
Department of Marketing & Entrepreneurship	9	17.3
<b>College of Communication and Information</b>	<b>74</b>	<b>6.8</b>
School of Communication Studies	18	32.1
School of Journalism & Mass Communication	15	26.8
School of Library & Information Science	16	28.6
School of Visual Communication Design	7	12.5
<b>College of Education, Health, &amp; Human Services</b>	<b>164</b>	<b>15.2</b>
School of Health Sciences	28	21.7
School of Foundations, Leadership & Administration	36	27.9
School of Lifespan Development & Educational Sciences	29	22.5
School of Teaching, Learning & Curriculum Studies	36	27.9
<b>College of Nursing</b>	<b>69</b>	<b>6.4</b>
<b>College of Podiatric Medicine</b>	<b>18</b>	<b>1.7</b>
<b>College of Public Health</b>	<b>26</b>	<b>2.4</b>
<b>School of Digital Sciences</b>	<b>&lt; 5</b>	<b>---</b>
<b>University Libraries</b>	<b>30</b>	<b>2.8</b>
<b>Missing<sup>29</sup></b>	<b>109</b>	<b>10.1</b>

Note: Table includes Faculty respondents (*n* = 1,081) only.

<sup>29</sup>It was discovered after the survey was live that the response choice “Regional College” was accidentally omitted. As such, the “Missing” category may include faculty who identify their “Primary Academic Division Affiliation” as “Regional College.”

Two-thirds of the sample (66%,  $n = 5,570$ ) were Women and 33% ( $n = 2,751$ ) were Men.<sup>30</sup> One percent ( $n = 55$ ) identified as Genderqueer. Less than one percent ( $n = 16$ ) of the respondents identified as Transgender.<sup>31</sup> Twenty-nine respondents (<1%) marked “a gender not listed here” and offered identities such as “Pilot,” “american, quit dividing people,” “vampire,” “Pansexual Sand Dollar,” “Demi Girl,” “Apache Attack Helicopter,” and “Agender.”

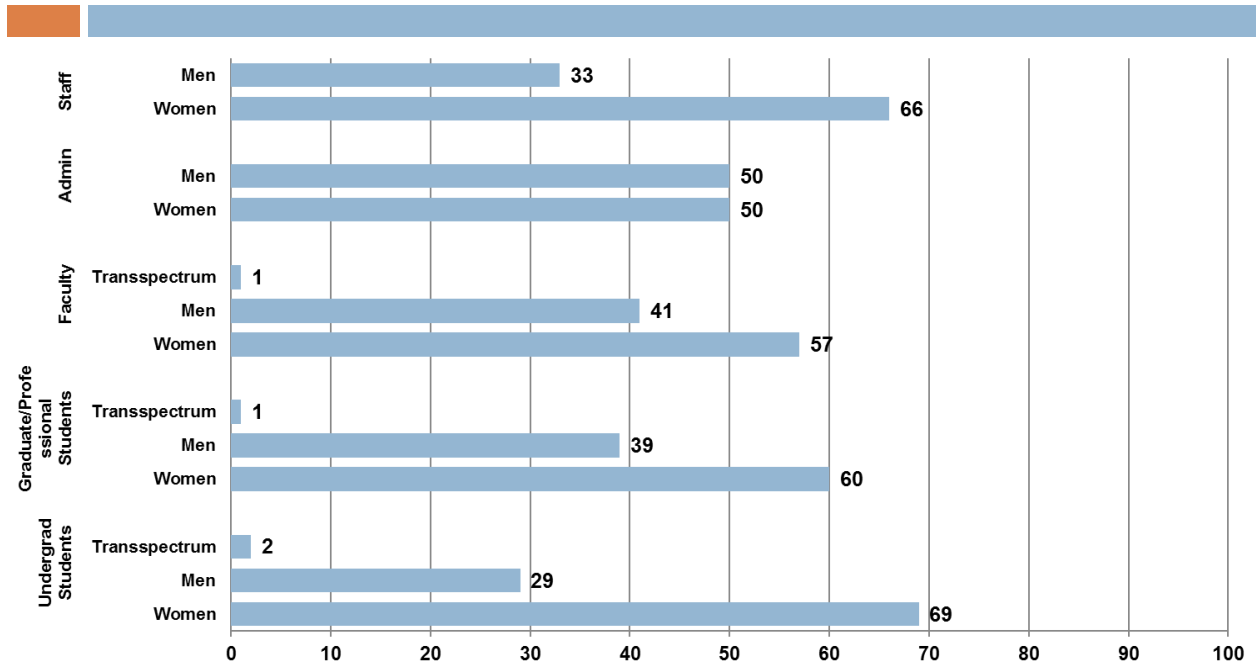
For the purpose of some analyses, gender identity was collapsed into three categories determined by the CSSC. Sixty-six percent ( $n = 5,570$ ) of the respondents marked only “Woman” as their gender identity, and 33% ( $n = 2,751$ ) marked only “Man.” Responses that marked Transgender, Genderqueer, or “a gender not listed here” were collapsed into the “Transspectrum” category (1%,  $n = 100$ ).

Figure 2 illustrates that there were more women than men Graduate/Professional Student respondents, Undergraduate Student respondents, Faculty respondents, and Staff respondents. By percentage, there were no differences among Administrator with Faculty rank respondents. Transspectrum Undergraduate Student, Graduate/Professional Student, and Faculty respondents represented 1% of their respective samples.

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<sup>30</sup>The majority of respondents identified their birth sex as female (66%,  $n = 5,629$ ), while 33% ( $n = 2,781$ ) of respondents identified as male, and < 1% ( $n < 5$ ) as intersex. Additionally, 65% ( $n = 5,457$ ) identified their gender expression as feminine, 32% ( $n = 2,678$ ) as masculine, 2% ( $n = 172$ ) as androgynous, and 1% ( $n = 60$ ) as “a gender expression not listed here.”

<sup>31</sup>Self-identification as transgender does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked. Because transgender respondent numbers were low ( $n = 16$ ), no analyses were conducted or included in the report in order to maintain the respondents’ confidentiality.



Note: Responses with  $n < 5$  are not presented in the figure.

*Figure 2. Respondents by Gender Identity and Position Status (%)*

The majority of respondents were Heterosexual<sup>32</sup> (85%,  $n = 6,944$ ); 10% ( $n = 819$ ) were LGBTQ (lesbian, gay, bisexual, pansexual, queer, or questioning); and 5% ( $n = 436$ ) were Asexual/Other (Figure 3).

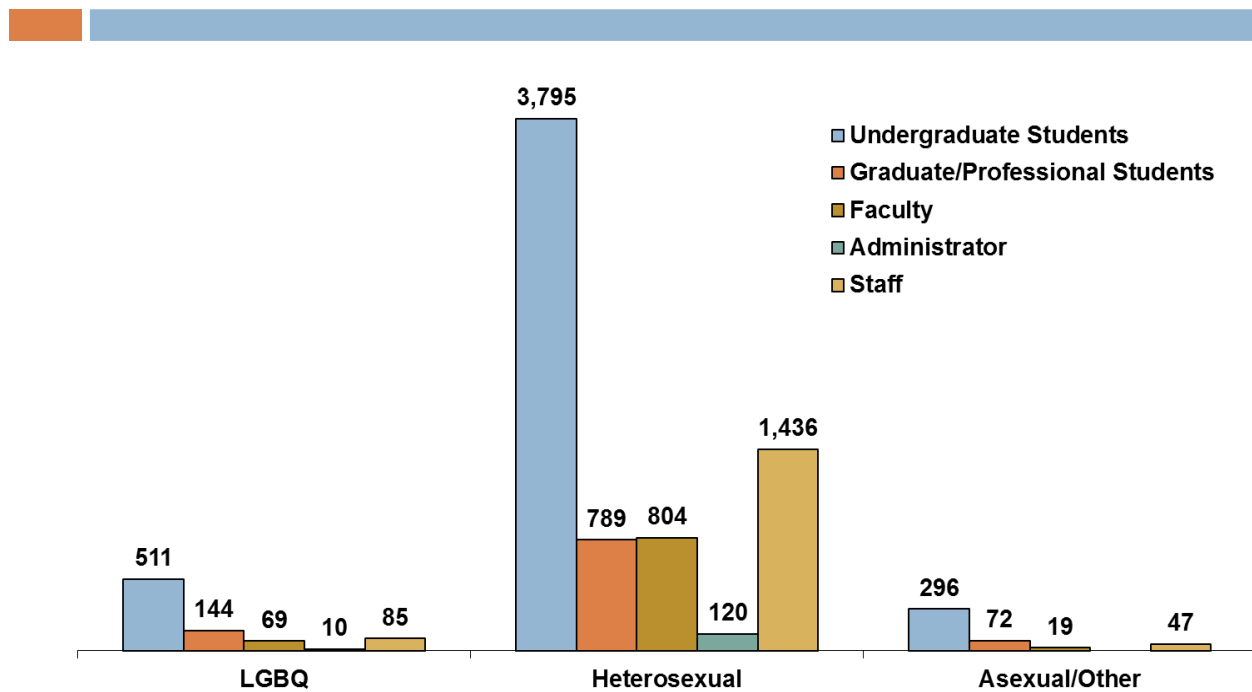
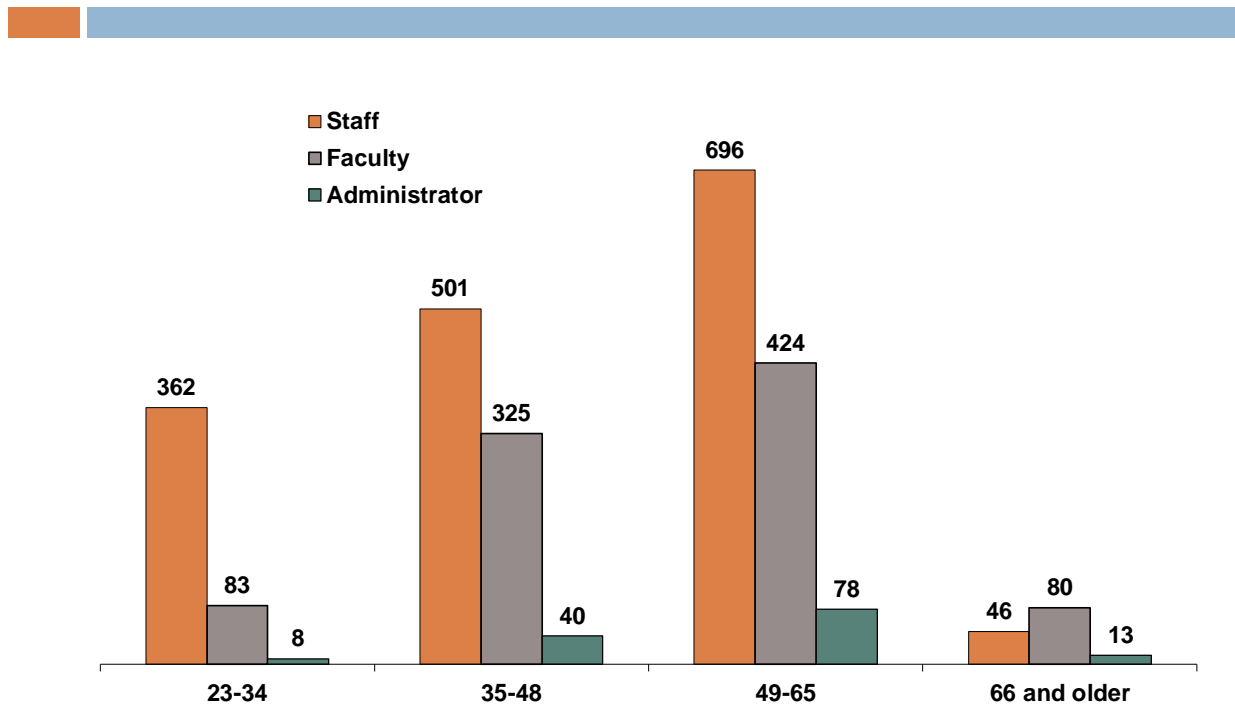


Figure 3. Respondents by Sexual Identity and Position Status ( $n$ )

<sup>32</sup>Respondents who answered “other” in response to the question about their sexual identity and wrote “straight,” “normal,” or “heterosexual” in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms “LGBTQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, and those who wrote in “other” terms such as “homoflexible” and “fluid.”

Of Staff respondents, 43% ( $n = 696$ ) were 49 through 65 years old, 31% ( $n = 501$ ) were 35 through 48 years old, 23% ( $n = 362$ ) were 23 through 34 years old, and 3% ( $n = 46$ ) were 66 years old and older. Of Faculty respondents, 46% ( $n = 424$ ) were 49 through 65 years old, 36% ( $n = 325$ ) were 35 through 48 years old, 9% ( $n = 83$ ) were 23 through 34 years old, and 9% ( $n = 80$ ) were 66 years old and older. Fifty-six percent ( $n = 78$ ) of Administrators with Faculty rank were 49 through 65 years old, 29% ( $n = 40$ ) were 35 through 48 years old, 9% ( $n = 13$ ) were 66 years old and older, and 6% ( $n = 8$ ) were 23 through 34 years old. (Figure 4)

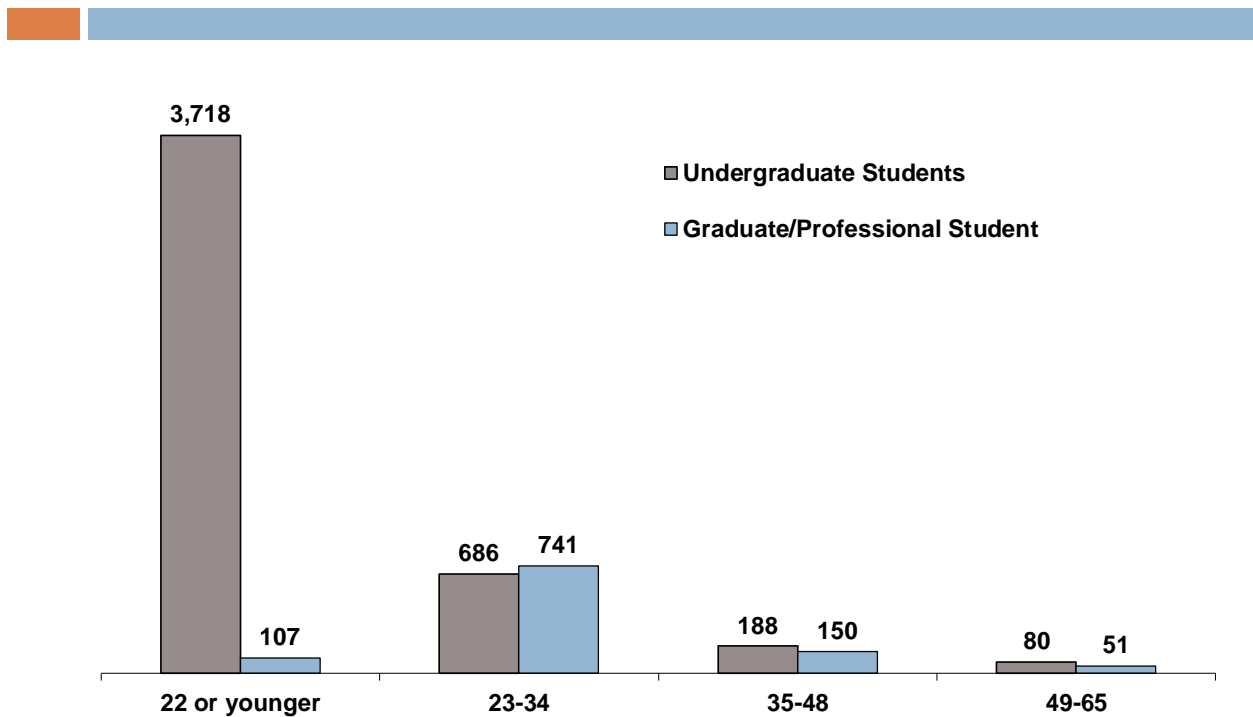


Note: Responses with  $n < 5$  are not presented in the figure.

Figure 4. Employee<sup>33</sup> Respondents by Age and Position Status (n)

<sup>33</sup>Throughout the report, the term “employee respondents” refers to all respondents who indicated that they were staff, faculty, or administrator members.

Of responding Undergraduate Students, 80% ( $n = 3,718$ ) were 22 years old or younger, 15% ( $n = 686$ ) were 23 through 34 years old, 4% ( $n = 188$ ) were 35 through 48 years old, and 2% ( $n = 80$ ) were 49 through 65 years old. Seventy percent ( $n = 741$ ) of responding Graduate/Professional Students were 23 through 34 years old, 14% ( $n = 150$ ) were 35 through 48 years old, 10% ( $n = 107$ ) were 22 years old or younger, and 5% ( $n = 51$ ) were 49 through 65 years old (Figure 5).



Note: Responses with  $n < 5$  are not presented in the figure.

*Figure 5. Student Respondents by Age and Student Status (n)*



With regard to racial identity, 78% ( $n = 6,609$ ) of the respondents identified as White (Figure 6). Seven percent ( $n = 553$ ) of respondents were Black/African/African American, 6% ( $n = 466$ ) were Asian/Asian American, 5% ( $n = 434$ ) were Multiracial, 2% ( $n = 128$ ) were Hispanic/Latin@/Chican@, 1% ( $n = 89$ ) were Middle Eastern and < 1% each were Pacific Islander/Native Hawaiian ( $n = 13$ ), Alaskan Native ( $n = 11$ ). Some individuals marked the response category “a racial/ethnic identity not listed here” and gave responses such as “American,” “Greek,” “human,” “Roma,” “Off planet alien,” “Moorish American,” “Jewish,” and “I am an Anabaptist.”

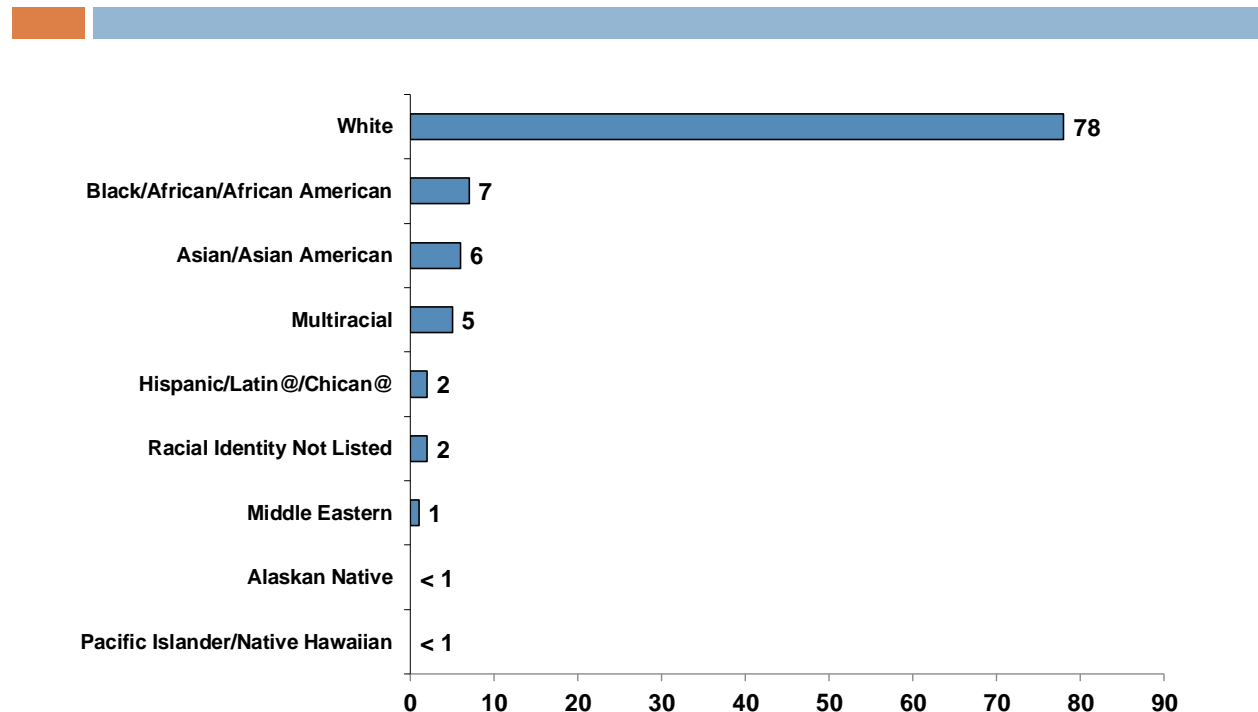


Figure 6. Respondents by Racial/Ethnic Identity (%),  
Inclusive of Multiracial and/or Multi-Ethnic

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,<sup>34</sup> allowing them to identify as biracial or multiracial. For the purposes of some analyses, the CSSC created six racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (78%,  $n = 6,609$ ) as their identity (Figure 7).<sup>35</sup> Other respondents identified as Black/African American (7%,  $n = 556$ ), Asian/Asian American (6%,  $n = 466$ ), Hispanic/Latin@/Chican@ (2%,  $n = 128$ ), Multiracial<sup>36</sup> (5%,  $n = 434$ ), and Other Person of Color<sup>37</sup> (1%,  $n = 113$ ). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (2%,  $n = 151$ ).

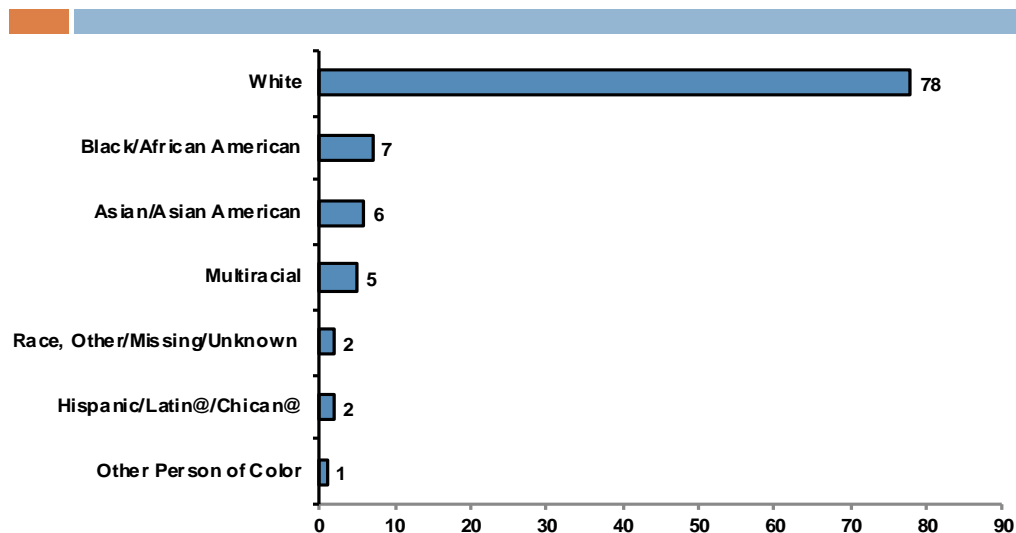


Figure 7. Respondents by Collapsed Categories of Racial/Ethnic Identity (%)

<sup>34</sup>While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

<sup>35</sup>Figure 7 illustrates the unduplicated total of responses ( $n = 8,303$ ) for the question, “Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply).”

<sup>36</sup>Per the CSSC, respondents who identified as more than one racial identity were recoded as Multiracial.

<sup>37</sup>Per the CSSC, the Other People of Color category included respondents who identified as American Indian, Alaska Native, Middle Eastern, Native Hawaiian, or Pacific Islander.

Fifty-six percent ( $n = 4,722$ ) of respondents identified as having a Christian Affiliation (Figure 8). Thirty-one percent ( $n = 2,600$ ) of respondents reported No Affiliation. Seven percent ( $n = 567$ ) of respondents identified with Other Religious/Spiritual Affiliations and 5% ( $n = 405$ ) of respondents identified with Multiple Affiliations.

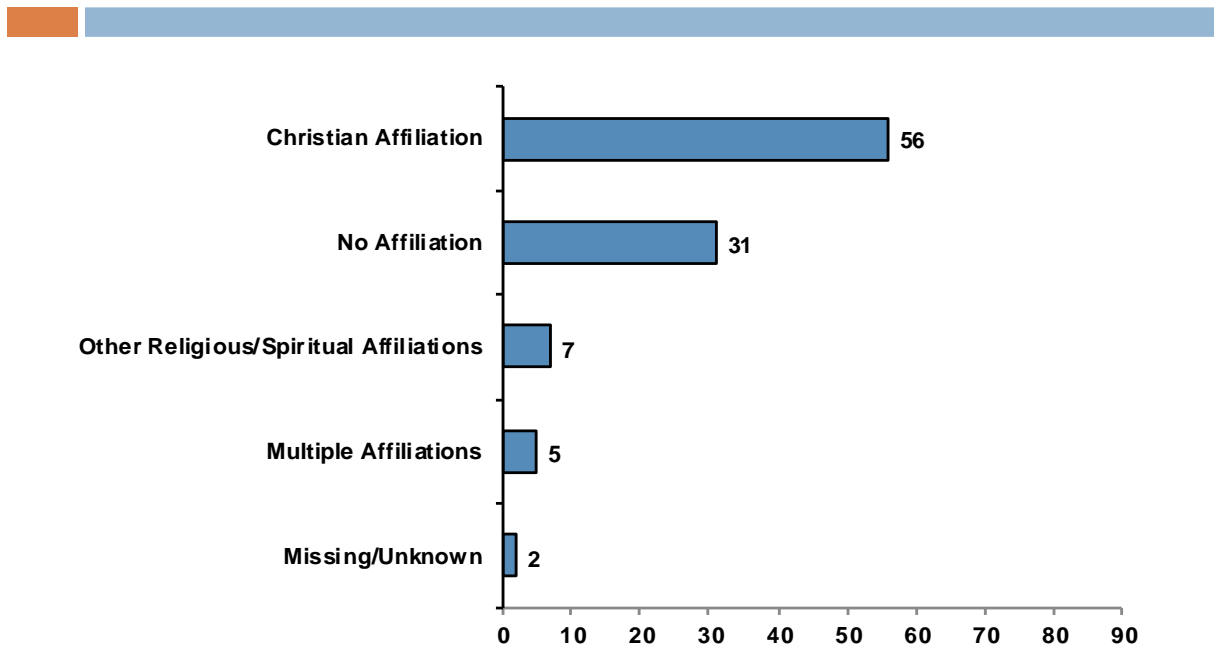
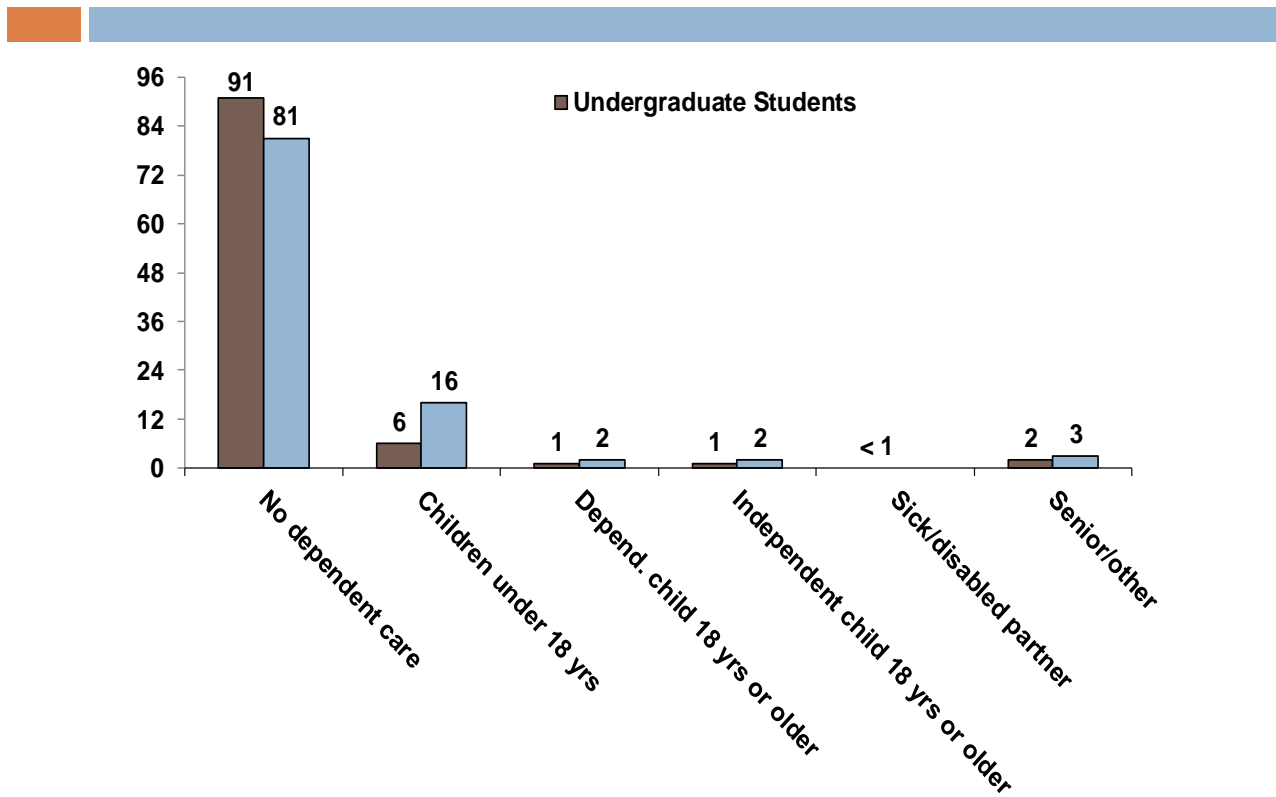


Figure 8. Respondents by Religious/Spiritual Affiliation (%)

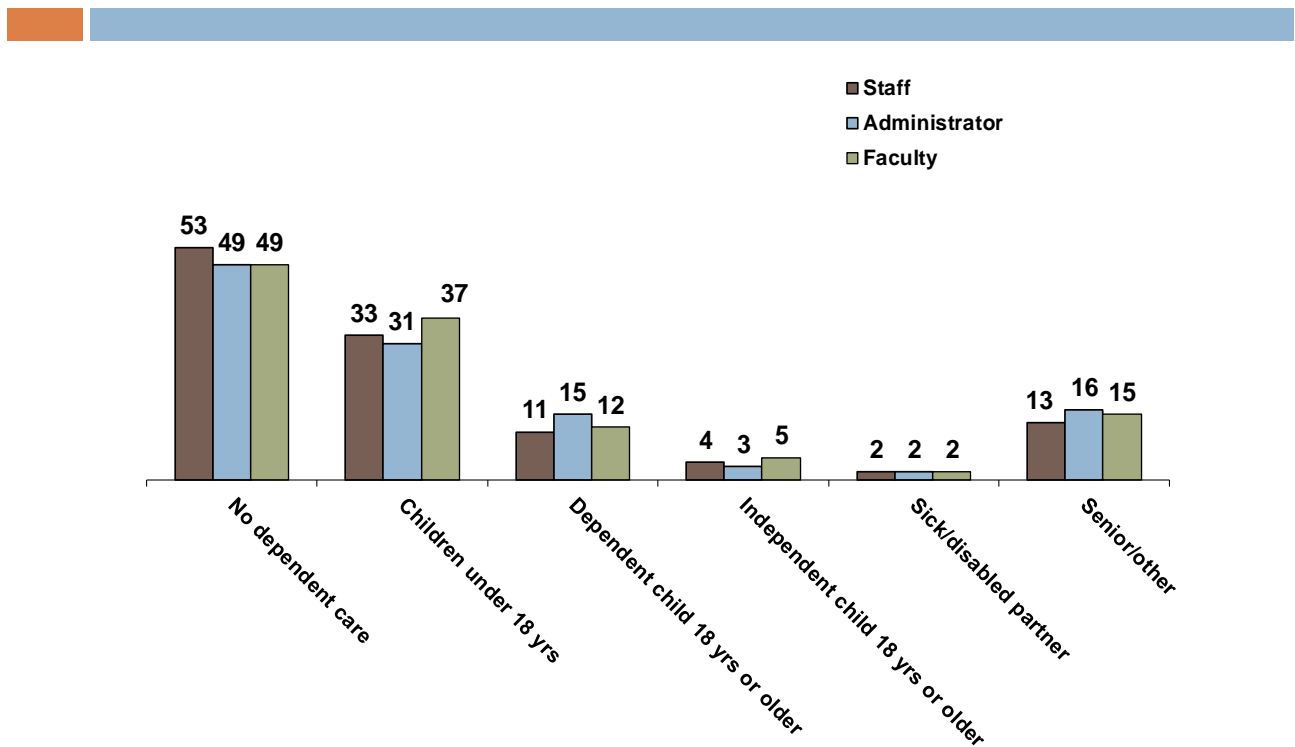
Seventy-seven percent ( $n = 6,503$ ) of all respondents had no parenting or caregiving responsibilities. Ninety-one percent ( $n = 4,268$ ) of Undergraduate Student respondents and 81% ( $n = 852$ ) of Graduate/Professional Student respondents had no dependent care responsibilities (Figure 9).



Note: Responses with  $n < 5$  are not presented in the figure.

Figure 9. Student Respondents' Dependent Care Responsibilities by Student Status (%)

Fifty-three percent ( $n = 863$ ) of Staff respondents, 49% ( $n = 452$ ) of Faculty respondents, and 49% ( $n = 68$ ) of Administrator with Faculty rank respondents had no substantial parenting or caregiving responsibilities (Figure 10). Thirty-seven percent ( $n = 351$ ) of Faculty respondents, 33% ( $n = 545$ ) of Staff respondents, and 31% ( $n = 44$ ) of Administrator with Faculty rank respondents were caring for children under the age of 18 years. Sixteen percent ( $n = 23$ ) of Administrator with Faculty rank respondents, 15% ( $n = 137$ ) of Faculty respondents, and 13% ( $n = 206$ ) of Staff respondents were caring for senior or other family members. Responses with  $n < 5$  are not presented in the figure.



Note: Responses with  $n < 5$  are not presented in the figure.

Figure 10. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Additional analyses revealed that 95% ( $n = 8,036$ ) of respondents had never served in the military (Table 7). One hundred ninety-six respondents (2%) were veterans, 64 respondents (1%) were Reservists/National Guard members, 47 respondents (1%) were in ROTC, and 20 respondents (< 1%) were active duty military.

**Table 7. Respondents' Military Status**

<b>Military status</b>	<b><i>n</i></b>	<b>%</b>
I have not been in the military	8,036	95.1
Veteran	196	2.3
Reservist/National Guard	64	0.8
ROTC	47	0.6
Active military	20	0.2
Missing	91	1.1

Note: Percentages may not sum to 100% as a result of multiple responses.

Eleven percent ( $n = 936$ ) of respondents<sup>38</sup> had conditions that substantially influenced learning, working, or living activities. Forty percent ( $n = 372$ ) of those respondents had mental health/psychological conditions, 31% ( $n = 288$ ) had learning disabilities, and 22% ( $n = 209$ ) had chronic diagnoses or medical conditions (Table 8).

**Table 8. Respondents' Conditions That Affect Learning, Working, Living Activities**

<b>Conditions</b>	<b><i>n</i></b>	<b>%</b>
Mental Health/Psychological Condition	372	39.7
Learning Disability	288	30.8
Chronic Diagnosis or Medical Condition	209	22.3
Physical/Mobility condition that affects walking	77	8.2
Physical/Mobility condition that does not affect walking	68	7.3
Deaf/Hard of Hearing	60	6.4
Asperger's/Autism Spectrum	40	4.3
Acquired/Traumatic Brain Injury	33	3.5
Blind/Visually Impaired	30	3.2
Speech/Communication Condition	17	1.8
A disability/condition not listed here	28	3.0

Note: Percentages may not sum to 100% as a result of multiple responses.

<sup>38</sup>Some respondents indicated that they had multiple disabilities or conditions that substantially influenced major life activities. The unduplicated total number of respondents with disabilities is 911 (11%). The duplicated total ( $n = 939$ ; 11%) is reflected in Table 8 and in Appendix B, Table B20.

Table 9 depicts how respondents answered the survey item, “What is your citizenship status in the U.S.? Mark all that apply.” For the purposes of analyses, the CSSC created two citizenship categories:<sup>39</sup> 93% ( $n = 7,830$ ) of respondents were U.S. Citizens and 7% ( $n = 575$ ) of respondents were Non-U.S. Citizens

**Table 9. Respondents’ Citizenship Status (Duplicated Totals)**

<b>Citizenship</b>	<b><i>n</i></b>	<b>%</b>
U.S. citizen	7,830	92.6
A visa holder (F-1, J-1, H1-B, A, L, G, E, and TN)	474	5.6
Permanent resident	92	1.1
Other legally documented status	9	0.1
Undocumented status	0	0.0
Missing	49	0.6

Eighty-seven percent ( $n = 7,389$ ) of respondents reported that only English was spoken in their homes. Five percent ( $n = 393$ ) indicated that only a language other than English was spoken in their homes, while 7% ( $n = 611$ ) indicated that English and at least one other language were spoken in their homes. Some of the languages that respondents indicated that they spoke at home were Albanian, Arabic, Bosnian, Cantonese, Chinese, Dutch, Farsi and Kurdi, French, German, Gujarati, Hebrew, Hindi, Hungarian, Italian, Japanese, Kannada, Korean, Larma, Malayalam, Mandarin, Nepali, Persian, Polish, Portuguese, Russian, Serbian, Sinhala, Somali, Spanish, Swedish, Tamil, Telugu, Twi, Urdu, Vietnamese, and Yoruba.

<sup>39</sup>For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen and Non-U.S. Citizen (includes Permanent Residents; F-1, J-1, H1-B, A, L, G, E, and TN visa holders; other legally documented status, and Undocumented Residents).



Thirty-three percent ( $n = 540$ ) of Staff respondents indicated that the highest level of education they had completed was a master's degree, 21% ( $n = 341$ ) had finished a bachelor's degree, and 13% ( $n = 212$ ) had finished some college.

Table 10 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 38% ( $n = 1,768$ ) of Undergraduate Student respondents and 34% ( $n = 358$ ) of Graduate/Professional Student respondents were First-Generation Students.<sup>40</sup>

**Table 10. Student Respondents' Parents'/Guardians' Highest Level of Education**

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	80	1.4	114	2.0
Some high school	211	3.7	265	4.6
Completed high school/GED	1,243	21.7	1,382	24.1
Some college	916	16.0	831	14.5
Business/technical certificate/degree	269	4.7	351	6.1
Associate's degree	443	7.7	399	7.0
Bachelor's degree	1,364	23.8	1,341	23.4
Some graduate work	84	1.5	94	1.6
Master's degree (MA, MS, MBA)	793	13.8	522	9.1
Specialist degree (EdS)	17	0.3	9	0.2
Doctoral degree (PhD, EdD)	152	2.6	66	1.1
Professional degree (MD, MFA, JD)	99	1.7	70	1.2
Unknown	32	0.6	90	1.6
Not applicable	30	0.5	181	3.2
Missing	8	0.1	26	0.5

Note: Table reports Student responses ( $n = 5,741$ ) only.

<sup>40</sup>With the CSSC's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college. This definition is based on a categorization used by Kent State University.

Subsequent analyses indicated that of the responding Undergraduate Students, 35% ( $n = 1,651$ ) began Kent State in 2015, 23% ( $n = 1,097$ ) began Kent State in 2014, 18% ( $n = 842$ ) began Kent State in 2013, 14% ( $n = 644$ ) began Kent State in 2012, 5% ( $n = 222$ ) began Kent State in 2011, 2% ( $n = 70$ ) began Kent State in 2010, and 3% ( $n = 152$ ) began Kent State in 2009 or before.

Table 11 reveals that 25% ( $n = 1,176$ ) of Undergraduate Student respondents were in the College of Arts and Sciences, 17% ( $n = 803$ ) in the College of Education, Health, and Human Services, and 13% ( $n = 592$ ) were in the College of Business and Administration.

**Table 11. Undergraduate Student Respondents' Academic Majors**

<b>Academic major</b>	<b><i>n</i></b>	<b>%</b>
<b>College of Applied Engineering, Sustainability and Technology</b>	<b>351</b>	<b>7.5</b>
Aeronautics	220	62.7
Applied Engineering	78	22.2
Construction Management	10	2.8
Technology	45	12.8
<b>College of Architecture and Environmental Design</b>	<b>68</b>	<b>1.5</b>
Architecture/Architectural Studies	29	42.6
Architecture and Environmental Design - General	8	11.8
Interior Design	24	35.3
<b>College of the Arts</b>	<b>435</b>	<b>9.3</b>
Art Education/Art History	12	2.8
College of the Arts - General	8	1.8
Crafts	9	2.1
Dance/Dance Studies	8	1.8
Fashion Design/Fashion Merchandising	306	70.3
Fine Arts	18	4.1
Music/Music Education/Music Technology	23	5.3
Theater Studies	46	10.6
<b>College of Arts and Sciences</b>	<b>1,176</b>	<b>25.1</b>
American Sign Language	10	0.9
Anthropology	18	1.5
Applied Conflict Management	17	1.4

<b>Table 11 (cont.)</b>	<b><i>n</i></b>	<b>%</b>
Applied Mathematics	6	0.5
Archaeology	< 5	---
Biology/Biochemistry/Biotechnology	150	12.8
Botany	7	0.6
Chemistry	41	3.5
Classics	< 5	---
Computer Science	57	4.8
Criminology and Justice Studies	124	10.5
Earth Science	< 5	---
Economics	7	0.6
English	51	4.3
Environmental and Conservation Biology	16	1.4
French Literature, Culture and Translation	< 5	---
Geography	22	1.9
Geology	19	1.6
German Literature, Translation and Culture	< 5	---
History	35	3.0
Horticulture/Horticulture Technology	15	1.3
Integrated Life Sciences	9	0.8
Integrative Studies	15	1.3
International Relations/Comparative Politics	28	2.4
Mathematics	23	2.0
Medical Technology	8	0.7
Pan-African Studies	6	0.5
Paralegal Studies	23	2.0
Philosophy	12	1.0
Physics	11	0.9
Political Science	65	5.5
Pre-Medicine/Pre-Osteopathy/Pre-Dentistry/Pre-Pharmacy/Pre Veterinary Medicine	82	7.0
Psychology	293	24.9
Russian Literature, Culture and Translation	< 5	---
Sociology	32	2.7
Spanish Literature, Culture and Translation	18	1.5
Teaching English as a Second Language	13	1.1
Translation	5	0.4

<b>Table 11 (cont.)</b>	<b><i>n</i></b>	<b>%</b>
Zoology	73	6.2
<b>College of Business Administration</b>	<b>592</b>	<b>12.6</b>
Accounting	103	17.4
Business Management	170	28.7
Business Undeclared	15	2.5
Computer Information Systems	48	8.1
Economics	35	5.9
Entrepreneurship	32	5.4
Finance	90	15.2
Marketing/Managerial Marketing	143	24.2
<b>College of Communication and Information</b>	<b>499</b>	<b>10.7</b>
Advertising	30	6.0
College of Communication and Information - General	22	4.4
Communication Studies	182	36.5
Digital Media Production	42	8.4
Journalism	95	19.0
Photo Illustration	7	1.4
Public Relations	63	12.6
Visual Communication Design	71	14.2
<b>School of Digital Sciences</b>	<b>40</b>	<b>0.9</b>
Digital Sciences	37	92.5
<b>College of Education, Health and Human Services</b>	<b>803</b>	<b>17.1</b>
Athletic Training	14	1.7
Community Health Education	< 5	---
Early Childhood Education	136	16.9
Education/Health/Human Service General	15	1.9
Educational Studies	9	1.1
Exercise Science	54	6.7
Hospitality Management	42	5.2
Human Development and Family Studies	121	15.1
Integrated Health Studies	31	3.9
Integrated Language Arts	36	4.5
Integrated Mathematics	13	1.6
Integrated Science	10	1.2
Integrated Social Studies	27	3.4

<b>Table 11 (cont.)</b>	<b><i>n</i></b>	<b>%</b>
Life Science	< 5	---
Middle Childhood Education	49	6.1
Nutrition	35	4.4
Physical Education	8	1.0
Physical Science	< 5	---
Pre-Human Development Family Studies	0	0.0
Pre-Speech Pathology Audiology	< 5	---
Recreation, Park and Tourism Management	16	2.0
School Health Education	< 5	---
Special Education	80	10.0
Speech Pathology and Audiology	76	9.5
Sport Administration	26	3.2
Trade and Industrial Education	0	0.0
<b>College of Nursing</b>	<b>366</b>	<b>7.8</b>
Nursing	205	56.0
Pre-Nursing	160	43.7
<b>College of Public Health</b>	<b>171</b>	<b>3.6</b>
Public Health	147	86.0
<b>Regional College Bachelor's Degree Majors</b>	<b>57</b>	<b>1.2</b>
Engineering Technology	6	10.5
Exploratory	< 5	---
Insurance Studies	< 5	---
Magnetic Resonance Imaging	< 5	---
Radiologic Imaging Sciences	15	26.3
Technical and Applied Studies	29	50.9
<b>Regional College Associate Degree Majors</b>	<b>115</b>	<b>2.5</b>
Accounting Technology	< 5	---
Allied Health Management Technology	0	0.0
Associate of Technical Study	< 5	---
Aviation Maintenance Technology	< 5	---
Business Management Technology	< 5	---
Computer Design, Animation and Game Design	< 5	---
Computer Technology	12	10.4
Early Childhood Education Technology	< 5	---
Electrical/Electronic Engineering Technology	< 5	---

<b>Table 11 (cont.)</b>	<b><i>n</i></b>	<b>%</b>
Emergency Medical Services Technology	0	0.0
Engineering of Information Technology	< 5	---
Enology	0	0.0
Environment Management	0	0.0
Environmental Health and Safety	0	0.0
Human Services Technology	6	5.2
Individualized Program	0	0.0
Industrial Trades Technology	0	0.0
Information Technology for Administrative Professionals	< 5	---
Justice Studies	< 5	---
Legal Assisting	< 5	---
Manufacturing Engineering Technology	0	0.0
Mechanical Engineering Technology	0	0.0
Nursing ADN	< 5	---
Occupational Therapy Assistant Technology	14	12.2
Physical Therapist Assistant Technology	37	32.2
Radiologic Technology	14	12.2
Respiratory Therapy Technology	< 5	---
Systems/Industrial Engineering Technology	0	0.0
Veterinary Technology	10	8.7
Viticulture	0	0.0
<b>University College (Exploratory)</b>	<b>135</b>	<b>2.9</b>

Note: Table includes Undergraduate Student respondents ( $n = 4,685$ ) only. Table does not report majors where  $n < 5$ .  
Sum does not total 100% owing to multiple response choices.

Sixty-four percent ( $n = 681$ ) of Graduate/Professional Student respondents were Master's Students, 21% ( $n = 219$ ) were PhD Doctoral Students, and 8% ( $n = 89$ ) were Professional Degree Students (Table 12).

**Table 12. Graduate/Professional Student Respondents' Academic Divisions**

<b>Academic degree program</b>	<b><i>n</i></b>	<b>%</b>
<b>Master's Degrees</b>		
College of Applied Engineering, Sustainability and Technology	32	3.0
<i>Technology</i>	28	100.0
College of Architecture and Environmental Design	16	1.5
<i>Architecture</i>	9	64.3
<i>Architecture and Environmental Design</i>	< 5	---
<i>Health Care Design</i>	0	0.0
<i>Landscape Architecture</i>	0	0.0
<i>Urban Design</i>	< 5	---
College of the Arts	29	2.7
<i>Art Education</i>	0	0.0
<i>Art History</i>	< 5	---
<i>Conducting</i>	< 5	---
<i>Crafts</i>	< 5	---
<i>Ethnomusicology</i>	< 5	---
<i>Fine Arts</i>	5	19.2
<i>Music Composition/Music Theory/Musicology</i>	< 5	---
<i>Music Education</i>	5	19.2
<i>Performance</i>	6	23.1
<i>Theatre Studies</i>	< 5	---
College of Arts and Sciences	134	12.7
<i>Anthropology</i>	< 5	---
<i>Applied Mathematics</i>	< 5	---
<i>Biology</i>	< 5	---
<i>Biomedical Sciences</i>	< 5	---
<i>Chemistry</i>	< 5	---
<i>Chemical Physics</i>	< 5	---
<i>Clinical Psychology</i>	0	0.0
<i>Computer Science</i>	37	30.3
<i>Creative Writing</i>	< 5	---
<i>Criminology and Criminal Justice</i>	6	4.9
<i>English</i>	6	4.9
<i>Experimental Psychology</i>	< 5	---

<b>Table 12 (cont.)</b>	<b><i>n</i></b>	<b><i>%</i></b>
<i>French</i>	0	0.0
<i>Geography</i>	6	4.9
<i>Geology</i>	7	5.7
<i>German</i>	0	0.0
<i>History</i>	< 5	---
<i>Latin</i>	< 5	---
<i>Liberal Studies</i>	< 5	---
<i>Mathematics for Secondary Teachers</i>	< 5	---
<i>Philosophy</i>	< 5	---
<i>Physics</i>	< 5	---
<i>Political Science</i>	< 5	---
<i>Public Administration</i>	6	4.9
<i>Pure Mathematics</i>	< 5	---
<i>Sociology</i>	6	4.9
<i>Spanish</i>	0	0.0
<i>Teaching English as Second Language</i>	5	4.1
<i>Translation</i>	12	9.8
College of Business Administration	44	4.2
<i>Accounting</i>	5	12.2
<i>Business Administration</i>	29	70.7
<i>Economics</i>	7	17.1
College of Communication and Information	107	10.1
<i>Communication Studies</i>	18	17.1
<i>Information Architecture and Knowledge Management</i>	12	11.4
<i>Journalism and Mass Communication</i>	10	9.5
<i>Library and Information Science</i>	60	57.1
<i>Visual Communication Design</i>	5	4.8
School of Digital Sciences	112	10.6
<i>Digital Sciences</i>	90	100.0
College of Education, Health and Human Services	152	14.4
<i>Career-Technical Teacher Education</i>	0	0.0
<i>Clinical Mental Health Counseling</i>	19	13.0
<i>Cultural Foundations</i>	5	3.4
<i>Curriculum and Instruction</i>	< 5	---
<i>Early Childhood Education</i>	0	0.0
<i>Educational Administration</i>	< 5	---
<i>Educational Psychology</i>	0	0.0
<i>Evaluation and Measurement</i>	< 5	---
<i>Exercise Physiology</i>	5	3.4
<i>Health Education and Promotion</i>	< 5	---



<b>Table 12 (cont.)</b>	<b><i>n</i></b>	<b><i>%</i></b>
<i>Higher Education and Student Personnel</i>	50	34.2
<i>Hospitality and Tourism Management</i>	7	4.8
<i>Human Development and Family Studies</i>	5	3.4
<i>Instructional Technology</i>	< 5	---
<i>Nutrition</i>	< 5	---
<i>Reading Specialization</i>	< 5	---
<i>Rehabilitation Counseling</i>	5	3.4
<i>School Counseling/School Psychology</i>	9	6.2
<i>Secondary Education</i>	< 5	---
<i>Special Education</i>	< 5	---
<i>Speech Language Pathology</i>	8	5.5
<i>Sport and Recreation Management</i>	10	6.8
College of Nursing	<b>20</b>	<b>1.9</b>
<i>Nursing</i>	15	100.0
College of Public Health	<b>35</b>	<b>3.3</b>
<i>Public Health</i>	32	100.0
<b>Professional Degrees</b>		
Advanced Nursing Practice	21	2.0
Audiology	< 5	---
Podiatric Medicine	66	6.3
<b>Educational Specialist</b>		
Counseling	7	0.7
Curriculum and Instruction	< 5	---
Educational Administration	6	0.6
School Psychology	< 5	---
Special Education	< 5	---
<b>PhD Doctoral Degrees</b>		
Applied Geology	< 5	---
Applied Mathematics	< 5	---
Audiology	< 5	---
Biology/Biological Sciences	27	2.6
Business Administration	10	0.9
Chemistry/Chemical Physics	9	0.9
Clinical Psychology	13	1.2
Communication and Information	< 5	---
Computer Science	< 5	---
Counseling and Human Development Services	12	1.1
Cultural Foundations	5	0.5
Curriculum and Instruction	14	1.3
Educational Administration	6	0.6

<b><i>Table 12 (cont.)</i></b>	<b><i>n</i></b>	<b><i>%</i></b>
Educational Psychology	< 5	---
English	12	1.1
Evaluation and Measurement	6	0.6
Exercise Physiology	< 5	---
Experimental Psychology	10	0.9
Geography	9	0.9
Health Education and Promotion	< 5	---
History	5	0.5
Music Education/Music Theory	5	0.5
Nursing	6	0.6
Physics	5	0.5
Political Science	7	0.7
Public Health	11	1.0
Pure Mathematics	< 5	---
School Psychology	< 5	---
Sociology	7	0.7
Special Education	< 5	---
Speech Language Pathology	< 5	---
Translation Studies	11	1.0
<b>Certificate and Non-Degree Programs</b>		
Adult Gerontology Nursing	< 5	---
Advanced Practice Registered Nurse	0	0.0
Advanced Study in Library and Information Science	0	0.0
ASL/English Interpreting (Non-degree)	0	0.0
Autism Spectrum Disorders	0	0.0
Behavioral Intervention Specialist	< 5	---
Career-Technical Teacher Education	< 5	---
College Teaching	6	0.6
Community College Leadership	0	0.0
Deaf Education (Non-degree)	0	0.0
Deaf Education Multiple Disabilities	0	0.0
Disability Studies and Community Inclusion	< 5	---
Early Childhood Deaf Education	< 5	---
Early Childhood Intervention Specialist (Non-degree)	< 5	---
Early Intervention	0	0.0
Enterprise Architecture	< 5	---
Gerontology	< 5	---
Health Care Facilities	0	0.0
Health Informatics	< 5	---
Institutional Research and Assessment	< 5	---

<b>Table 12 (cont.)</b>	<b><i>n</i></b>	<b>%</b>
Internationalization of Higher Education	7	0.7
Mild/Moderate Educational Needs (Non-degree)	0	0.0
Moderate/Intensive Educational Needs (Non-degree)	< 5	---
Music Composition/Music Conducting/Music Performance	0	0.0
Nursing and Health Care Management	0	0.0
Nursing Education	< 5	---
Online Learning and Teaching	< 5	---
PMH Family NP for PMH Child/Adolescent Clinical Nurse Specialist	0	0.0
Primary Care Pediatric Clinical Nurse Specialist	0	0.0
Primary Care Pediatric Nurse Practitioner	0	0.0
Psychiatric Mental Health Family Nurse Practitioner	< 5	---
Teaching English as a Second/Foreign Language	< 5	---
Web-Enabled E-Learning Knowledge Management	0	0.0
Women's Health Nurse Practitioner	< 5	---

Note: Table includes Graduate/Professional Student respondents ( $n = 1,056$ ) only. Table does not report majors where  $n < 5$ . Sum does not total 100% owing to multiple response choices.

Analyses revealed that 26% ( $n = 1,201$ ) of Undergraduate Student respondents and 40% ( $n = 423$ ) of Graduate/Professional Student respondents were employed on campus. Additional analyses indicated that 41% ( $n = 1,923$ ) of Undergraduate Student respondents and 30% ( $n = 319$ ) of Graduate/Professional Student respondents were employed off campus. Thirteen percent ( $n = 374$ ) of Undergraduate Student respondents and 10% ( $n = 65$ ) of Graduate/Professional Student respondents who were employed on or off campus or both worked an average of one to 10 hours per week on campus. Seventeen percent ( $n = 496$ ) of Undergraduate Student respondents and 36% ( $n = 247$ ) of Graduate/Professional Student respondents who were employed on or off campus or both worked an average of 11 to 20 hours per week on campus. Nine percent ( $n = 259$ ) of Undergraduate Student respondents and 7% ( $n = 46$ ) of Graduate/Professional Student respondents were employed on or off campus or both worked an average of 21 to 40 hours per week on campus. Lastly, less than one percent ( $n = 12$ ) of Undergraduate Student respondents and 5% ( $n = 36$ ) of Graduate/Professional Student respondents were employed on or off campus or both worked 29 or more hours per week on campus.

Fifty-one percent ( $n = 2,919$ ) of Student respondents experienced financial hardship while attending Kent State University, including 53% ( $n = 2,450$ ) of Undergraduate Student respondents and 45% ( $n = 469$ ) of Graduate/Professional Student respondents. Of these Student respondents, 30% ( $n = 1,718$ ) had difficulty affording tuition, 28% ( $n = 1,583$ ) had difficulty purchasing books, 25% ( $n = 1,456$ ) had difficulty affording housing, and 24% ( $n = 1,361$ ) had difficulty affording educational materials (Table 13). “Other” responses included “A car is required for my major, and I can’t afford one,” “adding a PhD program to the budget is just sometimes tight with a mortgage and family,” “became unemployed,” “buying new clothes and shoes,” “commuting first semester,” “credit fraud,” “during breaks, GAships don’t cover, and I find that I have to borrow money for living expenses and coursework,” “just poor,” “purchasing hygiene products,” “VA slowness,” “Veterans Affairs,” and “can’t buy insomnia cookies :’(.”

**Table 13. Experienced Financial Hardship**

<b>Experience</b>	<b><i>n</i></b>	<b>%</b>
Difficulty affording tuition	1,718	29.9
Difficulty purchasing my books	1,583	27.6
Difficulty affording housing	1,456	25.4
Difficulty affording educational materials (e.g., computer, lab equipment, software)	1,361	23.7
Difficulty affording food	1,133	19.7
Difficulty affording other campus fees	1,116	19.4
Difficulty affording health care	643	11.2
Difficulty participating in social events	614	10.7
Difficulty commuting to campus	566	9.9
Difficulty participating in co-curricular events or activities (e.g., alternative spring breaks, class trips)	516	9.0
Difficulty affording study abroad	468	8.2
Difficulty traveling home during Kent State breaks	431	7.5
Difficulty affording professional association fees/conferences	268	4.7

<i>Table 13 (cont.)</i>	<i>n</i>	<i>%</i>
Difficulty affording child care	110	1.9
A financial hardship not listed above	170	3.0

Note: Table includes only Student respondents who experienced financial hardship ( $n = 5,741$ ).

Fifty-eight percent ( $n = 3,323$ ) of Student respondents used loans to pay for their education at Kent State University (Table 14). Sixty-two percent ( $n = 2,880$ ) of Undergraduate Student respondents and 42% ( $n = 443$ ) of Graduate/Professional Student respondents used loans to pay for their education. Additionally, 66% ( $n = 996$ ) of Low-Income<sup>41</sup> Student respondents and 56% ( $n = 2,289$ ) of Not-Low-Income Student respondents used loans to help pay for college. Likewise, 66% ( $n = 1,399$ ) of First-Generation Student respondents and 53% ( $n = 1,921$ ) of Not-First-Generation Student respondents depended on loans.

Thirty-nine percent ( $n = 2,213$ ) of Student respondents relied on family contributions to pay for college. Subsequent analyses indicated that 42% ( $n = 1,987$ ) of Undergraduate Student respondents and 21% ( $n = 226$ ) of Graduate/Professional Student respondents relied on family contributions to pay for college. Analyses also revealed that 48% ( $n = 1,962$ ) of Not-Low-Income Student respondents and 14% ( $n = 214$ ) of Low-Income Student respondents relied on family contributions to pay for college. Forty-seven percent ( $n = 1,681$ ) of Not-First-Generation Student respondents and 25% ( $n = 529$ ) of First-Generation Student respondents relied on family contributions to pay for college.

<sup>41</sup>For several analyses in this report, the variables of “Low-Income” and “Not-Low-Income” are used. With the CSSC’s approval, Low-Income respondents are respondents with incomes below \$29,999 Not-Low-Income respondents are respondents with incomes of \$30,000 or greater. According to the U.S. Department of Education, a low-income student, who is TRIO eligible, has an annual household income for a family of three of \$30,240 per year.

**Table 14. How Student Respondents Were Paying for College**

<b>Source of funding</b>	<b><i>n</i></b>	<b>%</b>
Loans	3,323	57.9
Family contribution	2,213	38.5
Grants/need based scholarships (Pell, etc.)	1,705	29.7
Merit based scholarship (e.g., athletic, honors, music, Trustees)	1,501	26.1
Job/personal contribution	1,418	24.7
Credit card	448	7.8
Graduate assistantship/fellowship	348	6.1
KSU Tuition waiver	293	5.1
Work Study	219	3.8
GI Bill	117	2.0
Agency/Employer reimbursement (non-KSU)	108	1.9
Resident assistant	79	1.4
International government scholarship	77	1.3
A method of payment not listed here	233	4.1

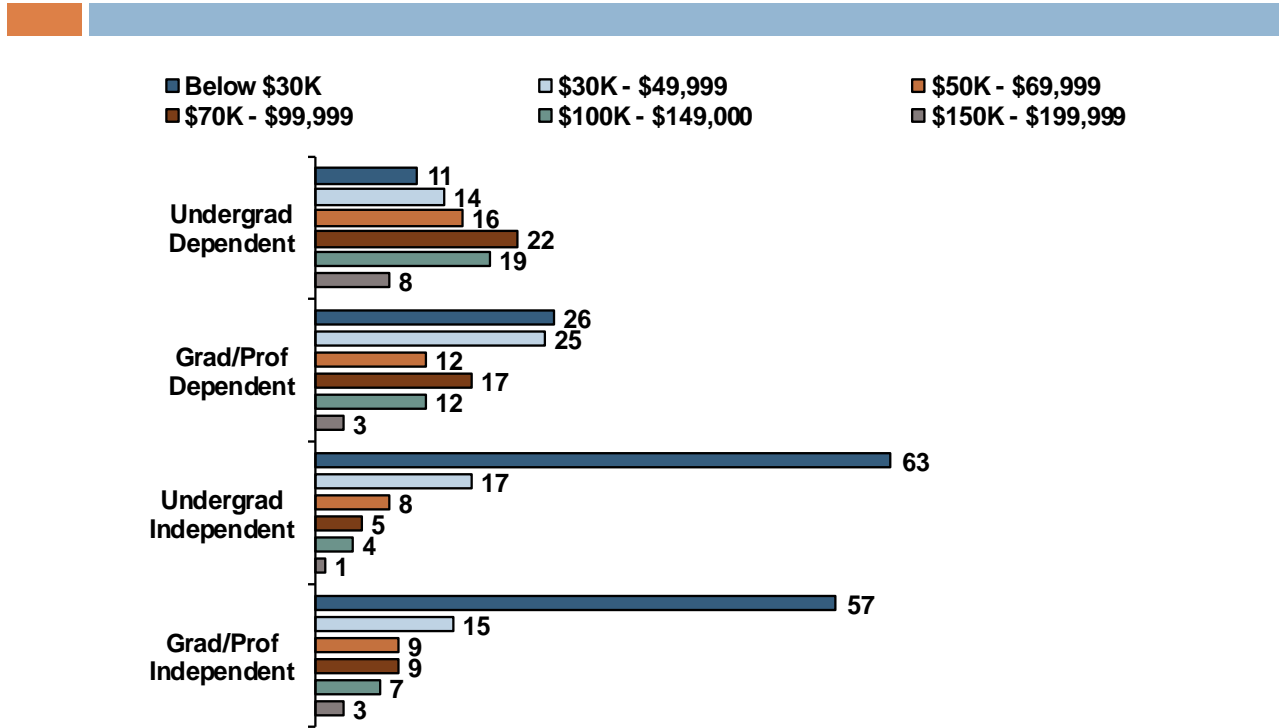
Note: Table includes Student respondents ( $n = 5,741$ ) only.

Twenty-nine percent ( $n = 1,645$ ) of Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Subsequent analyses indicated that 23% ( $n = 1,053$ ) of Undergraduate Student respondents and 58% ( $n = 592$ ) of Graduate/Professional Student respondents were the sole providers for their living/educational expenses. Additionally, 67% ( $n = 989$ ) of Low-Income Student respondents, 16% ( $n = 636$ ) of Not-Low-Income Student respondents, 40% ( $n = 833$ ) of First-Generation students, and 23% ( $n = 812$ ) of Not-First-Generation Student respondents were financially independent. Seventy-seven percent ( $n = 3,536$ ) of Undergraduate Student respondents and 43% ( $n = 441$ ) of Graduate/Professional Student respondents had families who were assisting with their living/educational expenses (i.e., students were financially dependent).

Twenty-six percent ( $n = 1,508$ ) of Student respondents reported that they or their families had annual incomes of \$29,999 or below. Fifteen percent ( $n = 860$ ) reported annual incomes of \$30,000 to \$49,999; 14% ( $n = 787$ ) \$50,000 to \$69,999; 17% ( $n = 955$ ) \$70,000 to \$99,999; 14% ( $n = 810$ ) \$100,000 to \$149,999; 6% ( $n = 340$ ) \$150,000 to \$199,999; 3% ( $n = 181$ ) \$200,000 to \$249,999; 2% ( $n = 131$ ) \$250,000 to \$499,999; and 1% ( $n = 57$ ) \$500,000 or more.<sup>42</sup> These figures are displayed by student status in Figure 11. Information is provided for those Student respondents who indicated that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

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<sup>42</sup>Refer to Table B25 in Appendix B for the combined Student data.



Note: Responses with  $n < 5$  are not presented in the figure.

*Figure 11.* Student Respondents' Income  
 by Dependency Status (Dependent, Independent) and Student Status (%)



Of the Students completing the survey, 28% ( $n = 1,599$ ) lived in campus housing, 71% ( $n = 4,080$ ) lived in non-campus housing, and  $< 1\%$  ( $n = 20$ ) identified as transient (Table 15).

Subsequent analyses indicated that 34% ( $n = 1,577$ ) of Undergraduate Student respondents lived in campus housing, while 97% ( $n = 1,024$ ) of Graduate/Professional Student respondents lived in non-campus housing.

**Table 15. Student Respondents' Residence**

<b>Residence</b>	<b><i>n</i></b>	<b>%</b>
<b>Campus housing</b>	<b>1,599</b>	<b>27.9</b>
Koonce Hall	112	9.5
Johnson Hall	86	7.3
Wright Hall	86	7.3
Leebrick Hall	62	5.2
Fletcher Hall	55	4.6
Allyn Hall	53	4.5
Dunbar Hall	53	4.5
Stopher Hall	52	4.4
Verder Hall	46	3.9
Centennial Court B	45	3.8
Centennial Court E	45	3.8
Clark Hall	43	3.6
Korb Hall	43	3.6
Centennial Court A	42	3.6
Olson Hall	42	3.6
McDowell Hall	41	3.5
Prentice Hall	41	3.5
Beall Hall	40	3.4
Lake Hall	38	3.2
Centennial Court D	37	3.1
Centennial Court C	33	2.8
Manchester Hall	31	2.6
Centennial Court F	29	2.5
Engleman Hall	18	1.5
Van Campen Hall	10	0.8

<b>Table 15 (cont.)</b>	<b><i>n</i></b>	<b>%</b>
<b>Non-campus housing</b>	<b>4,080</b>	<b>71.1</b>
Independently in an apartment/house	2,216	65.7
Living with family member/guardian	1,048	31.1
Fraternity/Sorority housing	108	3.2
<b>Transient housing (e.g., couch surfing, sleeping in car, shelter)</b>	<b>20</b>	<b>0.3</b>
<b>Missing</b>	<b>42</b>	<b>0.7</b>

Note: Table reports Student responses ( $n = 5,741$ ) only.

Forty-two percent ( $n = 2,431$ ) of Student respondents did not participate in any student clubs or organizations at Kent State University (Table 16). Twenty percent ( $n = 1,152$ ) were involved with Honorary/Academic/Professional/Educational organizations and 16% ( $n = 934$ ) were involved with Greek letter organizations.

**Table 16. Student Respondents' Participation in Clubs/Organizations at Kent State**

<b>Club/organization</b>	<b><i>n</i></b>	<b>%</b>
I do not participate in any clubs/organizations	2,431	42.3
Honorary/Academic/Professional/Educational (e.g., American Association of Airport Executives, Financial Management Association, Rotaract, Ceramics Club, Chi Sigma Iota, May 4th Task Force, etc.)	1,152	20.1
Greek (e.g., fraternity & sorority)	934	16.3
Sports & Recreation (e.g., Club Sports, Golden Reflections, Kayak Club, CHAARG, etc.)	458	8.0
Special Interest (e.g., Magical Arts Society, Kent State Pokemon League, Legacy Dance Team, PRIDE! Kent, Silver Eagles Drill Team)	406	7.1
Service (e.g., UNICEF KSU, Relay for Life Committee, Circle K International, Students Against Sexual Assault)	360	6.3
Religious (e.g., Muslim Student Association, United Christian Ministries, Hillel, Chinese and American Friends East – CAFÉ)	322	5.6

<b>Table 16 (cont.)</b>	<b><i>n</i></b>	<b>%</b>
Cultural/International (e.g., Native American Student Association, Chinese Culture Club, Cultural Diversity Association, Kent African Student Association, Nepalese Student Association, Russian Club, Students for Justice in Palestine, etc.)	280	4.9
Student Government (e.g., Undergraduate Student Government, Kent Interhall Council, Graduate Student Association, etc.)	257	4.5
Media (e.g., Uhuru Magazine, Daily Kent Stater, The Burr, Black Squirrel Radio, National Association of Black Journalists, etc.)	203	3.5
Political (e.g., Black United Students, Model United Nations, College Republicans, Political Science Club)	203	3.5
Performing Arts (e.g., Graduate Student Theatre Forum, participation in theatrical and musical productions)	144	2.5
Intercollegiate Athletics	105	1.8
A type of club/organization not listed here	500	8.7

Note: Table includes Student responses ( $n = 5,741$ ) only. Percentages may not sum to 100% as a result of multiple responses.

Table 17 indicates that most Student respondents earned passing grades with 47% ( $n = 2,697$ ) indicating they had earned a 3.50 GPA or higher

**Table 17. Student Respondents' Cumulative GPA at the End of Last Semester**

<b>GPA</b>	<b><i>n</i></b>	<b>%</b>
3.50 - 4.00	2,697	47.0
3.00 – 3.49	1,672	29.1
2.50 – 2.99	876	15.3
2.00 – 2.49	313	5.5
1.50 – 1.99	99	1.7
1.00 – 1.49	25	0.4
0.0 – 0.99	12	0.2
Missing	47	0.8

Note: Table includes Student responses ( $n = 5,741$ ) only.

## Campus Climate Assessment Findings<sup>43</sup>

The following section reviews the major findings of this study.<sup>44</sup> The review explores the climate at Kent State University through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and position status of the respondents.

### Comfort with the Climate at Kent State University

The survey posed questions regarding respondents' level of comfort with Kent State's campus climate. Table 18 illustrates that 79% ( $n = 6,641$ ) of the survey respondents were "comfortable" or "very comfortable" with the climate at Kent State. Sixty-nine percent ( $n = 1,871$ ) of Faculty, Staff, and Administrator with Faculty rank respondents were "comfortable" or "very comfortable" with the climate in their departments/work units. Eighty-four percent ( $n = 5,663$ ) of Student, Faculty, and Administrator with Faculty rank respondents were "comfortable" or "very comfortable" with the climate in their classes.

**Table 18. Respondents' Comfort with the Climate at Kent State**

Level of comfort	Comfort with overall climate		Comfort with climate in department/work unit*		Comfort with climate in class**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	2,356	27.9	863	31.8	2,054	30.8
Comfortable	4,285	50.7	1,008	37.2	3,524	52.9
Neither comfortable nor uncomfortable	1,213	14.4	394	14.5	765	11.5
Uncomfortable	492	5.8	311	11.5	289	4.3
Very uncomfortable	99	1.2	134	4.9	30	0.5

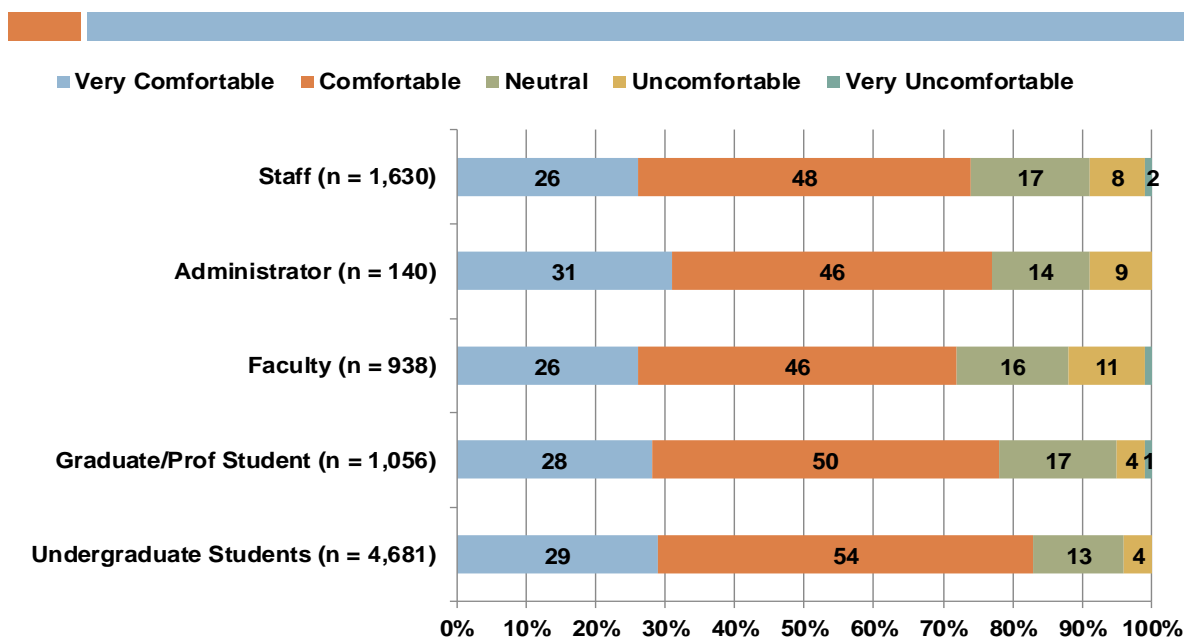
\*Faculty, Staff, and Administrator with Faculty rank respondents ( $n = 2,713$ ) only.

\*\*Faculty, Student, and Administrator with Faculty rank respondents ( $n = 6,681$ ) only.

<sup>43</sup>Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

<sup>44</sup>The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Figure 12<sup>45</sup> illustrates that Undergraduate Student respondents (83%,  $n = 3,863$ ) and Graduate/Professional Student respondents (78%,  $n = 823$ ) were significantly more comfortable (“very comfortable”/“comfortable”) with the overall climate at Kent State than were Administrator with Faculty rank respondents (76%,  $n = 107$ ), Staff respondents (73%,  $n = 1,192$ ) and Faculty respondents (70%,  $n = 656$ ).<sup>i</sup>



Note: Responses with  $n < 5$  are not presented in the figure.

Figure 12. Respondents’ Comfort with Overall Climate by Position Status (%)

<sup>45</sup>In several places throughout the report narrative, the figure may not provide the total noted in the narrative as a result of rounding the numbers in the figure to the nearest whole number. For instance, according to the analyses, 30.7% of Administrator respondents were “very comfortable” and 45.7% were “comfortable” with the overall climate. In the figure, those numbers were rounded to 31% and 46%, respectively.  $30.7\% + 45.7\% = 76.4\%$ , which was rounded to 76% of Administrator respondents who were “very comfortable” or “comfortable” with the overall climate. Figure 12, however, rounds the numbers to 31% and 46%, which would total 77%.

Figure 13 illustrates that Administrator with Faculty rank respondents (43%,  $n = 60$ ) were significantly more likely to be “very comfortable” with the climate in their departments/work units at Kent State University than were Staff respondents (31%,  $n = 512$ ) and Faculty respondents (31%,  $n = 291$ ).<sup>ii</sup> No significant differences emerged between Classified Staff respondents’ (30%,  $n = 167$ ) and Unclassified Staff respondents’ (32%,  $n = 345$ ) level of comfort with the climate in their departments/work units. However, significant differences did emerge among Faculty respondents with Adjunct/Part-Time Faculty respondents (44%,  $n = 102$ ) indicating that they were significantly more comfortable (“very comfortable”) with the climate in their departments/work units than Non-Tenure-Track Faculty respondents (32%,  $n = 90$ ) and Tenure-Track Faculty respondents (23%,  $n = 99$ ).<sup>iii</sup>

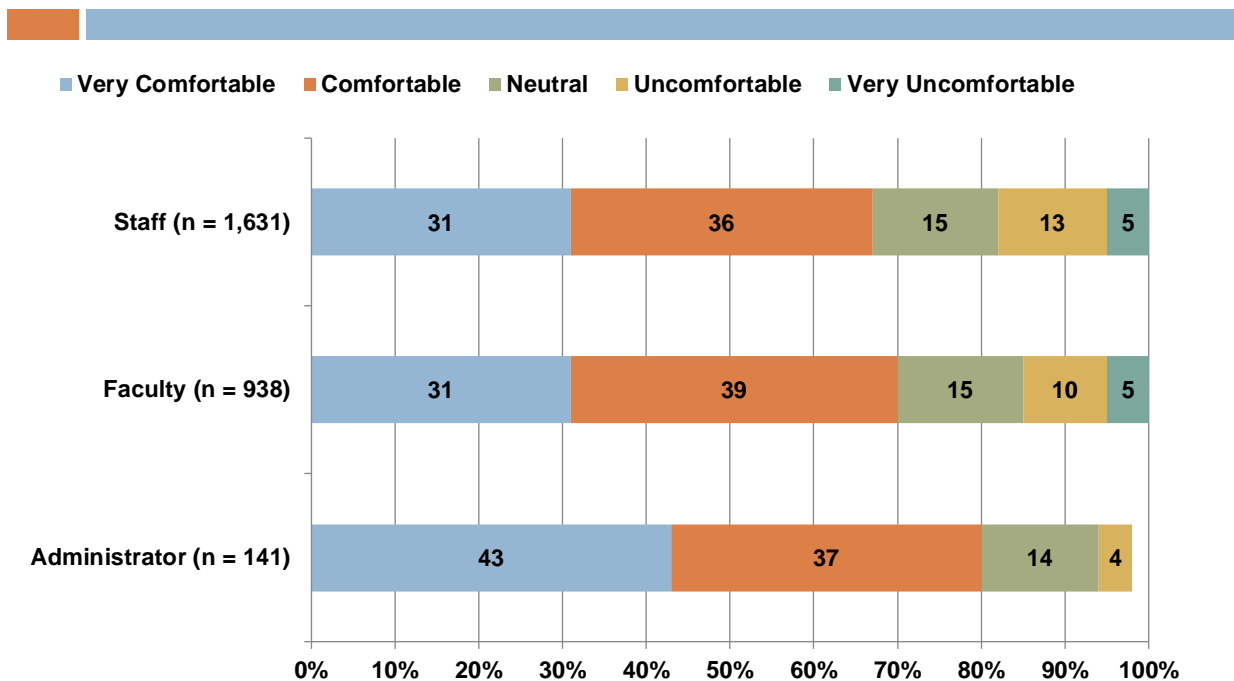
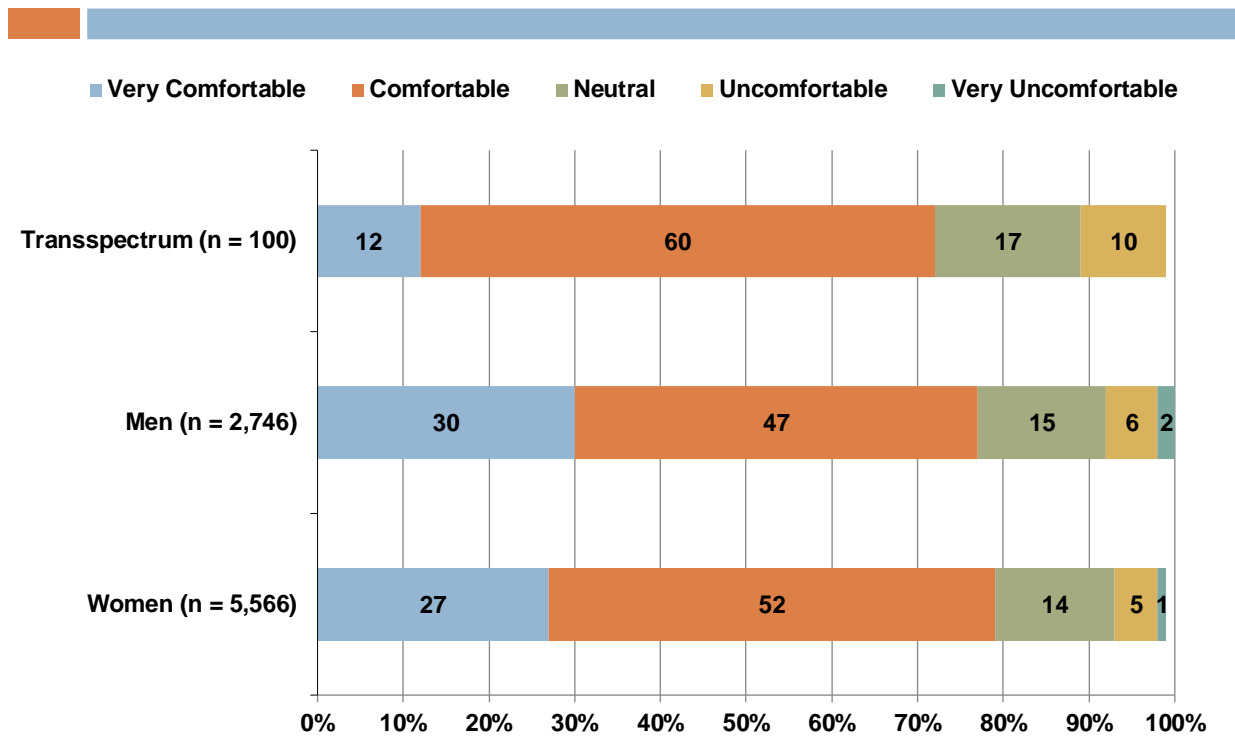


Figure 13. Faculty, Staff, and Administrator with Faculty rank Respondents’ Comfort with Climate in Department/Work Unit by Position Status (%)

When analyzed by position status, significant differences emerged with respect to the level of comfort with classroom climate with 43% ( $n = 398$ ) of Faculty respondents indicating that they were “very comfortable” with the classroom climate, compared to 36% ( $n = 379$ ) of Graduate/Professional Student respondents and 27% ( $n = 1,277$ ) of Undergraduate Student respondents.<sup>iv</sup>

Several analyses were conducted to determine whether respondents’ level of comfort with the overall climate, with climate in their departments/work units, or with climate in their classes differed based on various demographic characteristics. Those results follow.

By gender identity,<sup>46</sup> significantly greater percentages of Women respondents (80%,  $n = 4,431$ ), and Men respondents (77%,  $n = 2,121$ ) than Transspectrum respondents (72%,  $n = 72$ ) were “very comfortable” or “comfortable” with the overall climate at Kent State University (Figure 14).<sup>v</sup>



Note: Responses with  $n < 5$  are not presented in the figure.

Figure 14. Respondents’ Comfort with Overall Climate by Gender Identity (%)

<sup>46</sup>Per the CSSC, gender identity was recoded into the categories Man ( $n = 2,751$ ), Woman ( $n = 5,570$ ), and Transspectrum ( $n = 100$ ), where Transspectrum respondents included those individuals who marked “transgender” or ‘genderqueer’ only. For several analyses, Transspectrum respondents were not included to maintain the confidentiality of their responses.



Significant differences existed between Men and Women Employee respondents regarding their level of comfort with the climate in their departments/work units<sup>47</sup> (Figure 15). Thirty-four percent ( $n = 338$ ) of Men Faculty, Staff, and Administrator with Faculty rank respondents and 31% ( $n = 520$ ) of Women Faculty, Staff, and Administrator with Faculty rank respondents were “very comfortable” with the climate in their departments/work units.<sup>vi</sup>

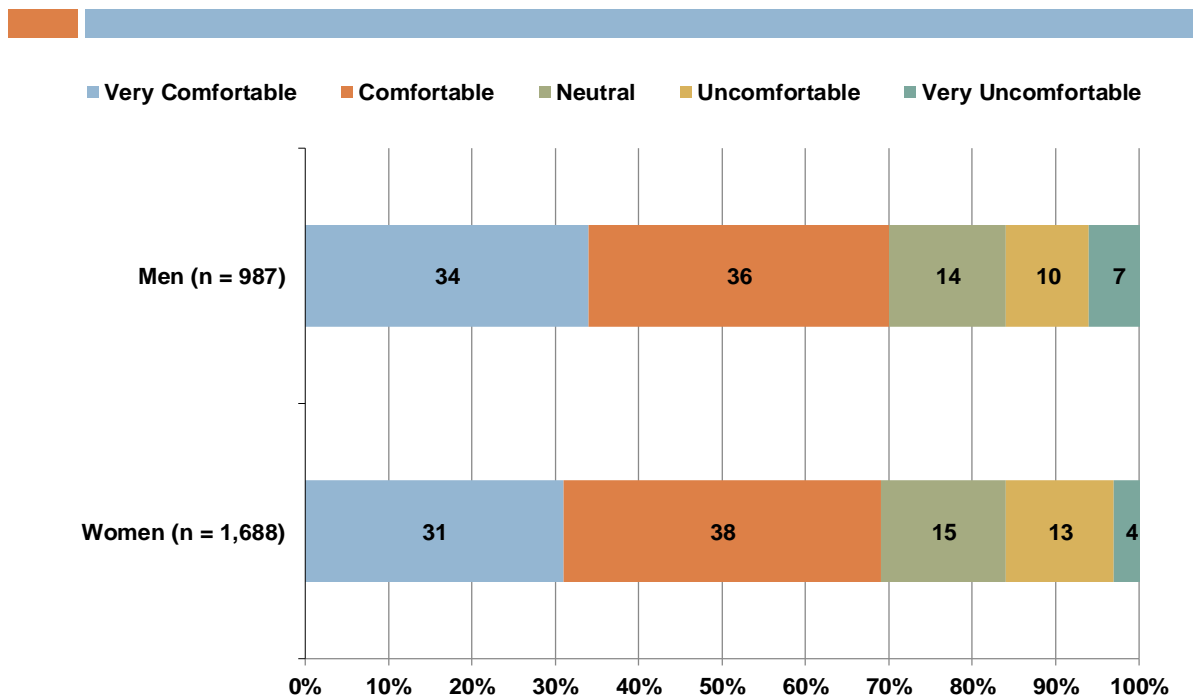
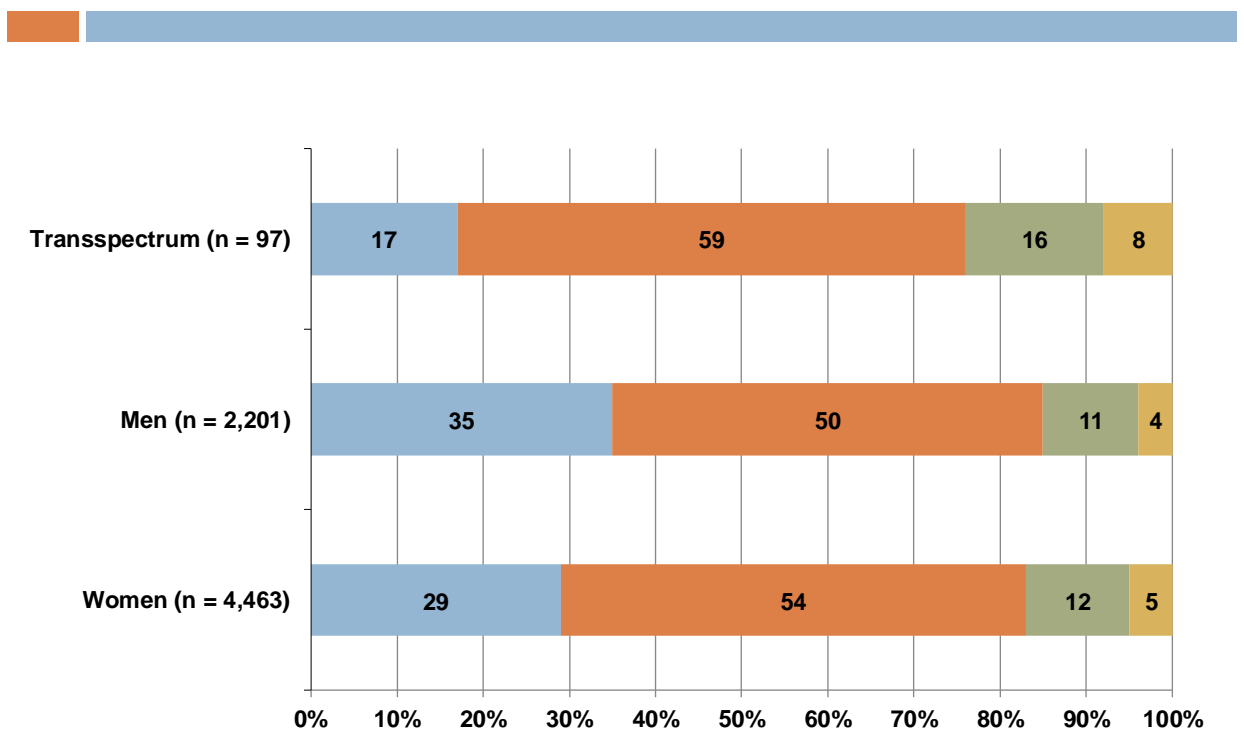


Figure 15. Faculty, Staff, and Administrator with Faculty rank Respondents’ Comfort with Climate in Department/Work Unit by Gender Identity (%)

<sup>47</sup>Transspectrum Faculty, Staff, and Administrator respondents were not included in the analyses because their numbers were too few to ensure confidentiality ( $n = 10$ ).

Additionally, a significantly higher percentage of Men Faculty and Student respondents (35%,  $n = 762$ ) than Women Faculty and Student respondents (29%,  $n = 1,314$ ) and Transspectrum Faculty and Student respondents (17%,  $n = 16$ ) felt “very comfortable” in their classes (Figure 16).



*Figure 16.* Faculty and Student Respondents' Comfort with Climate in Classes by Gender Identity (%)

By racial identity, Black/African American respondents (17%,  $n = 94$ ) were least likely to be “very comfortable” with the overall climate at Kent State University compared to Multiracial respondents (26%,  $n = 111$ ), Asian/Asian American respondents (26%,  $n = 123$ ), Hispanic/Latin@/Chican@ respondents (27%,  $n = 35$ ), Other People of Color respondents (27%,  $n = 31$ ), and White respondents (29%,  $n = 1,940$ ) (Figure 17).<sup>vii</sup>

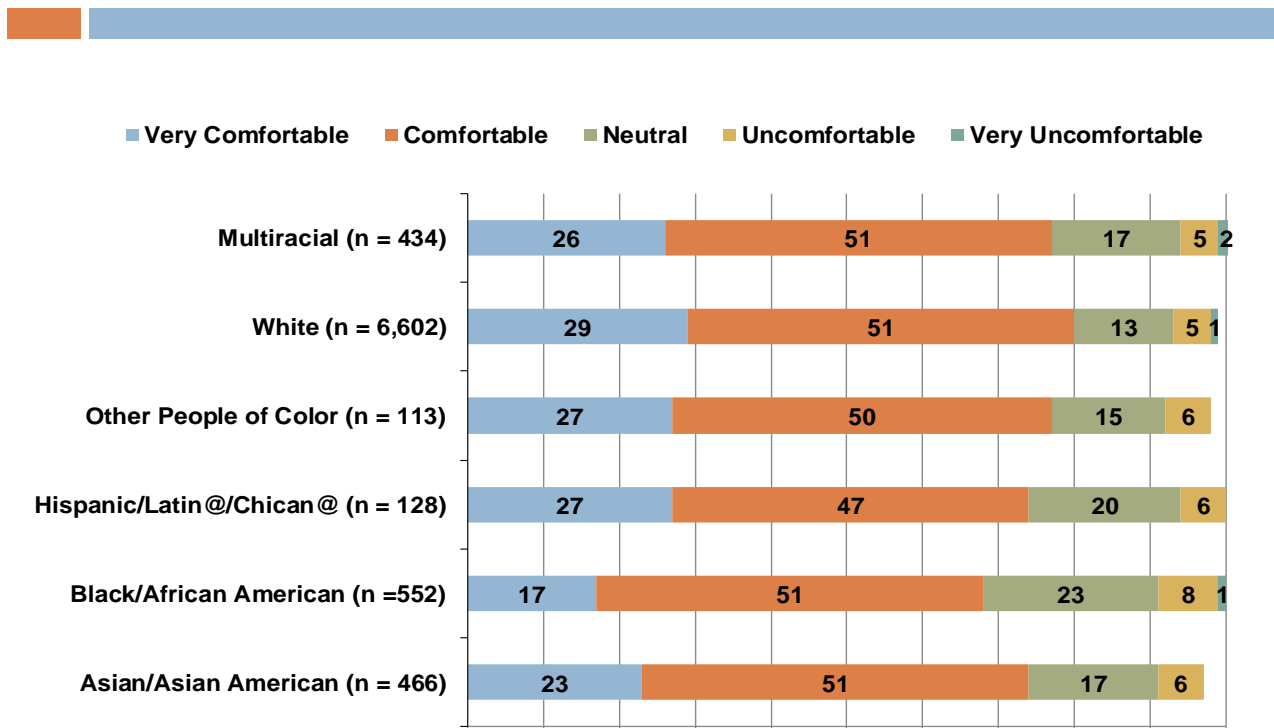
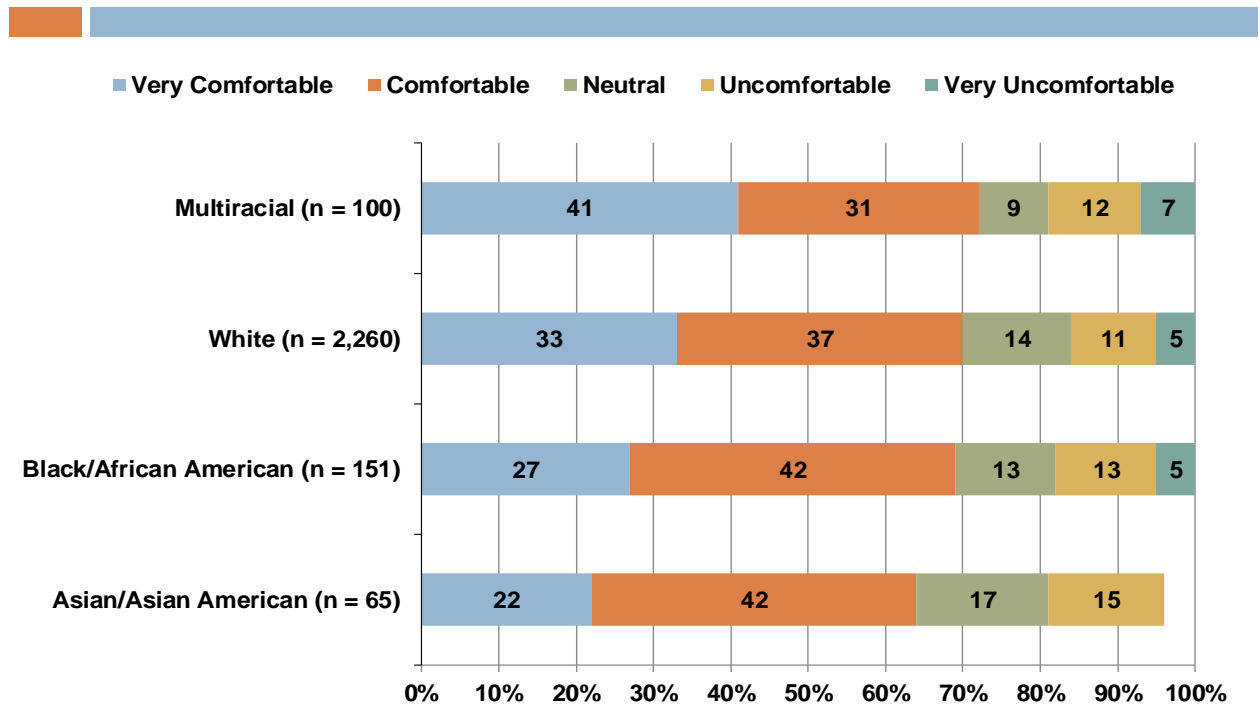


Figure 17. Respondents’ Comfort with Overall Climate by Racial Identity (%)

Lower percentages of Asian/Asian American (22%,  $n = 14$ ) and Black/African American (27%,  $n = 40$ ) Faculty, Staff, and Administrator with Faculty rank respondents were “very comfortable” with the climate in their departments/work units<sup>48</sup> than were White Faculty, Staff, and Administrator with Faculty rank respondents (33%,  $n = 746$ ) and Multiracial Faculty, Staff, and Administrator with Faculty rank respondents (41%,  $n = 41$ ) (Figure 18); these differences were not statistically significant.

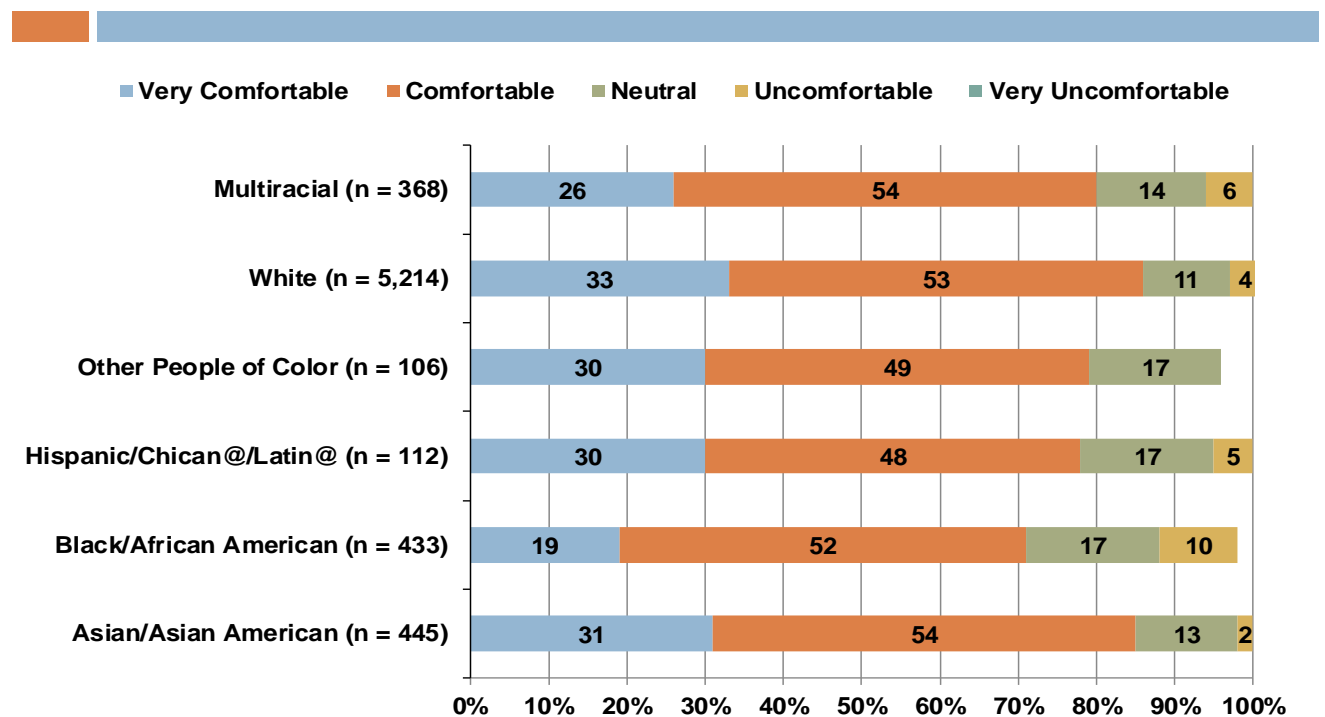


Note: Responses with  $n < 5$  are not presented in the figure.

*Figure 18.* Faculty, Staff, and Administrator with Faculty rank Respondents’ Comfort with Climate in Department/Work Unit by Racial Identity (%)

<sup>48</sup>Hispanic/Chican@/Latin@ ( $n = 29$ ) and Other People of Color ( $n = 13$ ) Faculty, Staff, and Administrator respondents were not included in the analyses because their numbers were too few to ensure confidentiality.

Figure 19 illustrates that Black/African American Faculty and Student respondents (19%,  $n = 82$ ) were least likely to be “very comfortable” with the climate in their classes compared to Multiracial Faculty and Student respondents (26%,  $n = 94$ ), Hispanic/Chican@/Latin@ Faculty and Student respondents (30%,  $n = 33$ ), Asian/Asian American Faculty and Student respondents (31%,  $n = 139$ ), Other People of Color Faculty and Student respondents (30%,  $n = 32$ ), and White Faculty and Student respondents (33%,  $n = 1,692$ ); these differences were not statistically significant.



Note: Responses with  $n < 5$  are not presented in the figure.

*Figure 19. Faculty and Student Respondents' Comfort with Climate in Classes by Racial Identity (%)*

No significant differences occurred in respondents' level of comfort with the overall climate based on sexual identity (Figure 20). Asexual/Other respondents (30%,  $n = 131$ ) were more likely to be "very comfortable" with the overall climate than were Heterosexual respondents (28%,  $n = 1,959$ ) and LGBQ respondents (25%,  $n = 208$ ).

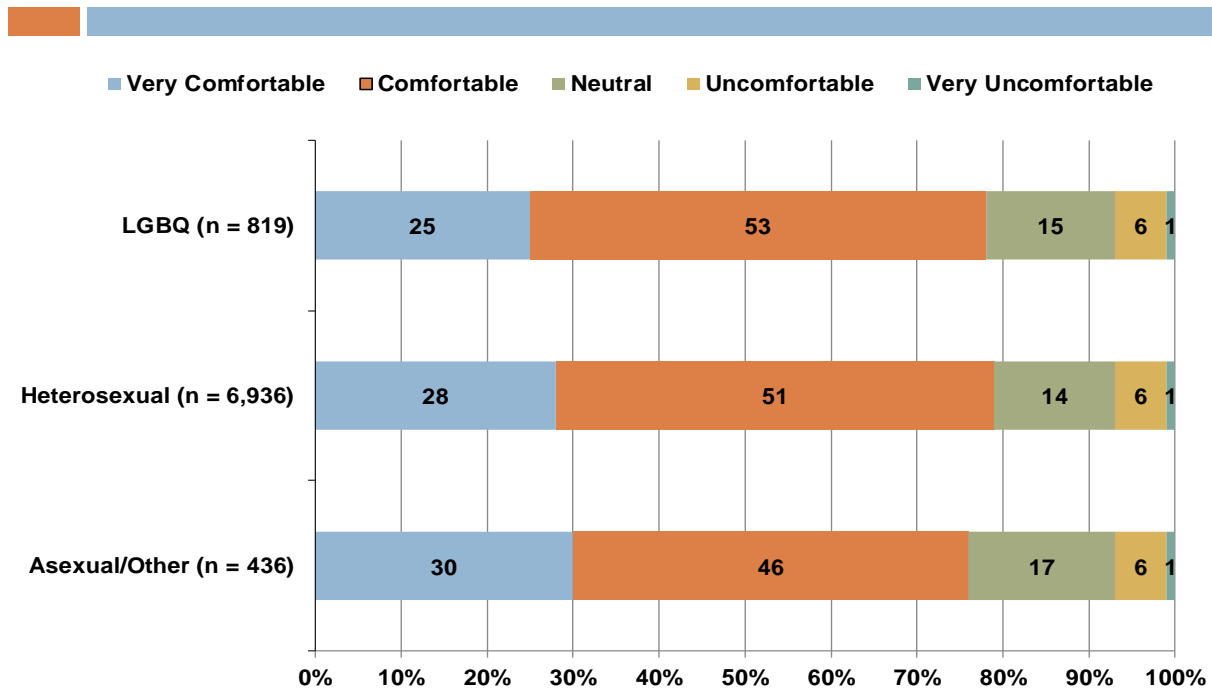


Figure 20. Respondents' Comfort with Overall Climate by Sexual Identity (%)

Additionally, no significant differences in Faculty, Staff, and Administrator with Faculty rank respondents' level of comfort with the climate in their department/work unit occurred based on sexual identity (Figure 21). However, LGBTQ Faculty, Staff, and Administrator with Faculty rank respondents (25%,  $n = 41$ ) were less likely to indicate they were "very comfortable" with the climate in their department/work unit than were Heterosexual Faculty, Staff, and Administrator with Faculty rank respondents (33%,  $n = 771$ ) and Asexual/Other Faculty, Staff, and Administrator with Faculty rank respondents (35%,  $n = 24$ ).

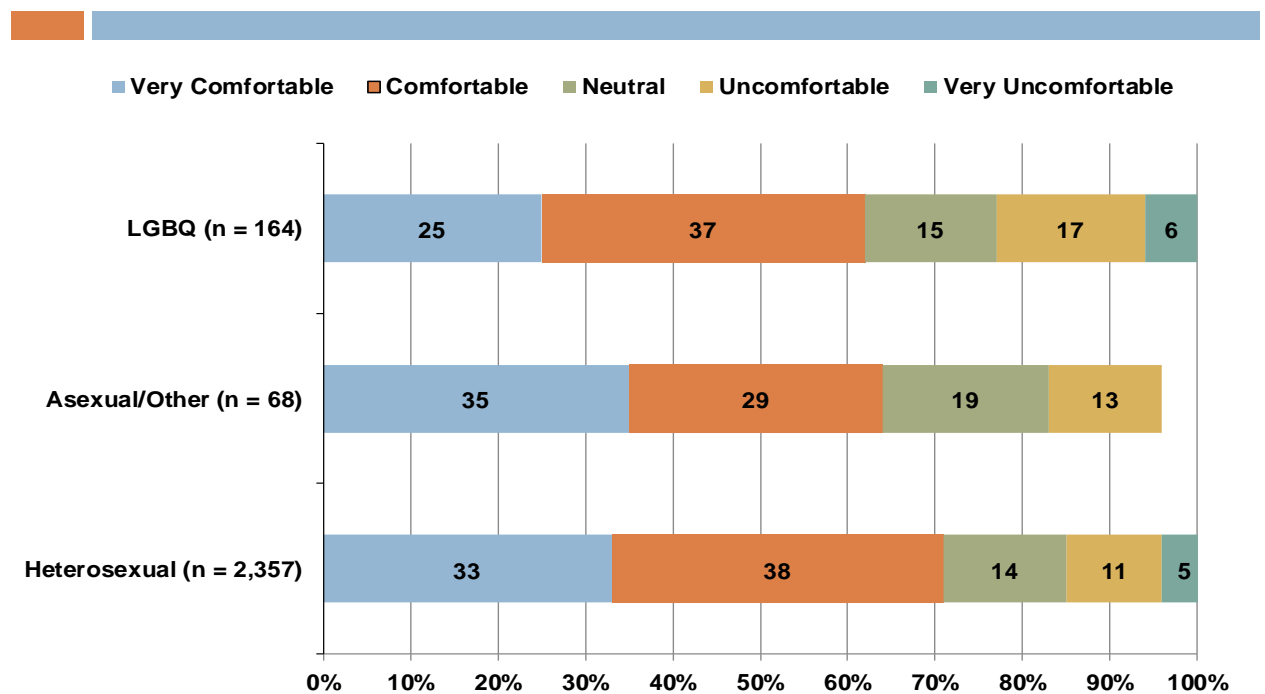
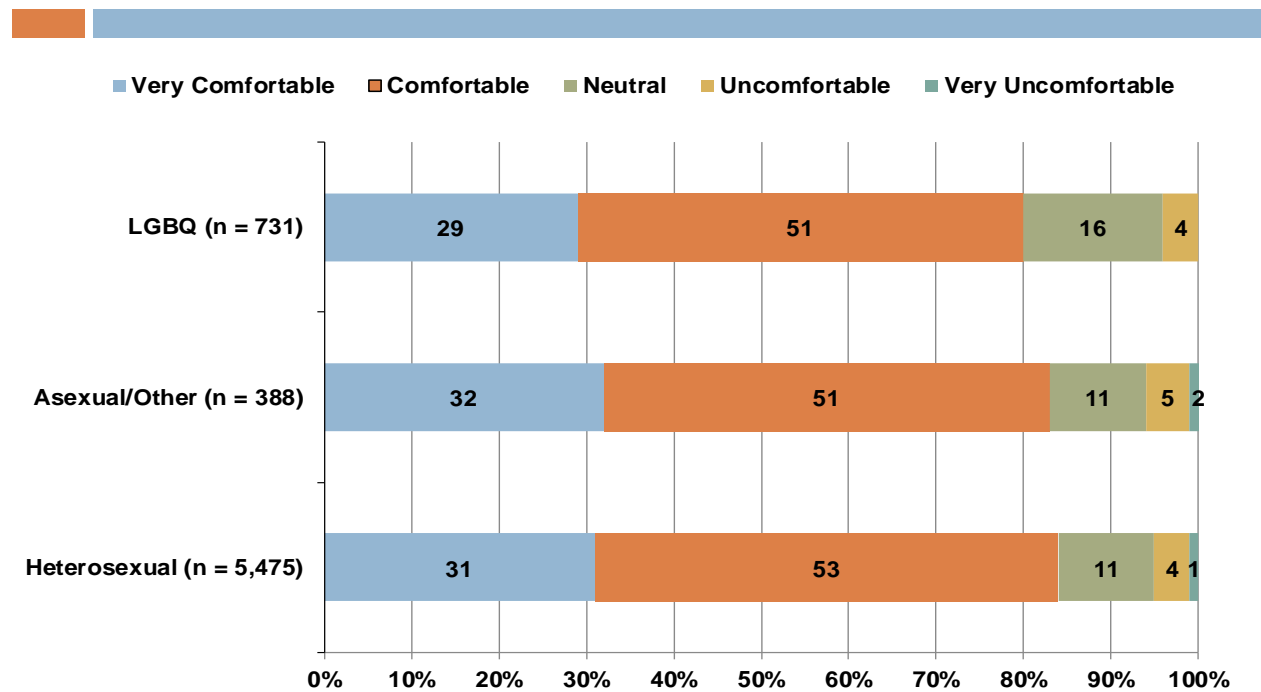


Figure 21. Faculty, Staff, and Administrator with Faculty rank Respondents' Comfort with Climate in Department/Work Unit by Sexual Identity (%)

Significant differences were observed by level of comfort with the climate in classes by Faculty and Student respondents with 32% ( $n = 124$ ) of Asexual/Other Faculty and Student respondents and 31% ( $n = 1,704$ ) of Heterosexual Faculty and Student respondents believing the climates in their classes were “very comfortable” compared to 29% ( $n = 209$ ) of LGBTQ Faculty and Student respondents (Figure 22).<sup>viii</sup>



Note: Responses with  $n < 5$  are not presented in the figure.

*Figure 22. Faculty and Student Respondents’ Comfort with Climate in Their Classes by Sexual Identity (%)*



Significant differences in respondents' level of comfort with the overall climate occurred based on Religious/Spiritual Affiliation (Figure 23). Respondents from Christian Affiliations (29%,  $n = 1,343$ ), respondents with No Religious/Spiritual Affiliation (28%,  $n = 157$ ), and respondents from Other Religious/Spiritual Affiliations (28%,  $n = 157$ ) were more likely to be "very comfortable" with the overall climate than were respondents with Multiple Affiliations (24%,  $n = 97$ ).<sup>ix</sup> No significant differences in responses emerged with respect to Faculty, Staff, and Administrator with Faculty rank respondents' level of comfort with the climate in their department/work unit or in Faculty and Student respondents' level of comfort with the classroom climate based on Religious/Spiritual affiliation.

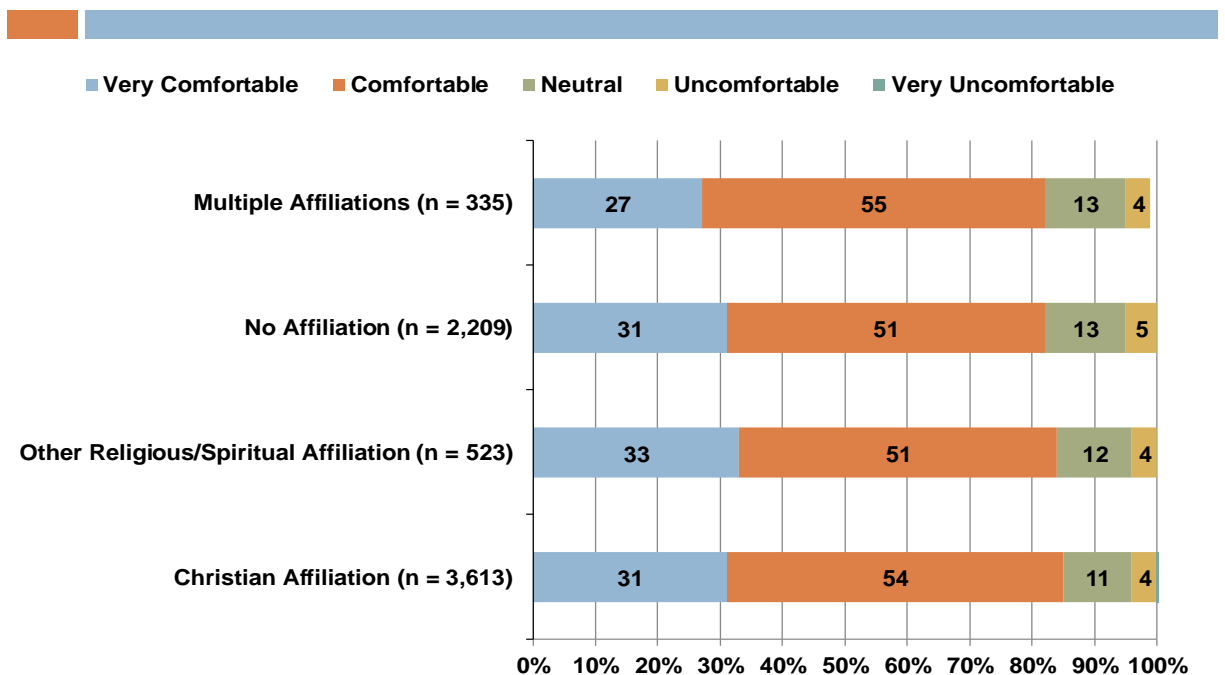


Figure 23. Respondents' Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

When analyzed by military status,<sup>49</sup> the survey data revealed that Military Service respondents (30%,  $n = 99$ ) were more likely to be “very comfortable” with the overall climate than were Non-Military Service respondents (28%,  $n = 2,228$ ) (Figure 24). The data revealed no significant differences in the perceptions of Military Service Faculty, Staff, and Administrator with Faculty rank respondents and Non-Military Faculty, Staff, and Administrator with Faculty rank respondents regarding their level of comfort with the climate in their departments/work units.

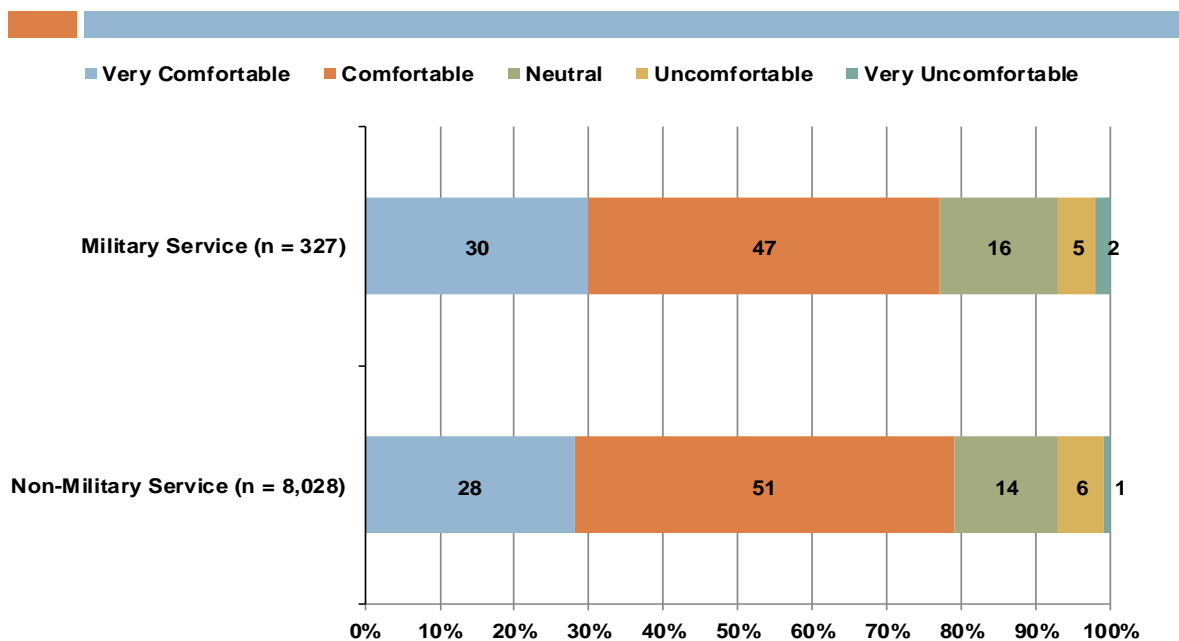
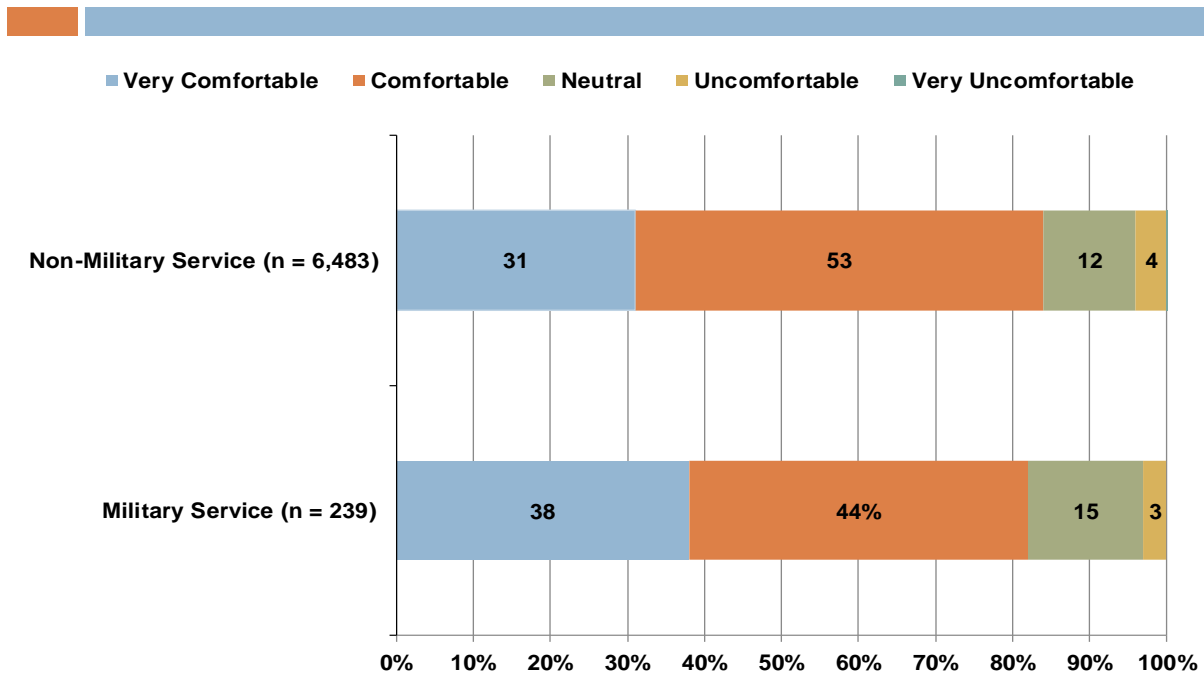


Figure 24. Respondents’ Comfort with Overall Climate by Military Status (%)

<sup>49</sup>Per the CSSC, this report uses the categories “Military Service” to represent respondents who indicated that they were active duty military, reservists/National Guard members, in ROTC, or veterans and “Non-Military Service” for respondents who have never served in the military.

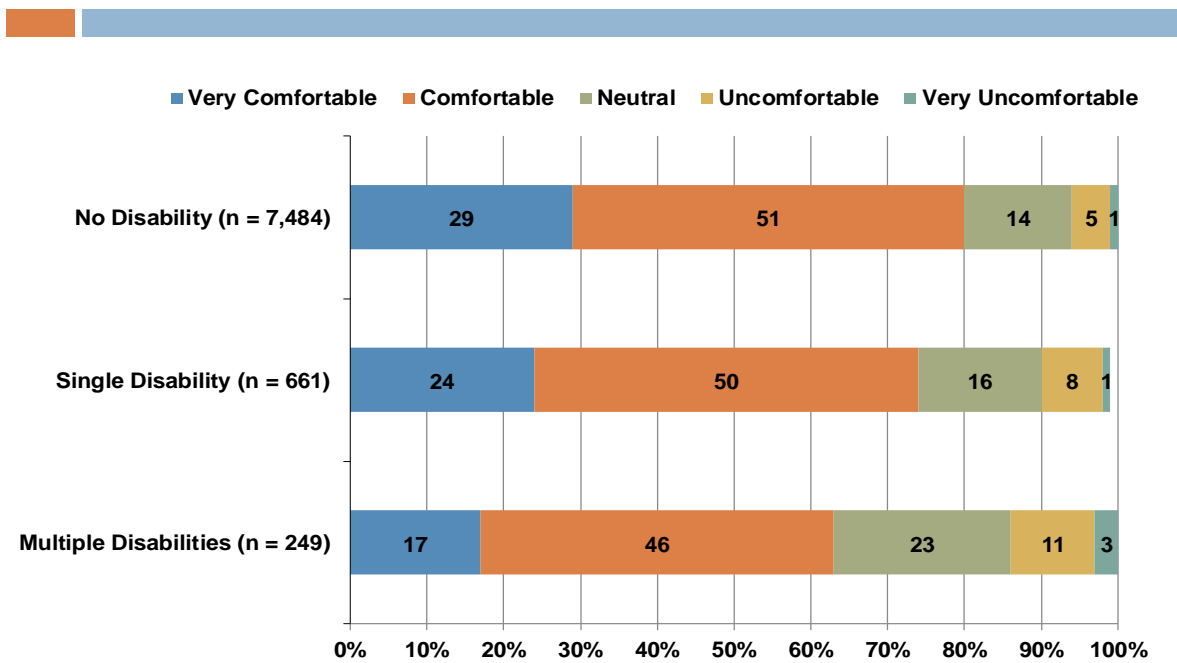
A significantly higher percentage of Faculty and Students respondents with Military Service (38%,  $n = 90$ ) than Non-Military Service Faculty and Student respondents (31%,  $n = 1,977$ ) were “very comfortable” with the climate in their classes at Kent State University (Figure 25).



Note: Responses with  $n < 5$  are not presented in the figure.

*Figure 25.* Faculty and Student Respondents' Comfort with Climate in Their Classes by Military Status (%)

Figure 26 illustrates that respondents with No Disability (29%,  $n = 2,146$ ) were significantly more comfortable (“very comfortable”) with the overall climate than were respondents with a Single Disability (24%,  $n = 158$ ) or Multiple Disabilities (17%,  $n = 43$ ).<sup>x</sup>



*Figure 26.* Respondents’ Comfort with Overall Climate by Disability Status (%)

Significant differences also emerged in Faculty, Staff, and Administrator with Faculty rank respondents' level of comfort with the climate in their departments/work units by disability status. No Disability Faculty, Staff, and Administrator with Faculty rank respondents (33%,  $n = 802$ ) were significantly more to be "very comfortable" with the climate in their departments/work units than were Single Disability Faculty, Staff, and Administrator with Faculty rank respondents (24%,  $n = 39$ ) or Multiple Disabilities Faculty, Staff, and Administrator with Faculty rank respondents (17%,  $n = 11$ ) (Figure 27).<sup>xi</sup>

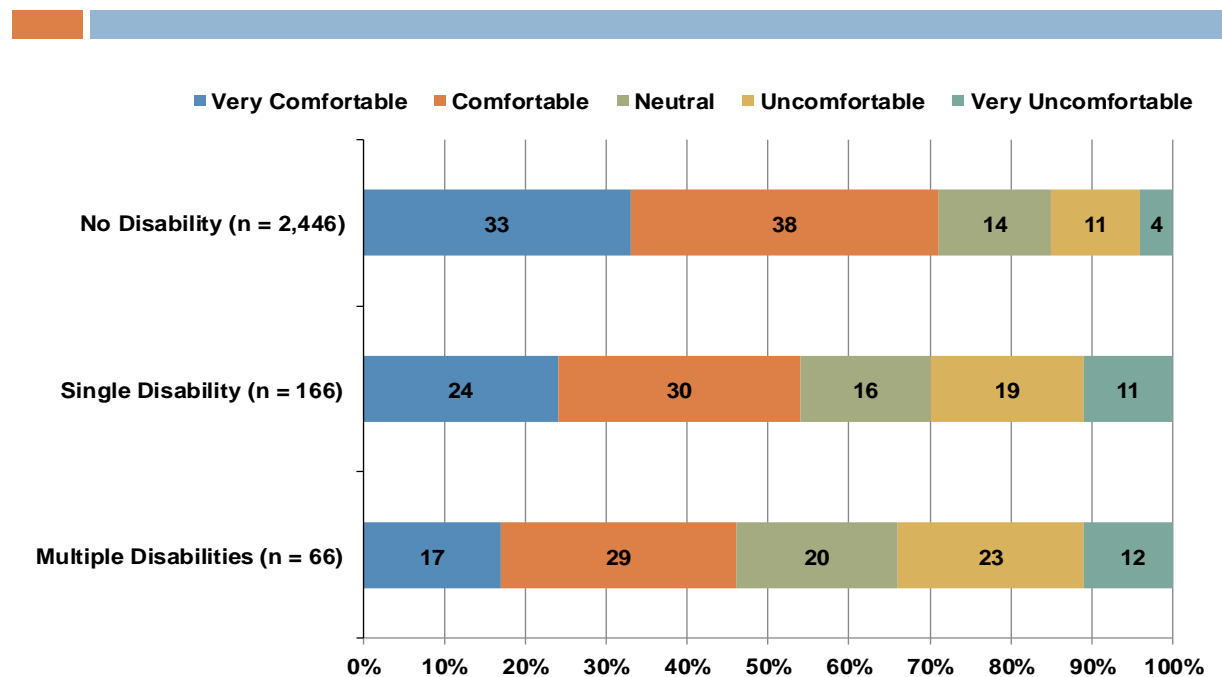
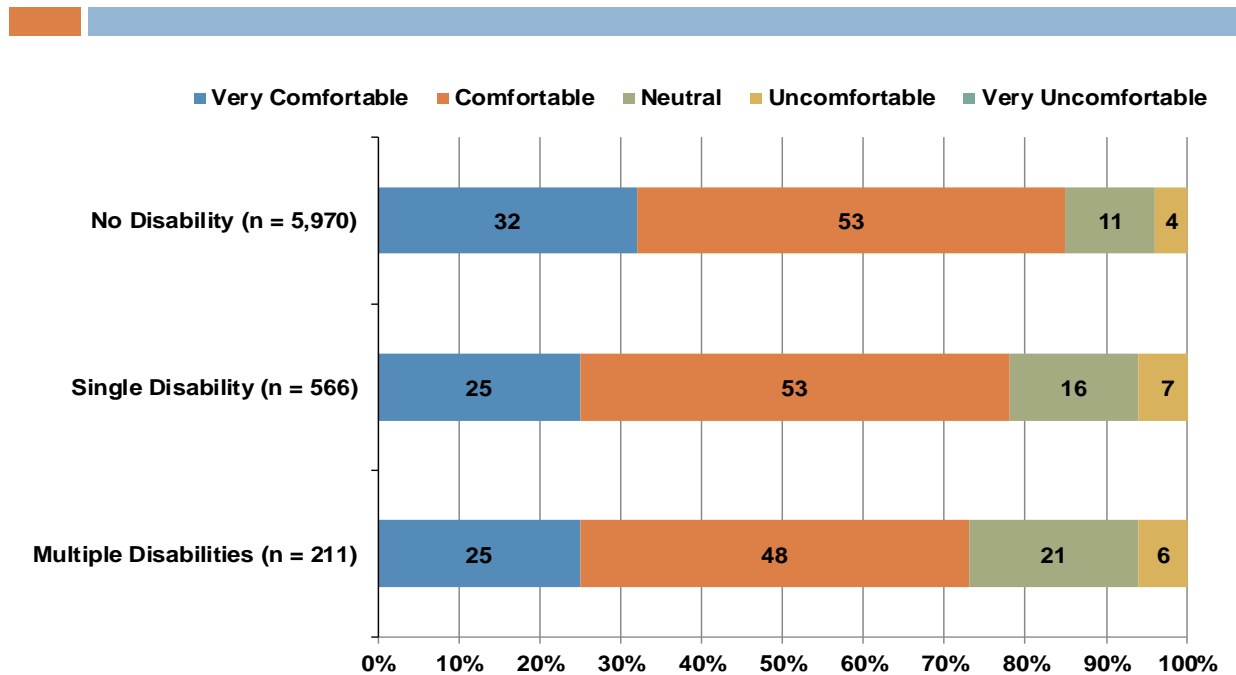


Figure 27. Faculty, Staff, and Administrator with Faculty rank Respondents' Comfort with Climate in Department/Work Unit by Disability Status (%)

Additionally, significance was also observed among Faculty and Student respondents' level of comfort with the climate in their classes. Both Multiple Disabilities Faculty and Student respondents (25%,  $n = 52$ ) and Single Disability Faculty and Student respondents (25%, 140) were significantly less likely to be comfortable ("very comfortable") with the climate in their classes than were No Disability Faculty and Student respondents (32%,  $n = 1,897$ ) (Figure 28).



Note: Responses with  $n < 5$  are not presented in the figure.

*Figure 28.* Faculty and Student Respondents' Comfort with Climate in Classes by Disability Status (%)

In terms of Student respondents' income status, significant differences emerged with regard to Student respondents' comfort with the overall climate. Not-Low-Income Student respondents (54%,  $n = 2,211$ ) were significantly more likely to indicate that they were "comfortable" with the overall campus climate than were Low-Income Student respondents (50%,  $n = 755$ ). (Figure 29).<sup>xii</sup>

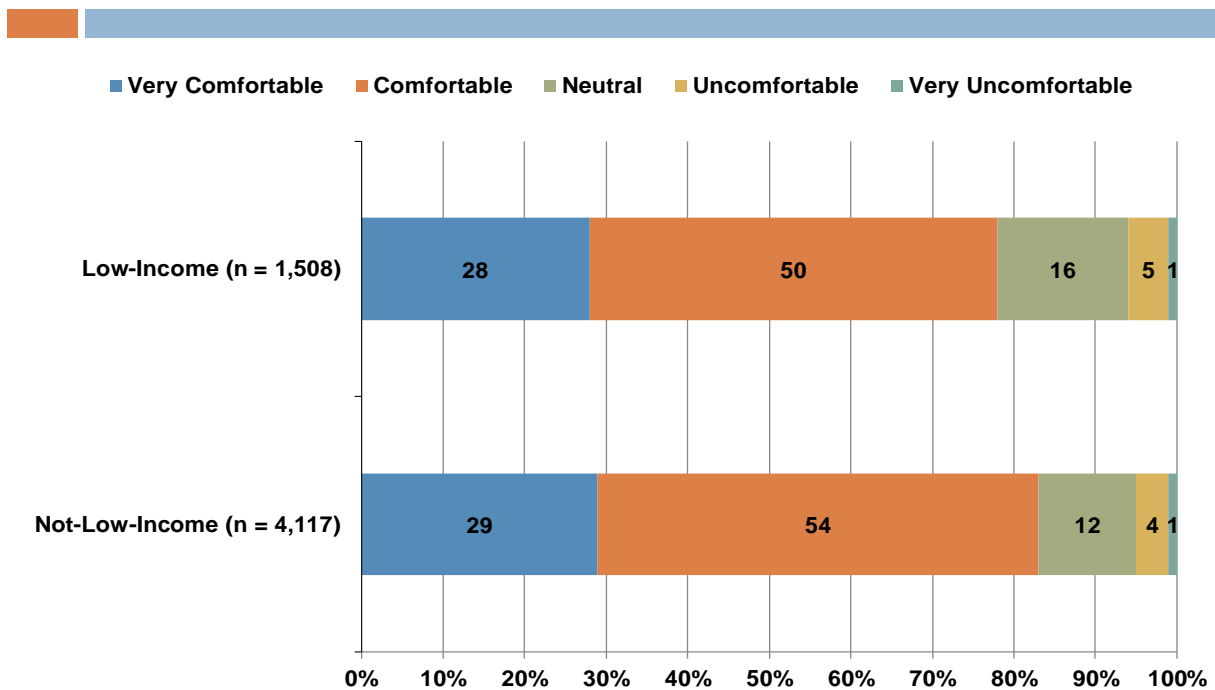


Figure 29. Student Respondents' Comfort with Overall Climate by Income Status (%)

Significant differences also emerged with regard to Student respondents' comfort with climate in their classrooms by income status. Low-Income Student respondents (31%,  $n = 463$ ) were significantly more likely to indicate that they were "very comfortable" with the overall campus climate than were Not-Low-Income Student respondents (28%,  $n = 1,170$ ). (Figure 30).<sup>xiii</sup>

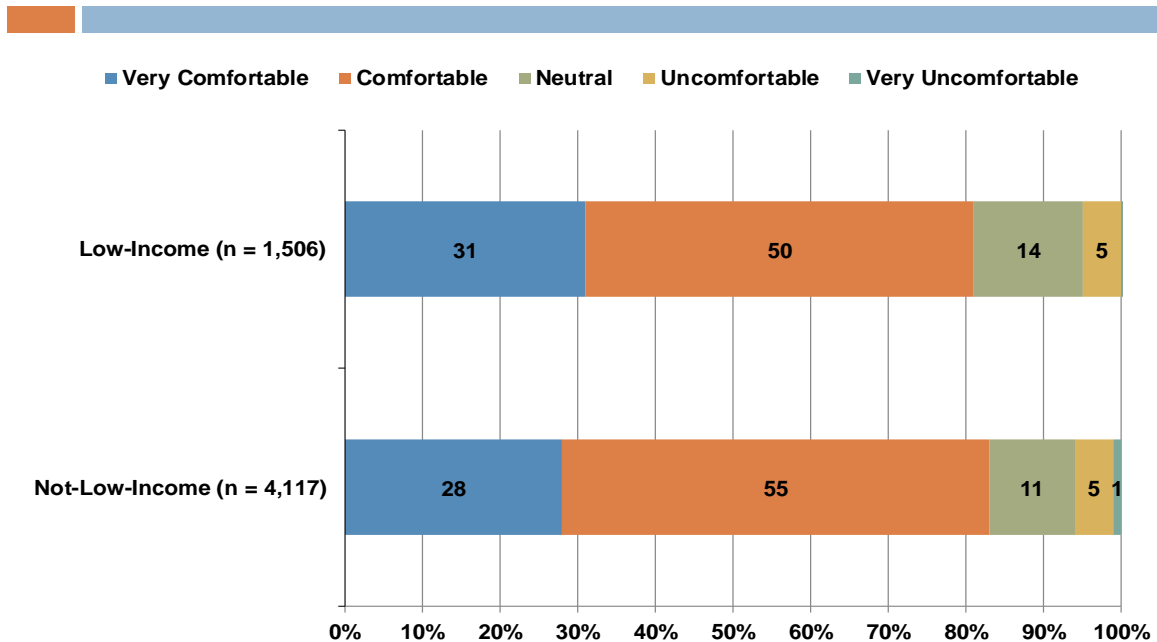
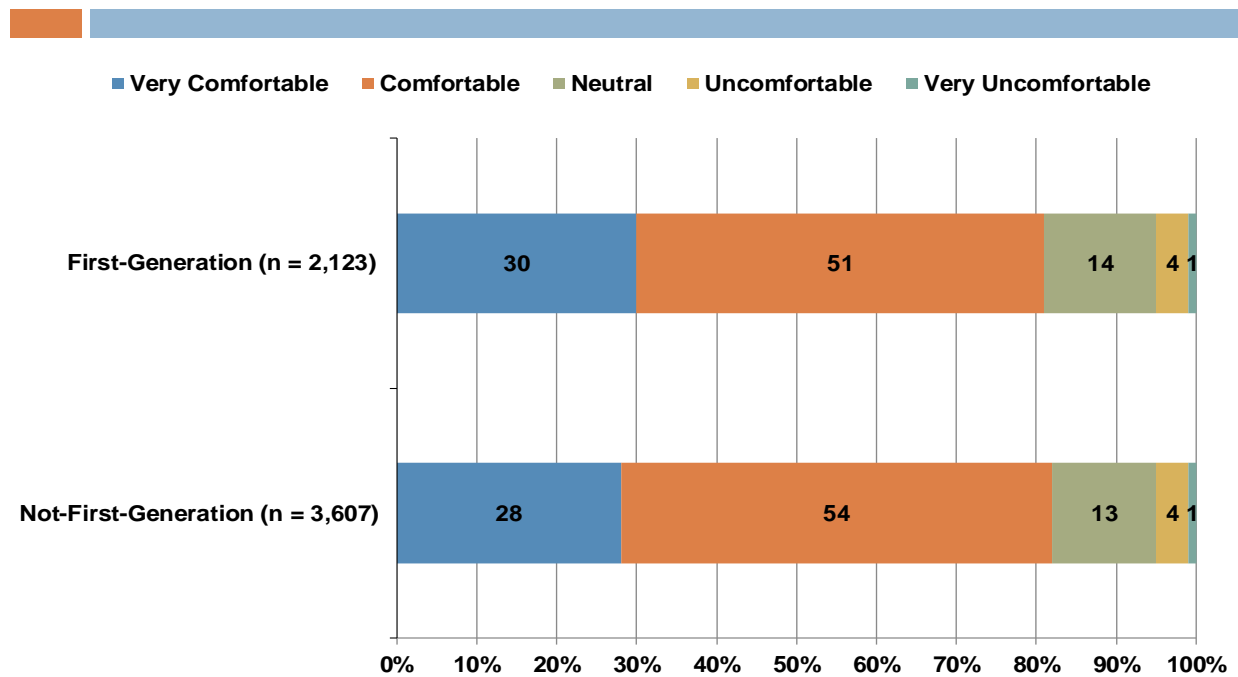


Figure 30. Student Respondents' Comfort with Climate in Their Classes by Income Status (%)



By first-generation status, Not-First-Generation Student respondents (28%,  $n = 1,018$ ) were less likely be comfortable (“very comfortable”) with the overall climate than were First-Generation Student respondents (30%,  $n = 637$ ); these differences were not significant (Figure 31).

Additionally, no significant differences were found by first-generation status with the climate in their classrooms.



*Figure 31.* Student Respondents’ Comfort with Overall Climate  
by First-Generation Status (%)

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<sup>i</sup>A chi-square test was conducted to compare percentages of respondents' degree of comfort with the overall climate by position status:  $\chi^2(16, N = 8,445) = 181.2, p < .001$ .

<sup>ii</sup>A chi-square test was conducted to compare percentages of Employee respondents' degree of comfort with the overall climate in their department/work unit by employee position status:  $\chi^2(12, N = 2,710) = 61.5, p < .001$ .

<sup>iii</sup>A chi-square test was conducted to compare percentages of Faculty respondents' degree of comfort with the overall climate in their department/work unit by faculty position status:  $\chi^2(8, N = 938) = 61.9, p < .001$ .

<sup>iv</sup>A chi-square test was conducted to compare percentages of Faculty and Student respondents' degree of comfort with their classroom climate by faculty and student position status:  $\chi^2(8, N = 6,662) = 110.7, p < .001$ .

<sup>v</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity:  $\chi^2(8, N = 8,412) = 44.3, p < .001$ .

<sup>vi</sup>A chi-square test was conducted to compare percentages of Employee respondents by degree of comfort with the climate in their department/work unit by gender identity:  $\chi^2(4, N = 2,675) = 17.3, p < .01$ .

<sup>vii</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity:  $\chi^2(20, N = 8,295) = 85.0, p < .001$ .

<sup>viii</sup>A chi-square test was conducted to compare percentages of Faculty and Student respondents' degree of comfort with their classroom climate by faculty and student position status:  $\chi^2(8, N = 6,594) = 28.6, p < .001$ .

<sup>ix</sup>A chi-square test was conducted to compare percentages of respondents' degree of comfort with the overall climate by religious/spiritual affiliation:  $\chi^2(12, N = 8,287) = 23.3, p < .05$ .

<sup>x</sup>A chi-square test was conducted to compare percentages of respondents' degree of comfort with the overall climate by disability status:  $\chi^2(8, N = 8,394) = 62.7, p < .001$ .

<sup>xi</sup>A chi-square test was conducted to compare percentages of Employee respondents' degree of comfort with the climate in their department/work unit by disability status:  $\chi^2(8, N = 2,678) = 55.0, p < .001$ .

<sup>xii</sup>A chi-square test was conducted to compare percentages of respondents' degree of comfort with the overall climate by income status:  $\chi^2(4, N = 5,625) = 17.4, p < .01$ .

<sup>xiii</sup>A chi-square test was conducted to compare percentages of Faculty and Student respondents' degree of comfort with the climate in their classes by income status:  $\chi^2(4, N = 5,623) = 14.4, p < .01$ .

## Barriers at Kent State University for Respondents with Disabilities

One survey item asked respondents with disabilities if they had experienced barriers in facilities, technology and the online environment, and educational materials at Kent State University within the past year. Tables 19 through 21 highlight the top 10 responses where respondents with one or more disabilities experienced barriers at Kent State University.<sup>50</sup> With regard to Kent State University's facilities, 26% ( $n = 234$ ) of respondents with disabilities experienced barriers as a result of on-campus transportation/parking and 17% ( $n = 153$ ) experienced barriers with walkways, pedestrian paths, and crosswalks within the past year.

**Table 19. Facilities Barriers Experienced by Respondents with Disabilities**

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
On-campus transportation/parking	234	25.9	553	61.1	118	13.0
Walkways, pedestrian paths, crosswalks	153	17.1	642	71.8	99	11.1
Classroom buildings	124	13.6	687	75.5	99	10.9
Classrooms, labs	111	12.3	651	71.9	144	15.9
Elevators/Lifts	106	11.8	668	74.1	128	14.2
Doors	100	11.1	696	77.0	108	11.9
Restrooms	99	11.0	718	79.6	85	9.4
University Health Services (health center)	91	10.1	571	63.1	243	26.9
Dining facilities	89	9.8	599	66.3	216	23.9
Athletic facilities (stadium, recreation, etc.)	81	8.9	478	52.6	349	38.4

Note: Only answered by respondents who indicated on the survey that they had a disability ( $n = 936$ ).

Table 20 illustrates that, in terms of the technological or online environment, 19% ( $n = 165$ ) of respondents with one or more disabilities had difficulty with Blackboard, 11% ( $n = 96$ ) experienced barriers with ALEKS, 10% ( $n = 92$ ) had difficulty with accessible electronic format, and 10% ( $n = 86$ ) experienced barriers with ATM machines.

<sup>50</sup>See Appendix B, Table B83 for all responses to the question, "Within the past year, have you experienced a barrier in any of the following areas at Kent State University?"

**Table 20. Barriers in Technology/Online Environment Experienced by Respondents with Disabilities**

Technology/online environment	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Blackboard	165	18.7	591	67.1	125	14.2
ALEKS	96	10.9	425	48.1	362	41
Accessible electronic format	92	10.4	640	72.6	149	16.9
ATM machines	86	9.8	549	62.3	246	27.9
E-curriculum (curriculum software)	67	7.6	526	60.0	284	32.4
Clickers	59	6.8	452	51.7	363	41.5
Electronic forms	59	6.7	647	73.6	173	19.7
Electronic surveys (including this one)	51	5.8	722	81.8	110	12.5
Electronic signage	45	5.1	645	73.6	186	21.2
Availability of FM listening systems	34	3.9	463	52.6	384	43.6

Note: Only answered by respondents who indicated on the survey that they had a disability (*n* = 936).

The survey also queried respondents with one or more disabilities about whether they experienced barriers with regard to instructional/campus materials (Table 21). Fourteen percent (*n* = 121) of respondents with one or more disabilities experienced difficulty with textbooks and 12% (*n* = 105) experienced barriers with exams/quizzes.

**Table 21. Barriers in Instructional/Campus Materials Experienced by Respondents with Disabilities**

Instructional/campus materials	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Textbooks	121	13.8	624	71.2	132	15.1
Exams/quizzes	105	11.9	637	72.5	137	15.6
Food menus	73	8.3	597	67.8	210	23.9
Forms	61	6.9	700	79.5	119	13.5
Journal articles	59	6.7	682	77.3	141	16.0
Events/Exhibits/Movies	54	6.1	641	72.8	186	21.1
Library books	51	5.8	693	79.0	133	15.2
Video-closed captioning and text description	47	5.4	579	66.2	249	28.5
Brochures	42	4.8	691	78.3	149	16.9
Other publications	35	4.0	698	79.6	144	16.4

Note: Only answered by respondents who indicated on the survey that they had a disability (*n* = 936).

## Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct<sup>51</sup>

Seventeen percent ( $n = 1,408$ ) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct that has interfered with their ability to work or learn at Kent State within the past year.<sup>52</sup> Table 22 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, 23% ( $n = 325$ ) indicated that the conduct was based on their position status at Kent State University. Nineteen percent ( $n = 262$ ) noted that the conduct was based on their gender/gender identity, 19% ( $n = 261$ ) felt that it was based on their age, and 14% ( $n = 194$ ) indicated that they did not know what was the basis of the conduct.

**Table 22. Bases of Experienced Conduct**

<b>Basis of conduct</b>	<b><i>n</i></b>	<b>%</b>
Position (staff, faculty, student)	325	23.1
Gender/Gender identity	262	18.6
Age	261	18.5
Don't know	194	13.8
Ethnicity	168	11.9
Philosophical views	163	11.6
Faculty status (tenure track, non-tenure track, adjunct)	153	10.9
Racial identity	144	10.2
Academic performance	142	10.1
Educational credentials (e.g., MS, PhD)	140	9.9
Major field of study	134	9.5
Physical characteristics	110	7.8
Political views	103	7.3
Religious/Spiritual views	103	7.3

<sup>51</sup>This report uses the phrase “exclusionary conduct” as a shortened version of conduct that someone has “personally experienced” including “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct.”

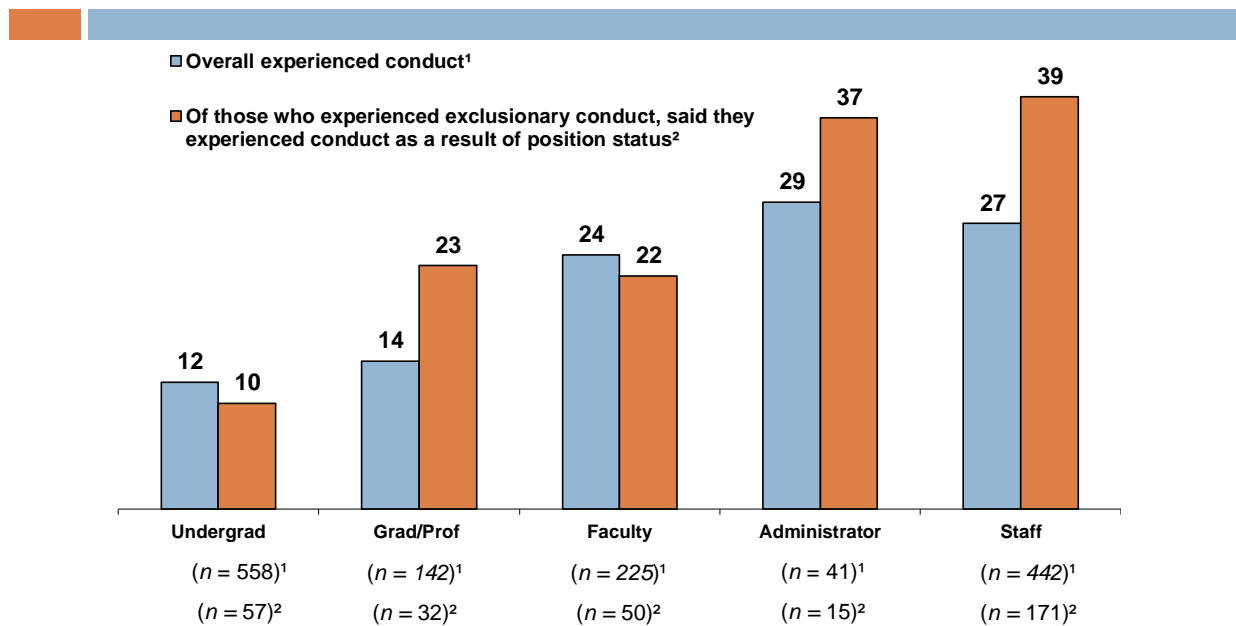
<sup>52</sup>The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

<b>Table 22 (cont.)</b>	<b><i>n</i></b>	<b>%</b>
Participation in an organization/team	93	6.6
Mental health/Psychological disability/condition	91	6.5
Living arrangement	88	6.3
Sexual identity	86	6.1
Socioeconomic status	63	4.5
Gender expression	59	4.2
Marital status (e.g., single, married, partnered)	57	4.0
English language proficiency/accent	52	3.7
International status	52	3.7
Parental status (e.g., having children)	45	3.2
Learning disability/condition	43	3.1
Immigrant/Citizen status	39	2.8
Medical disability/condition	39	2.8
Physical disability/condition	26	1.8
Pregnancy	15	1.1
Military/Veteran status	12	0.9
A reason not listed above	357	25.4

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ( $n = 1,408$ ). Percentages do not sum to 100 as a result of multiple responses.

The following figures depict the responses by selected characteristics (position status, gender/gender identity, age, and ethnicity) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassing) behavior at Kent State?”

In terms of position status, Administrator with Faculty rank respondents 29% ( $n = 225$ ) were significantly more likely than other respondents to indicate that they had experienced this conduct (Figure 32).<sup>xiv</sup> Of those respondents who noted that they had experienced this conduct, 39% ( $n = 171$ ) of Staff respondents, 37% ( $n = 15$ ) of Administrator with Faculty rank respondents, 23% ( $n = 32$ ) of Graduate/Professional Student respondents, 22% ( $n = 50$ ) of Faculty respondents, and 10% ( $n = 57$ ) of Undergraduate Student respondents thought that the conduct was based on their position status.<sup>xv</sup>



<sup>1</sup> Percentages are based on total  $n$  split by group.

<sup>2</sup> Percentages are based on  $n$  split by group for those who believed they had personally experienced this conduct.

*Figure 32. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)*

By gender identity, a significantly higher percentage of Transspectrum respondents (39%,  $n = 39$ ) than Women respondents (17%,  $n = 940$ ) and Men respondents (15%,  $n = 418$ ) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct (Figure 33).<sup>xvi</sup> Transspectrum respondents (54%,  $n = 21$ ) were significantly more likely than Women respondents (20%,  $n = 195$ ) and Men respondents (11%,  $n = 44$ ) to indicate that the exclusionary conduct they experienced was based on their gender identity.<sup>xvii</sup>

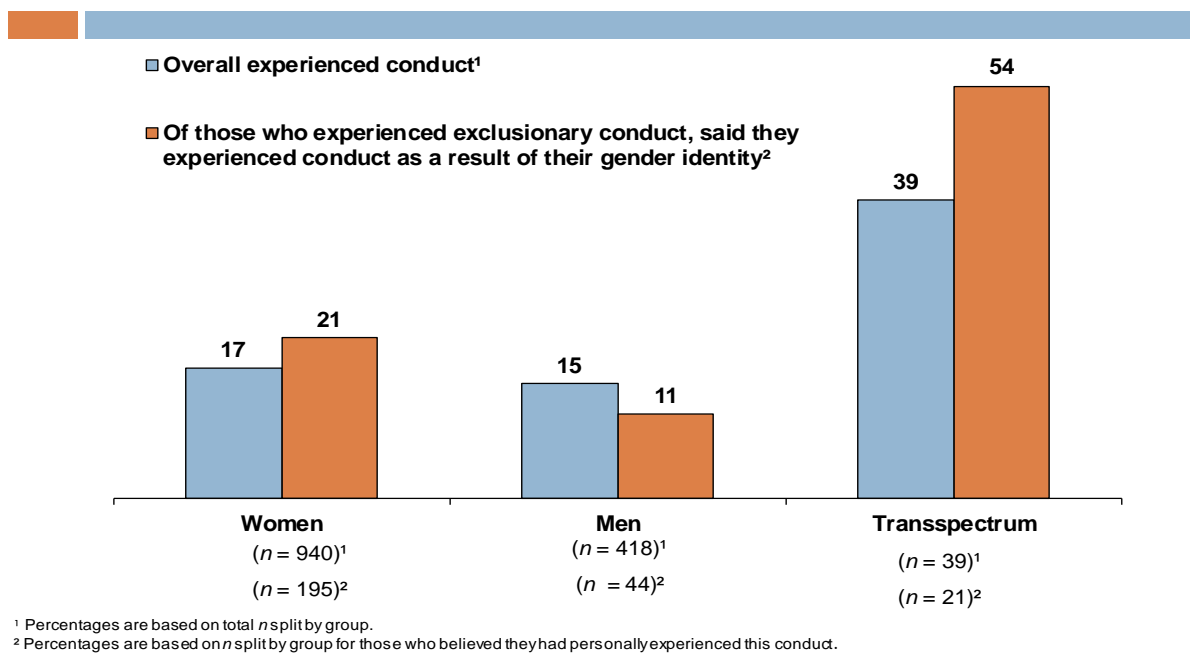
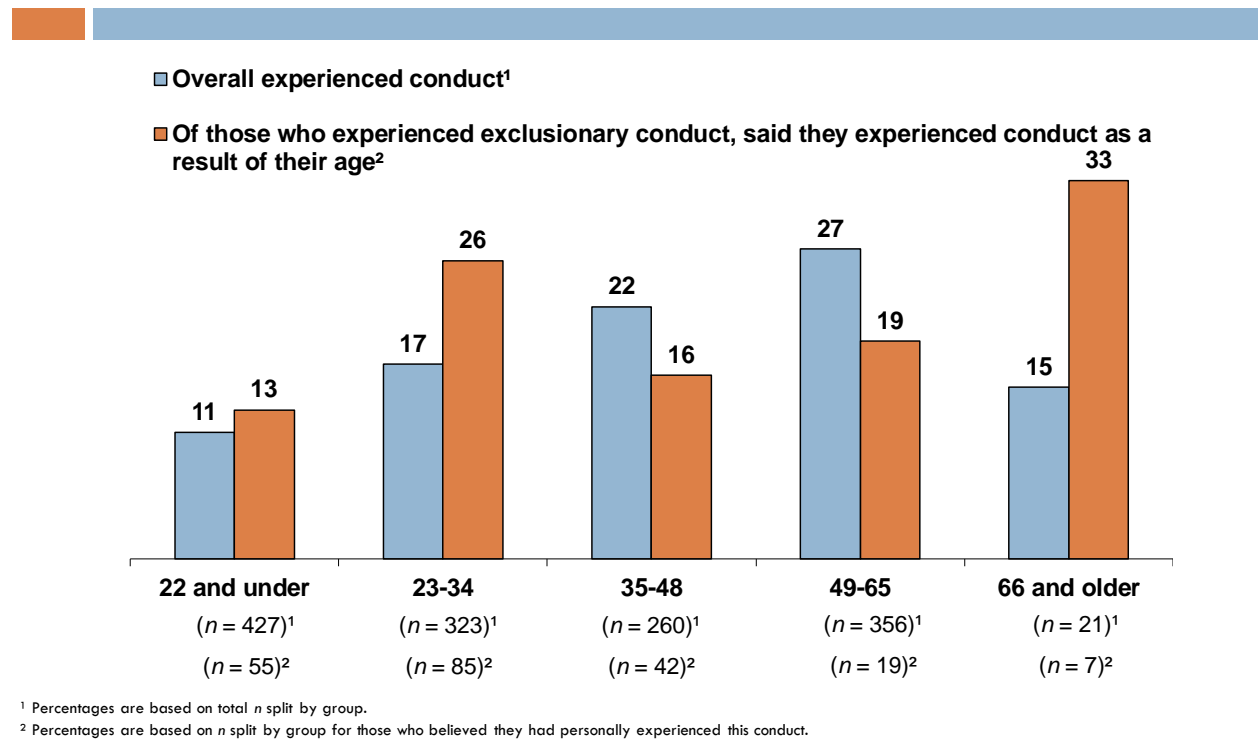


Figure 33. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

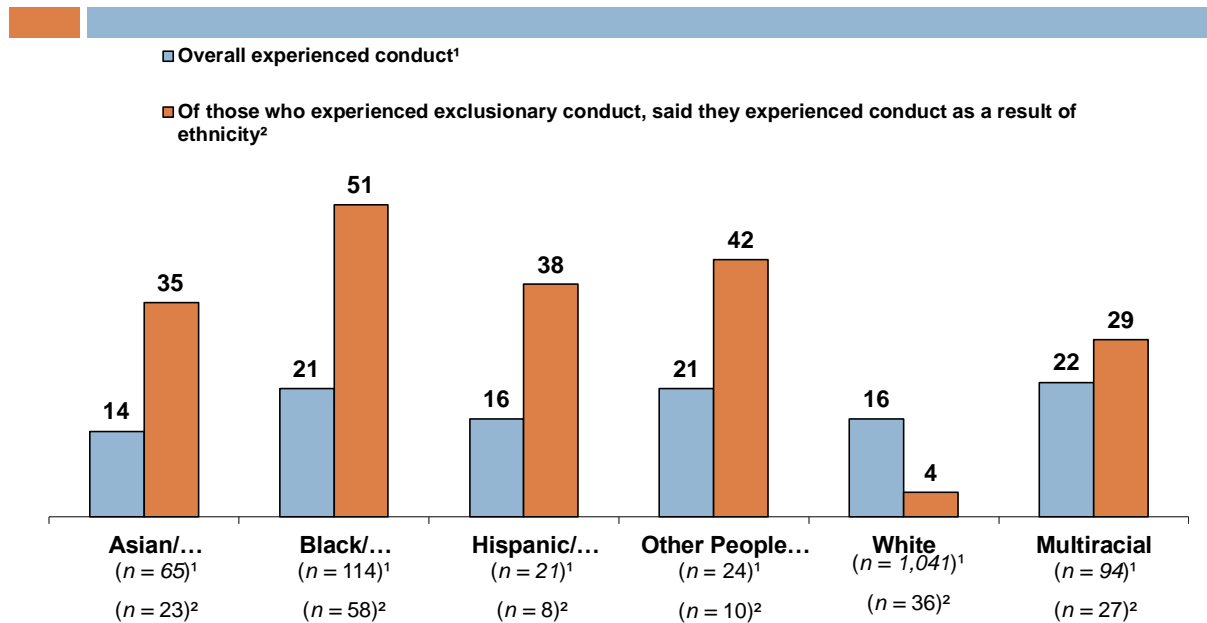


As depicted in Figure 34, significantly higher percentages of respondents ages 49 through 65 years (27%,  $n = 356$ ) indicated that they had experienced exclusionary conduct than did other respondents.<sup>xviii</sup> Additionally, significantly higher percentages of respondents ages 66 years and older (33%,  $n = 7$ ), however, felt that the conduct was based on their age.<sup>xix</sup>



*Figure 34.* Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Age (%)

In terms of racial/ethnic identity, Asian/Asian American respondents (14%,  $n = 65$ ) were significantly least likely to indicate that they had experienced exclusionary conduct (Figure 35).<sup>xx</sup> Of those respondents who believed that they had experienced this conduct, significantly greater percentages of Black/African American respondents (51%,  $n = 58$ ) than all other ethnic identity respondents thought that the conduct was based on their ethnicity.<sup>xxi</sup>



<sup>1</sup> Percentages are based on total  $n$  split by group.

<sup>2</sup> Percentages are based on  $n$  split by group for those who believed they had personally experienced this conduct.

*Figure 35. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)*

Table 23 illustrates the manners in which respondents experienced exclusionary conduct. Sixty-three percent ( $n = 881$ ) felt disrespected, 48% ( $n = 675$ ) felt ignored or excluded, 38% ( $n = 536$ ) felt isolated or left out, and 37% ( $n = 527$ ) felt intimidated or bullied.

**Table 23. Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (What Happened)**

<b>Form of conduct</b>	<b><i>n</i></b>	<b>% of those who experienced the conduct</b>
I was disrespected.	881	62.6
I was ignored or excluded.	675	47.9
I was isolated or left out.	536	38.1
I was intimidated/bullied.	527	37.4
I was the target of derogatory verbal remarks.	280	19.9
I was the target of workplace incivility.	265	18.8
I observed others staring at me.	211	15.0
I was the target of retaliation.	139	9.9
I was singled out as the spokesperson for my identity group.	137	9.7
I feared getting a poor grade because of a hostile classroom environment.	120	8.5
I received a low performance evaluation.	115	8.2
I received derogatory phone calls/text messages/email.	108	7.7
I received derogatory written comments.	81	5.8
I was the target of racial/ethnic profiling.	79	5.6
I feared for my physical safety.	75	5.3
Someone implied I was admitted/hired/promoted due to my identity group.	60	4.3
I was the target of stalking.	43	3.1
I was the target of unwanted sexual contact.	41	2.9
Someone implied I was not admitted/hired/promoted due to my identity group.	40	2.8
I received derogatory/unsolicited messages through social media	35	2.5
I was the target of graffiti/vandalism.	20	1.4
I feared for my family's safety.	20	1.4

**Table 23 (cont.)**

	<i>n</i>	%
I received threats of physical violence.	18	1.3
I was the target of physical violence.	13	0.9
An experience not listed above	224	15.9

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 1,408). Percentages do not sum to 100 as a result of multiple responses.

Thirty percent (*n* = 427) of respondents who indicated that they experienced exclusionary conduct noted that it occurred while working at a Kent State job; 26% (*n* = 362) in a meeting with a group of people; 23% (*n* = 325) in a class, lab, or clinical setting; 20% (*n* = 274) in a public space at Kent State; and 19% (*n* = 269) in a Kent State administrative office (Table 24).

**Table 24. Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

<b>Location of conduct</b>	<i>n</i>	% of respondents who experienced conduct
While working at a Kent State job	427	30.3
In a meeting with a group of people	362	25.7
In a class/lab/clinical setting	325	23.1
In a public space at Kent State	274	19.5
In a Kent State administrative office	269	19.1
In a meeting with one other person	231	16.4
In a faculty office	143	10.2
In campus housing	129	9.2
At a Kent State event	126	8.9
While walking on campus	108	7.7
Off campus	100	7.1
In a Kent State dining facility	70	5.0
On social networking sites/Facebook/Twitter/Yik-Yak	59	4.2
In off-campus housing	52	3.7
In athletic/recreational facilities	37	2.6
In a Kent State library	31	2.2

<i><b>Table 24 (cont.)</b></i>	<i><b>n</b></i>	<i><b>%</b></i>
In an experiential learning environment (e.g., internships, service learning, study abroad, student teaching)	29	2.1
In a Kent State health care setting (e.g., University Health Services, Psychological Services)	19	1.3
On Kent State media (e.g., Kent Stater, Kentwired.com, TV2)	16	1.1
On Kent State transportation (e.g., PARTA)	10	0.7
A location not listed above	117	8.3

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ( $n = 1,408$ ). Percentages do not sum to 100 as a result of multiple responses.

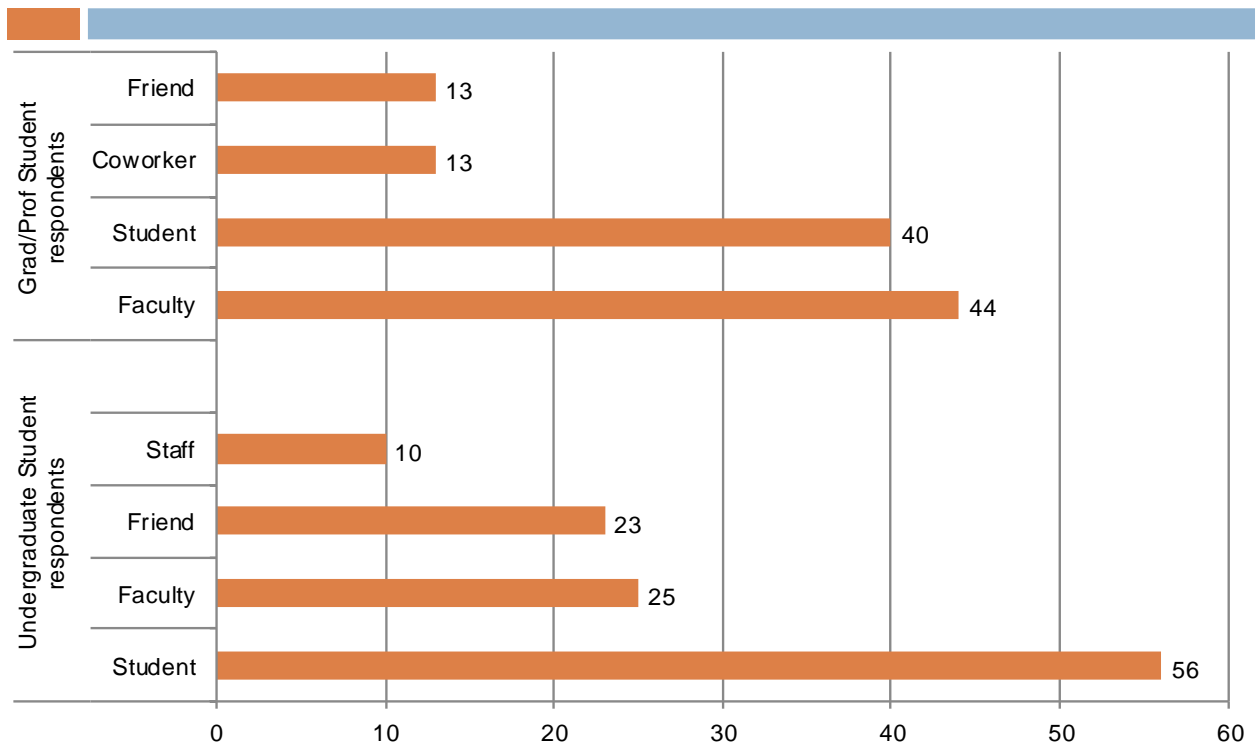
Thirty percent ( $n = 425$ ) of the respondents who indicated that they experienced exclusionary conduct identified a student as the source of the conduct, 28% ( $n = 392$ ) identified a faculty member, and 24% ( $n = 343$ ) identified a coworker (Table 25).

**Table 25. Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source of conduct	<i>n</i>	% of respondents who experienced conduct
Student	425	30.2
Faculty member	392	27.8
Coworker	343	24.4
Supervisor	240	17.0
Department chair/head/director	219	15.6
Staff member	209	14.8
Friend	157	11.2
Senior administration (e.g., president, provost, dean, vice provost, vice president)	117	8.3
Stranger	95	6.7
Academic adviser	60	4.3
Student employee	53	3.8
Teaching assistant/Graduate assistant/Lab assistant/Tutor	48	3.4
Don't know source	40	2.8
Person whom I supervise	33	2.3
Off-campus community member	31	2.2
Social networking site (e.g., Facebook, Twitter, Yik-Yak)	22	1.6
Health/Counseling services	20	1.4
Kent State media (e.g., Kent Stater, TV2, flyers, websites)	14	1.0
Donor	9	0.6
Kent State Public Safety	9	0.6
Alumni	6	0.4
Athletic coach/trainer	< 5	---
A source not listed above	80	5.7

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ( $n = 1,408$ ). Percentages do not sum to 100 as a result of multiple responses.

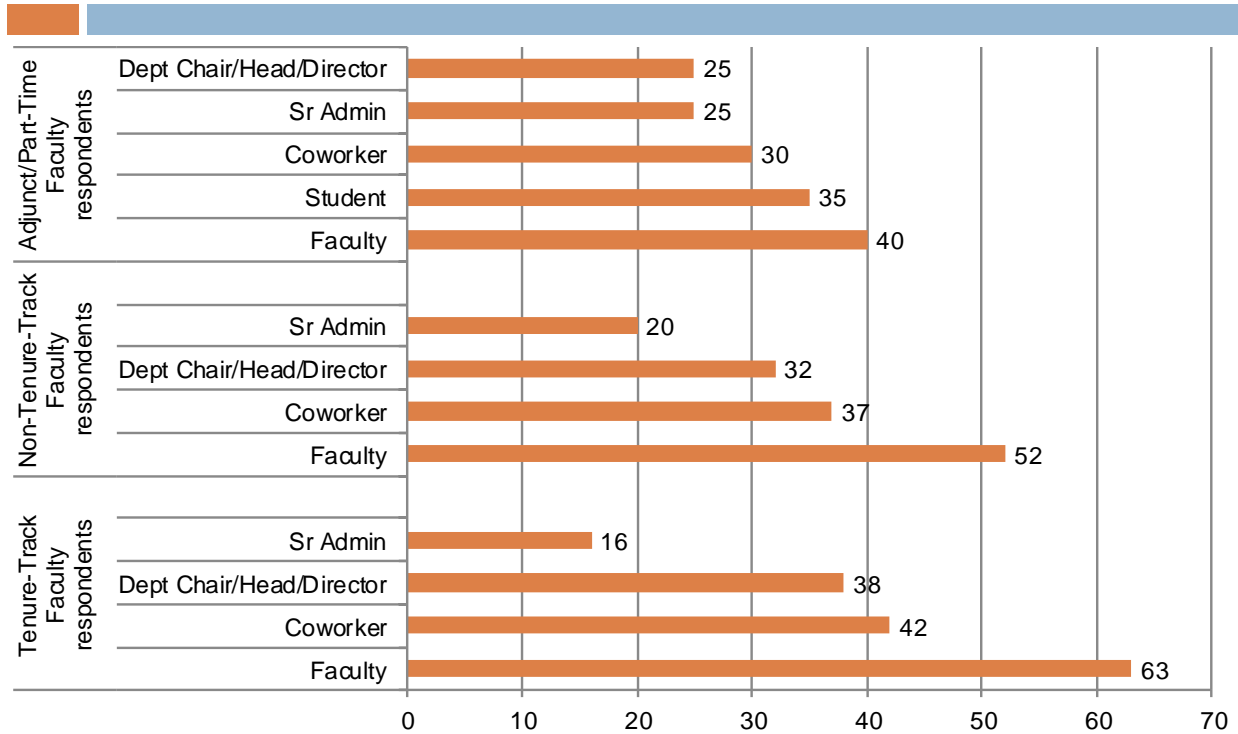
Figures 36 through 38 display the perceived source of experienced exclusionary conduct by position status. Students were the greatest source of reported exclusionary conduct for Undergraduate Student respondents, while Faculty and other Students were the greatest sources of reported exclusionary conduct for Graduate/Professional Student respondents (Figure 36).



Note: Responses with  $n < 5$  are not presented in the figure.

*Figure 36. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Student Position Status (%)*

Faculty respondents most often cited by faculty, department chair/head/director, senior administrators, students, and co-workers as the source of the exclusionary conduct (Figure 37).

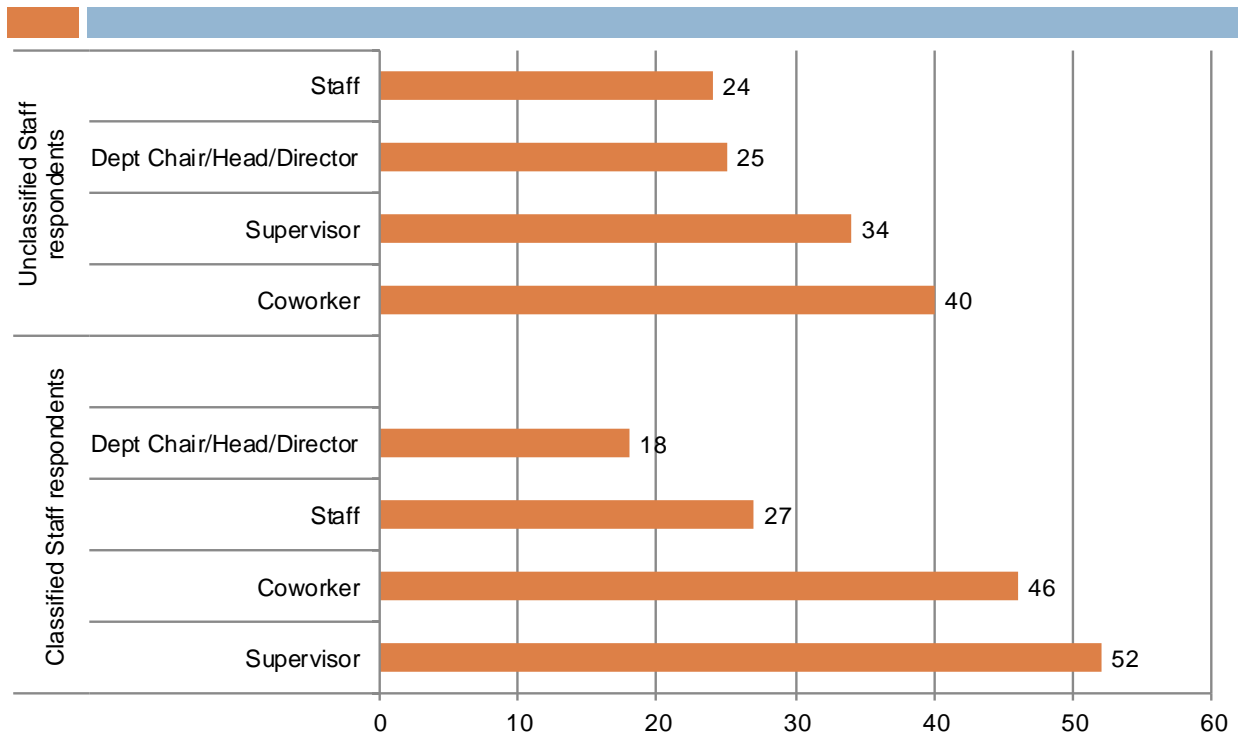


Note: Responses with  $n < 5$  are not presented in the figure.

*Figure 37. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Faculty Position Status (%)*



Classified and Unclassified Staff respondents identified supervisors, coworkers, staff members, and department chairs/heads/directors as their greatest sources of exclusionary conduct (Figure 38).



Note: Responses with  $n < 5$  are not presented in the figure.

*Figure 38. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Staff Position Status (%)*

In response to this conduct, 70% ( $n = 982$ ) of respondents felt uncomfortable, 56% ( $n = 781$ ) felt angry, 40% ( $n = 560$ ) felt embarrassed, 22% ( $n = 313$ ) ignored it, 17% ( $n = 240$ ) felt somehow responsible, and 16% ( $n = 230$ ) were afraid (Table 26).

**Table 26. Respondents' Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

<b>Emotional response to conduct</b>	<b><i>n</i></b>	<b>% of respondents who experienced conduct</b>
I felt uncomfortable	982	69.7
I was angry	781	55.5
I felt embarrassed	560	39.8
I ignored it	313	22.2
I felt somehow responsible	240	17.0
I was afraid	230	16.3

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ( $n = 1,408$ ). Percentages do not sum to 100 as a result of multiple responses.

In response to experiencing the conduct, 37% ( $n = 514$ ) told a family member, 36% ( $n = 503$ ) told a friend, 32% ( $n = 454$ ) avoided the harasser, and 13% ( $n = 188$ ) confronted the harasser at the time (Table 27). Of the 262 respondents (19%) who sought support from an on-campus resource, 90 respondents (34%) sought support from a senior administrator, 69 respondents (26%) sought support from a staff person, 69 respondents (26%) sought support from a faculty member, and 43 respondents (16%) sought support from the Dean of Students or Student Ombuds. Thirteen percent of respondents ( $n = 188$ ) didn't know whom to go to and 20% (275) didn't report it for fear that their complaint wouldn't be taken seriously.

**Table 27. Respondents' Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

<b>Response to conduct</b>	<b><i>n</i></b>	<b>% of respondents who experienced conduct</b>
I told a family member	514	36.5
I told a friend	503	35.7
I avoided the harasser	454	32.2
I didn't report it for fear that my complaint would not be taken seriously	275	19.5
I reported it to or sought support from an on-campus resource	262	18.6
<i>Senior administration (e.g., president, provost, dean, vice provost, vice president)</i>	90	34.4
<i>Staff person</i>	69	26.3
<i>Faculty member</i>	69	26.3
<i>Dean of Students or Student Ombuds</i>	43	16.4
<i>Center for Adult and Veteran Services</i>	38	14.5
<i>LGBTQ Student Center</i>	27	10.3
<i>Student Conduct</i>	25	9.5
<i>Office of Equal Opportunity &amp; Affirmative Action (or a facilitator)</i>	18	6.9
<i>Teaching assistant/graduate assistant</i>	18	6.9
<i>My supervisor</i>	17	6.5
<i>On-campus counseling service</i>	16	6.1
<i>Kent State Public Safety/KSUPD</i>	14	5.3
<i>Employee Relations</i>	14	5.3
<i>Coach or athletic trainer</i>	12	4.6
<i>Campus security</i>	10	3.8
<i>The Office of Global Education</i>	6	2.3

<b>Table 27 (cont.)</b>	<b><i>n</i></b>	<b>%</b>
<i>Student staff (e.g., residence hall staff, peer mentor)</i>	< 5	---
<i>Title IX Coordinator</i>	< 5	---
<i>The Office of Sexual and Relationship Violence Support Services (SRVSS)</i>	< 5	---
<i>My academic advisor</i>	< 5	---
<i>Student Accessibility Services</i>	< 5	---
<i>My union representative</i>	0	0.0
<i>Other</i>	0	0.0
I confronted the harasser at the time	188	13.4
I didn't know whom to go to	184	13.1
I did report it, but I did not feel the complaint was taken seriously	155	11.0
I confronted the harasser later	139	9.9
I sought information online	65	4.6
I reported it to or sought support from an off-campus resource	48	3.4
<i>Off-campus counseling service</i>	27	56.3
<i>A spiritual adviser (e.g., imam, pastor, rabbi, priest, layperson)</i>	12	25.0
<i>Local law enforcement (other than KSUPD)</i>	11	22.9
<i>I filed a complaint with an external agency (e.g., Ohio Civil Rights Commission, EEOC, U.S. Department of Education)</i>	< 5	---
<i>Hotline/advocacy services</i>	< 5	---
A response not listed above	100	7.1

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ( $n = 1,408$ ). Percentages do not sum to 100 as a result of multiple responses.

<sup>xiv</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct by position status:  $\chi^2(4, N = 8,441) = 264.4, p < .001$ .

<sup>xv</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct based on position status by position status:  $\chi^2(4, N = 1,408) = 117.0, p < .001$ .

<sup>xvi</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct by gender identity:  $\chi^2(2, N = 8,408) = 40.3, p < .001$ .

<sup>xvii</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct based on gender identity by gender identity:  $\chi^2(2, N = 1,397) = 52.8, p < .001$ .

<sup>xviii</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct by age:  $\chi^2(4, N = 8,374) = 204.7, p < .001$ .

<sup>xix</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct based on age by age:  $\chi^2(4, N = 1,387) = 26.1, p < .001$ .

<sup>xx</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct by ethnic identity:  $\chi^2(5, N = 8,293) = 21.9, p < .01$ .

<sup>xxi</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary conduct based on ethnicity by ethnic identity:  $\chi^2(5, N = 1,359) = 329.1, p < .001$ .

### **Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct<sup>53</sup>**

Respondents' observations of others' experiencing exclusionary conduct also may contribute to their perceptions of campus climate. Twenty-two percent ( $n = 1,875$ ) of survey respondents observed conduct or communications directed toward a person or group of people at Kent State University that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile working or learning environment within the past year. Most of the observed exclusionary conduct was based on ethnicity (22%,  $n = 405$ ), gender/gender identity (20%,  $n = 368$ ), racial identity (17%,  $n = 315$ ), and position status (15%,  $n = 275$ ). Seventeen percent ( $n = 317$ ) of respondents indicated that they "don't know" the basis (Table 28).

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<sup>53</sup>This report uses the phrase "exclusionary conduct" as a shortened version of "conduct or communications directed toward a person or group of people at Kent State that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment."

**Table 28. Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

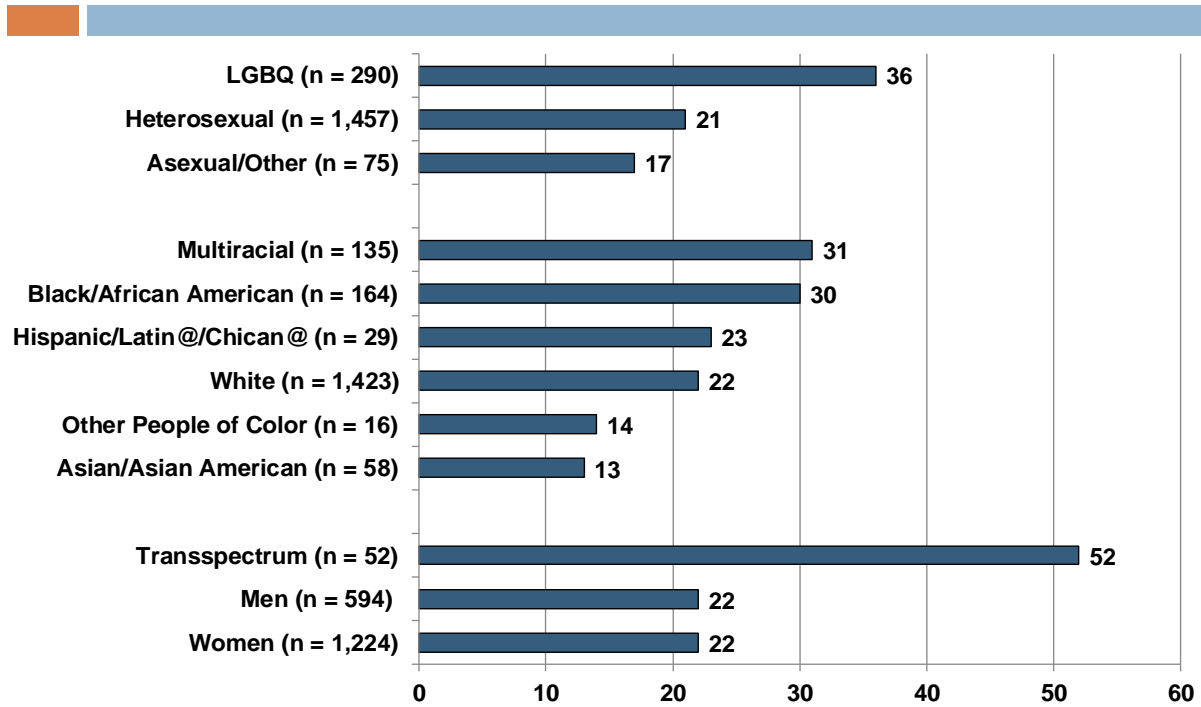
<b>Characteristic</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
Ethnicity	405	21.6
Gender/Gender identity	368	19.6
Don't know	317	16.7
Racial identity	315	16.8
Position (staff, faculty, student)	275	14.7
Sexual identity	252	13.4
Religious/Spiritual views	203	10.8
Gender expression	200	10.7
Age	163	8.7
Political views	160	8.5
Physical characteristics	146	7.8
International status	131	7.0
Philosophical views	128	6.8
Faculty Status (tenure Track, Non-Tenure Track, Adjunct)	124	6.6
English language proficiency/accent	118	6.3
Academic performance	107	5.7
Immigrant/Citizen status	103	5.5
Educational credentials (M.S., Ph.D., etc.)	90	4.8
Mental health/Psychological disability/condition	84	4.5
Socioeconomic status	83	4.4
Participation in an organization/team	81	4.3
Learning disability/condition	72	3.8
Physical disability/condition	59	3.1
Major field of study	54	2.9
Medical disability/condition	46	2.5
Parental status (e.g., having children)	33	1.8
Marital status (e.g., single, married, partnered)	26	1.4
Living arrangement	19	1.0
Pregnancy	18	1.0
Military/Veteran status	12	0.6
A reason not listed above	304	16.2

Note: Only answered by respondents who indicated on the survey that they observed exclusionary conduct ( $n = 1,875$ ). Percentages do not sum to 100 as a result of multiple responses.

Figures 39 through 41 separate by demographic categories (i.e., gender identity, racial identity, sexual identity, religious/spiritual affiliation, disability status, citizenship status, military status, students' income status, and students' first generation status) the statistically significant responses of those individuals who indicated on the survey that they observed exclusionary conduct within the past year. There were no significant differences in the percentages of respondents who indicated that they had observed exclusionary conduct within the past year by military status.

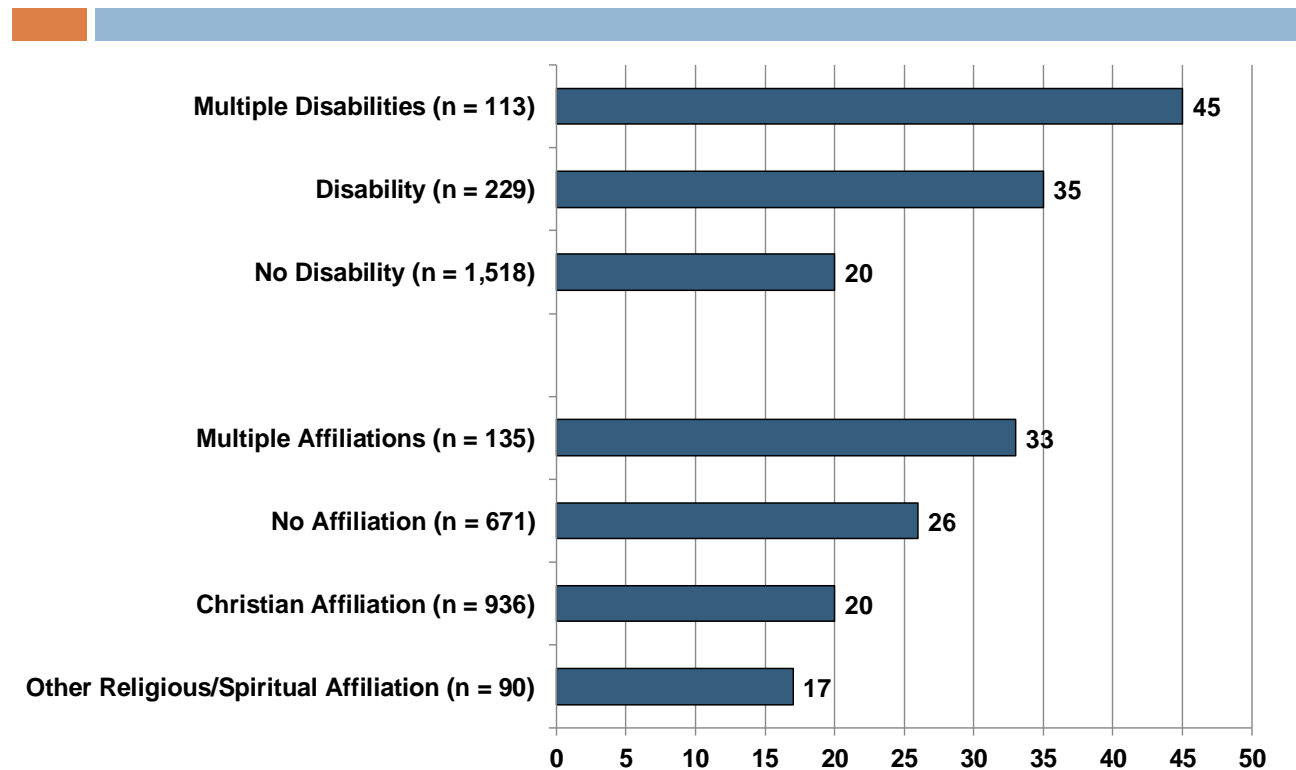
Significantly higher percentages of Transspectrum respondents (52%,  $n = 52$ ) than Women respondents (22%,  $n = 1,224$ ) and Men respondents (22%,  $n = 594$ ) noted that they observed such conduct (Figure 39).<sup>xxii</sup> Likewise, significantly greater percentages of Multiracial respondents (31%,  $n = 135$ ) and Black/African American respondents (30%,  $n = 164$ ) than Hispanic/Latin@/Chican@ respondents (23%,  $n = 29$ ), White respondents (22%,  $n = 1,423$ ), Other People of Color respondents (14%,  $n = 16$ ), and Asian/Asian American respondents (13%,  $n = 58$ ) witnessed exclusionary conduct.<sup>xxiii</sup> Additionally, a significantly higher percentage of LGBTQ respondents (36%,  $n = 290$ ) indicated on the survey that they observed such conduct than Heterosexual respondents (21%,  $n = 1,457$ ) and Asexual/Other respondents (17%,  $n = 75$ ).<sup>xxiv</sup>





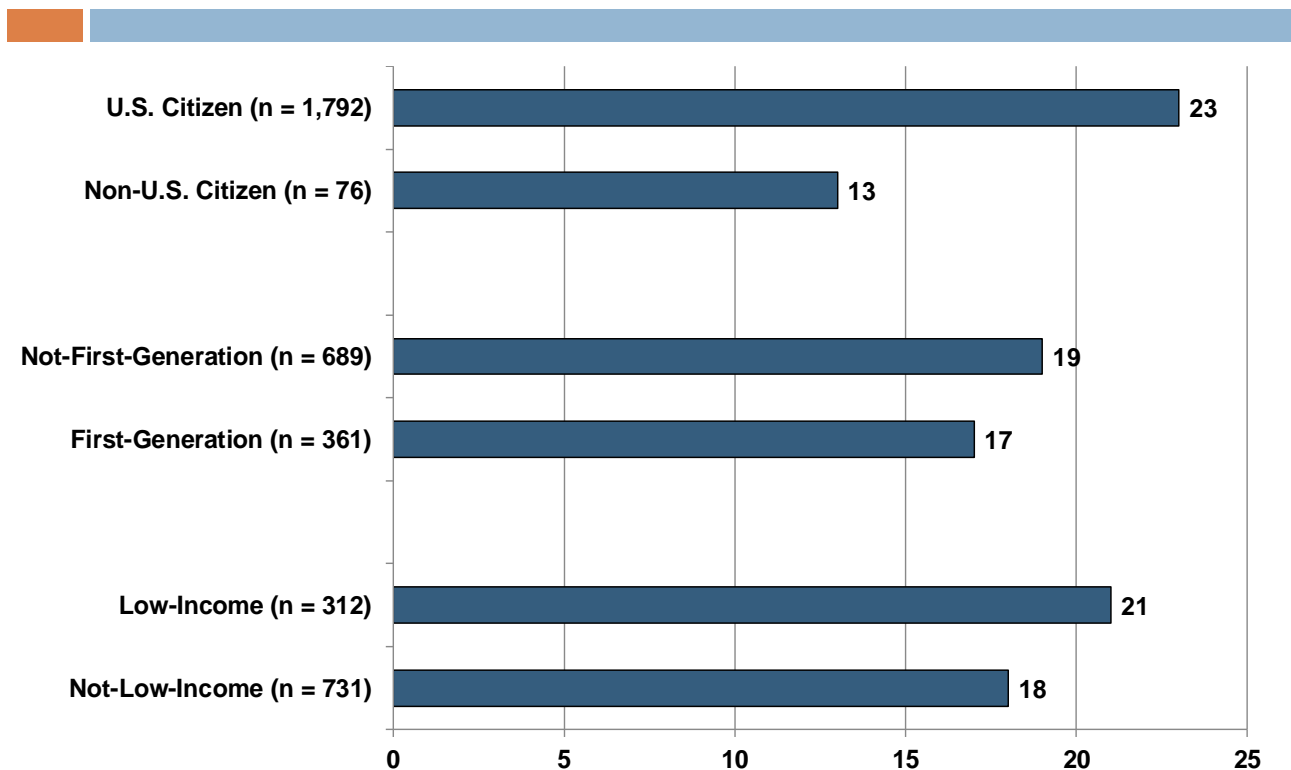
*Figure 39. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Sexual Identity, Racial Identity, and Gender Identity (%)*

Significant differences were observed by disability status such that 45% ( $n = 113$ ) of Multiple Disabilities respondents, 35% ( $n = 229$ ) of Single Disability respondents, and 20% ( $n = 1,518$ ) of No Disability respondents indicated that they had observed such conduct (Figure 40).<sup>xxv</sup> In terms of religious/spiritual affiliation, respondents with Multiple Affiliations (33%,  $n = 135$ ) were significantly more likely to indicate that they had witnessed such conduct than were respondents with No Affiliation (26%,  $n = 671$ ), Christian Affiliation respondents (20%,  $n = 936$ ), and Other Religious/Spiritual Affiliation respondents (16%,  $n = 90$ ).<sup>xxvi</sup>



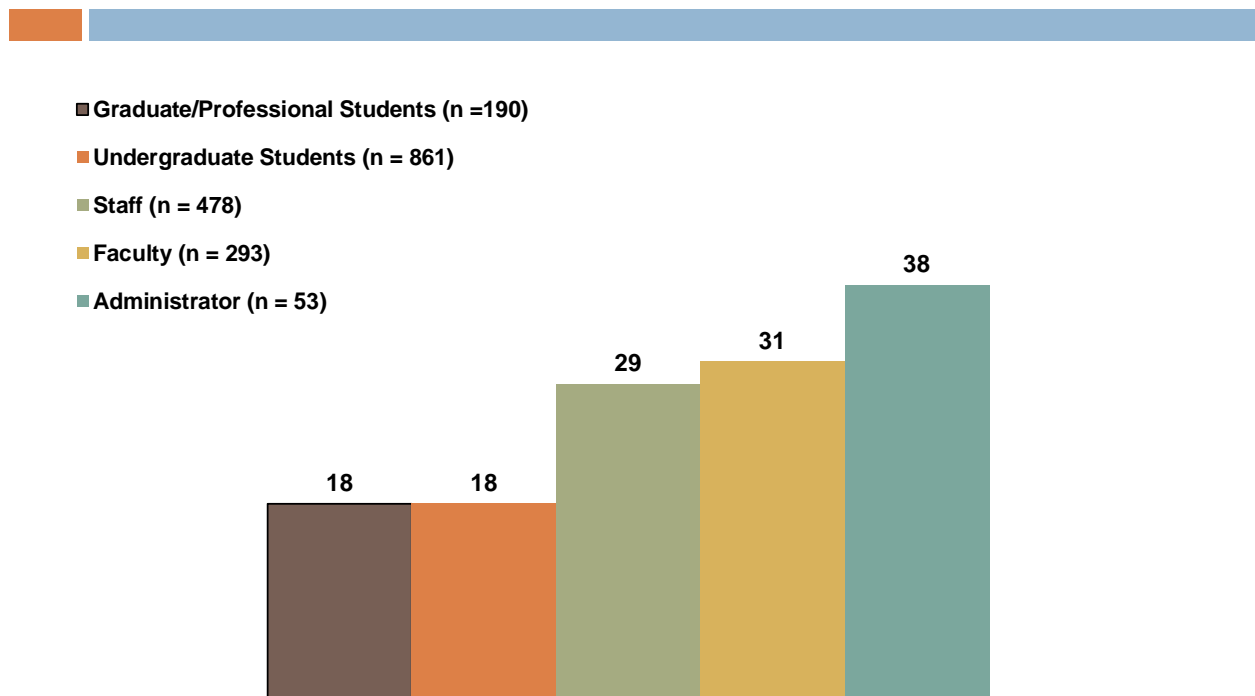
*Figure 40.* Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Disability Status and Religious/Spiritual Affiliation (%)

Significantly higher percentages of U.S. Citizen respondents (23%,  $n = 1,792$ ) than Non-U.S. Citizen respondents (13%,  $n = 76$ ) indicated that they had observed such conduct at Kent State (Figure 41).<sup>xxvii</sup> By student income status, a significantly greater percentage of Low-Income Student respondents (21%,  $n = 312$ ) than Not-Low-Income Student respondents (18%,  $n = 731$ ) indicated that they witnessed exclusionary conduct at Kent State.<sup>xxviii</sup> Additionally, by first-generation status, significantly greater percentages of Not-First-Generation Student respondents (19%,  $n = 689$ ) than First-Generation Student respondents (17%,  $n = 361$ ) witnessed exclusionary conduct at Kent State.<sup>xxix</sup>



*Figure 41. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Citizenship Status, Income Status, and First-Generation Status (%)*

In terms of position status at Kent State University, results indicated that a higher percentage of Administrator with Faculty rank respondents (38%,  $n = 53$ ) indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct than Faculty respondents (31%,  $n = 293$ ), Staff respondents (29%,  $n = 478$ ), Undergraduate Student respondents (18%,  $n = 861$ ), and Graduate/Professional Student respondents (18%,  $n = 190$ ) (Figure 42).



*Figure 42.* Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status (%)

Table 29 illustrates that respondents most often observed this conduct in the form of someone being disrespected (65%,  $n = 1,209$ ), intimidated/bullied (40%,  $n = 749$ ), deliberately ignored or excluded (34%,  $n = 640$ ), isolated or left out (30%,  $n = 554$ ), or the target of derogatory verbal remarks (22%,  $n = 420$ ).

**Table 29. Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

<b>Form of conduct</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
Person was disrespected.	1,209	64.5
Person was intimidated/bullied.	749	39.9
Person was ignored or excluded.	640	34.1
Person was isolated or left out.	554	29.5
The person was the target of derogatory verbal remarks.	420	22.4
The person was the target of workplace incivility.	314	16.7
The person was the target of racial/ethnic profiling.	270	14.4
I observed others staring at the person.	259	13.8
The person was singled out as the spokesperson for his/her identity group.	229	12.2
The person received derogatory written comments.	168	9.0
The person received a low performance evaluation/review.	131	7.0
The person was the target of retaliation.	127	6.8
Someone implied the person was admitted/hired/promoted due to his/her identity group.	104	5.5
The person feared getting a poor grade because of a hostile classroom environment.	101	5.4
The person received derogatory phone calls/text messages/email.	94	5.0
The person received derogatory/unsolicited messages through social media	94	5.0
The person was the target of unwanted sexual contact.	80	4.3
The person feared for his/her physical safety.	79	4.2
The person was the target of stalking.	54	2.9

<i>Table 29 (cont.)</i>	<i>n</i>	<i>%</i>
Someone implied the person was not admitted/hired/promoted due to his/her identity group.	50	2.7
The person received threats of physical violence.	43	2.3
The person was the target of graffiti/vandalism.	37	2.0
The person was the target of physical violence.	23	1.2
The person feared for his/her family's safety.	18	1.0
An experience not listed above	158	8.4

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct ( $n = 1,875$ ). Percentages do not sum to 100 as a result of multiple responses.

Additionally, 29% ( $n = 543$ ) of the respondents who indicated that they observed exclusionary conduct noted that it happened in a public space at Kent State (Table 30). Some respondents noted that the incidents occurred in a class/lab/clinical setting (22%,  $n = 409$ ), or while working at a Kent State job (20%,  $n = 366$ ).

**Table 30. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

<b>Location of conduct</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
In a public space at Kent State	543	29.0
In a class/lab/clinical setting	409	21.8
While working at a Kent State job	366	19.5
In a meeting with a group of people	339	18.1
In a Kent State administrative office	238	12.7
At a Kent State event	225	12.0
While walking on campus	206	11.0
On social networking sites (e.g., Facebook/Twitter/Yik-Yak)	141	7.5
In a faculty office	139	7.4
Off campus	134	7.1
In campus housing	132	7.0

<i>Table 30 (cont.)</i>	<i>n</i>	<i>%</i>
In a Kent State dining facility	127	6.8
In a meeting with one other person	121	6.5
In off-campus housing	59	3.1
In a Kent State library	48	2.6
In athletic/recreational facilities	48	2.6
On Kent State media (e.g., Kent Stater, Kentwired.com, TV2)	34	1.8
In an experiential learning environment (e.g., internships, service learning, study abroad, student teaching)	18	1.0
In a Kent State health care setting (e.g., University Health Services, Psychological Services)	17	0.9
On Kent State transportation (e.g., PARTA)	15	0.8
A location not listed above	96	5.1

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct ( $n = 1,875$ ). Percentages do not sum to 100 as a result of multiple responses.

Fifty percent ( $n = 943$ ) of respondents who indicated that they observed exclusionary conduct noted that the targets of the conduct were students. Respondents also identified coworkers (24%,  $n = 445$ ), friends (20%,  $n = 365$ ), faculty members (16%,  $n = 291$ ), staff members (13%,  $n = 238$ ), and strangers (11%,  $n = 214$ ) as targets.

In response to observing the exclusionary conduct, 63% ( $n = 1,175$ ) felt uncomfortable, 47% ( $n = 879$ ) felt angry, and 26% ( $n = 491$ ) felt embarrassed. Respondents also indicated they communicated with someone upon observing the exclusionary conduct. Twenty-two percent ( $n = 412$ ) told a friend, 16% ( $n = 300$ ) told a family member, and 11% ( $n = 208$ ) reported it or sought support from an on-campus resource (Table 31). Of the respondents who reported it or sought support from an on-campus resource, 62 (30%) reported it or sought support from their supervisor, 48 (23%) reported it or sought support from a faculty member, 41 (20%) reported it or sought support from a staff member, and 39 (19%) reported it or sought support from a senior administrator. Others who chose not to directly communicate with someone offered that they avoided the harasser (14%,  $n = 255$ ), confronted the harasser at the time (12%,  $n = 219$ ), or didn't know whom to go to (11%,  $n = 213$ ). Additionally, 11% ( $n = 205$ ) ignored the exclusionary conduct upon witnessing it.

**Table 31. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

<b>Actions in response to observed conduct</b>	<b><i>n</i></b>	<b>% of respondents who observed conduct</b>
I felt uncomfortable	1,175	62.7
I was angry	879	46.9
I felt embarrassed	491	26.2
I told a friend	412	22.0
I told a family member	300	16.0
I avoided the harasser	255	13.6
I confronted the harasser at the time	219	11.7
I didn't know whom to go to	213	11.4
I didn't report it for fear that my complaint would not be taken seriously	211	11.3
I reported it to or sought support from an on-campus resource	208	11.1
<i>My supervisor</i>	62	29.8
<i>Faculty member</i>	48	23.1
<i>Staff person</i>	41	19.7
<i>Senior administration (e.g., president, provost, dean, vice provost, vice president)</i>	39	18.8
<i>Employee Relations</i>	21	10.1



**Table 31 (cont.)**

	<i>n</i>	%
<i>Dean of Students or Student Ombuds</i>	19	9.1
<i>Title IX Coordinator</i>	18	8.7
<i>Office of Equal Opportunity &amp; Affirmative Action (or a facilitator)</i>	15	7.2
<i>Kent State Public Safety/KSUPD</i>	14	6.7
<i>Campus security</i>	12	5.8
<i>LGBTQ Student Center</i>	12	5.8
<i>Student Conduct</i>	11	5.3
<i>On-campus counseling service</i>	10	4.8
<i>Student staff (e.g., residence hall staff, peer mentor)</i>	9	4.3
<i>My union representative</i>	9	4.3
<i>My academic advisor</i>	8	3.8
<i>The Office of Sexual and Relationship Violence Support Services (SRVSS)</i>	< 5	--
<i>Teaching assistant/graduate assistant</i>	< 5	--
<i>Student Accessibility Services</i>	< 5	--
<i>The Office of Global Education</i>	< 5	--
<i>Center for Adult and Veteran Services</i>	< 5	--
I ignored it	205	10.9
I felt somehow responsible	155	8.3
I confronted the harasser later	140	7.5
I was afraid	128	6.8
I did report it, but I did not feel the complaint was taken seriously	97	5.2
I sought information online	59	3.1
I reported it to or sought support from an off-campus resource	21	1.1
<i>Off-campus counseling service</i>	7	33.3
<i>A spiritual adviser (e.g., imam pastor, rabbi, priest, layperson)</i>	< 5	--
<i>Local law enforcement (other than KSUPD)</i>	< 5	--
<i>I filed a complaint with an external agency (e.g., Ohio Civil Rights Commission, EEOC, US Department of Education)</i>	< 5	--
<i>Hotline/advocacy services</i>	< 5	--
A response not listed above	170	9.1

Note: Only answered by respondents who indicated on the survey that they observed exclusionary conduct (*n* = 1,875). Percentages do not sum to 100 as a result of multiple responses.

<sup>xxii</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by gender identity:  $\chi^2(2, N = 8,390) = 51.7, p < .001$ .

<sup>xxiii</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by ethnic identity:  $\chi^2(5, N = 8,273) = 68.9, p < .001$ .

<sup>xxiv</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by sexual identity:  $\chi^2(2, N = 8,173) = 94.1, p < .001$ .

<sup>xxv</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by disability status:  $\chi^2(2, N = 8,373) = 152.1, p < .001$ .

<sup>xxvi</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by religious/spiritual affiliation:  $\chi^2(3, N = 8,266) = 76.0, p < .001$ .

<sup>xxvii</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by citizenship status:  $\chi^2(1, N = 8,373) = 27.6, p < .001$ .

<sup>xxviii</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by income status:  $\chi^2(1, N = 5,611) = 6.7, p < .05$ .

<sup>xxix</sup>A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by first-generation status:  $\chi^2(1, N = 5,712) = 3.9, p < .05$ .

## Experiences of Unwanted Sexual Contact

Four percent ( $n = 304$ ) of respondents indicated on the survey that they had experienced unwanted sexual contact<sup>54</sup> while a member of the Kent State University community. Subsequent analyses of the data suggested that significantly higher percentages of Transspectrum respondents (9%,  $n = 9$ ) and Women respondents (5%,  $n = 257$ ) than Men respondents (1%,  $n = 38$ ) experienced unwanted sexual contact.<sup>xxx</sup> Asian/Asian American respondents,<sup>55</sup> Hispanic/Latin@/Chican@ respondents,<sup>56</sup> Black/African American respondents (3%,  $n = 18$ ), and White respondents (4%,  $n = 237$ ) were significantly less likely than Other People of Color respondents (6%,  $n = 7$ ) and Multiracial respondents (7%,  $n = 30$ ) to experience unwanted sexual contact.<sup>xxxi</sup> Heterosexual respondents (3%,  $n = 221$ ) and Asexual/Other respondents (4%,  $n = 17$ ) were significantly less likely than LGBTQ respondents (7%,  $n = 56$ ) to have experienced unwanted sexual contact.<sup>xxxii</sup> Much higher percentages of respondents with Multiple Disabilities (10%,  $n = 26$ ) and respondents with a Single Disability (7%,  $n = 47$ ) than respondents with No Disability (3%,  $n = 228$ ) experienced unwanted sexual contact.<sup>xxxiii</sup> Undergraduate Student respondents (5%,  $n = 251$ ) were significantly more likely than Graduate/Professional Student respondents (2%,  $n = 17$ ), Staff respondents (1%,  $n = 23$ ), Faculty respondents (1%,  $n = 11$ ), and Administrator with Faculty rank respondents<sup>57</sup> to have experienced unwanted sexual contact while a member of the Kent State University community.<sup>xxxiv</sup>

Fifty percent ( $n = 152$ ) of those respondents who indicated on the survey that they had experienced unwanted sexual contact noted that it happened within the past year, and 39% ( $n = 118$ ) noted that it happened two to four years ago.

Undergraduate and Graduate/Professional Student respondents were asked to share what semester in their college career they experienced the unwanted sexual contact. Of the 268

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<sup>54</sup>The survey defined unwanted sexual contact as unwanted physical sexual contact which includes forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.

<sup>55</sup>Percentage and sample size for Asian/Asian American respondents were intentionally excluded to protect the confidentiality of participants because their  $n$  was less than 5.

<sup>56</sup>Percentage and sample size for Hispanic/Latin@/Chican@ respondents were intentionally excluded to protect the confidentiality of participants because their  $n$  was less than 5.

<sup>57</sup>Percentage and sample size for Administrator respondents were intentionally excluded to protect the confidentiality of participants because their  $n$  was less than 5.

Student respondents who indicated that they experienced such conduct, 42% ( $n = 112$ ) noted that it happened in their first semester, 30% ( $n = 81$ ) noted that it happened in their second semester, 21% ( $n = 56$ ) indicated that it occurred in their third semester, and 19% ( $n = 52$ ) indicated that it happened in their fourth semester (Table 32).

**Table 32. Semester in Which Student Respondents Experienced Unwanted Sexual Contact**

<b>Semester conduct occurred</b>	<b><i>n</i></b>	<b>%</b>
First	112	41.8
Second	81	30.2
Third	56	20.9
Fourth	52	19.4
Fifth	22	8.2
Sixth	12	4.5
Seventh	10	3.7
Eighth	4	1.5
After eighth semester	3	1.1
While a graduate/professional student	4	1.5

Note: Only answered by Undergraduate Students who indicated on the survey that they experienced unwanted sexual contact ( $n = 268$ ).

Forty-eight percent ( $n = 145$ ) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified Kent State students as the perpetrators of the conduct (Figure 43). Respondents also identified other sources as acquaintances/friends (38%,  $n = 116$ ) and strangers (20%,  $n = 60$ )

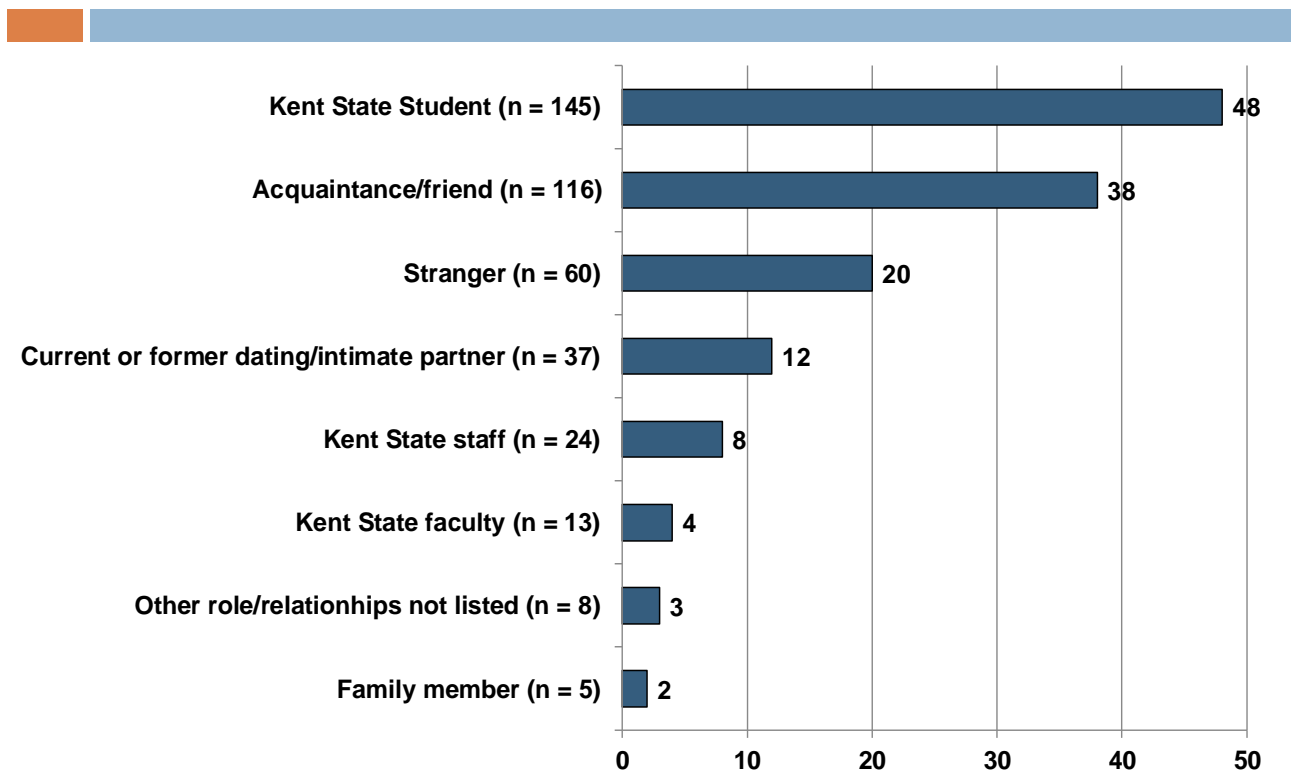


Figure 43. Perpetrator of Unwanted Sexual Contact (%)

Asked where the incidents occurred, 50% ( $n = 151$ ) of these respondents indicated that they occurred on campus, in locations such as “Beall Hall,” “campus center,” “CCB,” “CCD,” “Clark Hall,” “dorm room,” “faculty office,” “fraternity house,” “graduate residence hall,” “in Department,” “Johsnon dorm,” “Koonce residence hall,” “library,” “library basement,” “Manchester hall,” “Olson Hall,” “Parties,” “Shared Lab,” “stadium parking lot,” “Stopher Hall,” “Student center,” “Tri-Towers,” and “While preparing for teaching.” Forty-three percent

( $n = 162$ ) of respondents who indicated on the survey that they had experienced unwanted sexual contact specified that the incidents occurred off campus. Several of these respondents identified places such as private homes, parties, friend's houses, "at a club in Akron," "at his house," "Campus Pointe – Halloween Party," "DTD frat house," "DU frat house," "Fraternity House, My own House," "Sigma Chi house on Main street," Province," "Rays," "University Edge Apartments," "University Townhomes," and "Walmart" as locations where off-campus unwanted sexual contact occurred.

Asked how they felt in response to experiencing unwanted sexual contact, 74% ( $n = 225$ ) of these respondents felt uncomfortable, 47% ( $n = 143$ ) were embarrassed, 43% ( $n = 132$ ) felt somehow responsible, 42% ( $n = 129$ ) were angry, and 40% ( $n = 122$ ) were afraid (Table 33).

**Table 33. Emotional Reactions to Unwanted Sexual Contact**

<b>Emotional reaction to conduct</b>	<b><i>n</i></b>	<b>%</b>
I felt uncomfortable	225	74.0
I felt embarrassed	143	47.0
I felt somehow responsible	132	43.4
I was angry	129	42.4
I was afraid	122	40.1
I ignored it	95	31.3

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact ( $n = 268$ ).

In response to experiencing unwanted sexual conduct, 57% ( $n = 172$ ) of respondents told a friend, 40% ( $n = 120$ ) avoided the harasser, and 31% ( $n = 95$ ) did nothing (Table 34).

Of the 38 respondents (13%) who reported it or sought support from an on-campus resource, 32% ( $n = 12$ ) reported it or sought support from Kent State Public Safety/KSUPD, 21% ( $n = 8$ ) reported it or sought support from their supervisor, and 18% ( $n = 7$ ) reported it or sought support from the Title IX Coordinator.

**Table 34. Actions in Response to Unwanted Sexual Contact**

<b>Action</b>	<b><i>n</i></b>	<b>%</b>
I told a friend	172	56.6
I avoided the harasser	120	39.5
I did nothing	95	31.3
I left the situation immediately	68	22.4
I didn't report it for fear that my complaint would not be taken seriously	66	21.7
I told a family member	59	19.4
I didn't know whom to go to	47	15.5
I confronted the harasser at the time	44	14.5
I confronted the harasser later	44	14.5
I reported it to or sought support from an on-campus resource	38	12.5
<i>Kent State Public Safety/KSUPD</i>	<i>12</i>	<i>31.6</i>
<i>My supervisor</i>	<i>8</i>	<i>21.1</i>
<i>Title IX Coordinator</i>	<i>7</i>	<i>18.4</i>
<i>Student Conduct</i>	<i>6</i>	<i>15.8</i>
<i>Kent State counseling center or campus counseling staff</i>	<i>6</i>	<i>15.8</i>
<i>Staff person</i>	<i>5</i>	<i>13.2</i>
<i>Campus security</i>	<i>&lt; 5</i>	<i>---</i>
<i>Faculty member</i>	<i>&lt; 5</i>	<i>---</i>
<i>Other</i>	<i>&lt; 5</i>	<i>---</i>
<i>Office of Equal Opportunity &amp; Affirmative Action (or a facilitator)</i>	<i>&lt; 5</i>	<i>---</i>
<i>The Office of Sexual and Relationship Violence Support Services (SRVSS)</i>	<i>&lt; 5</i>	<i>---</i>
<i>Student staff (e.g., residence hall staff, peer mentor)</i>	<i>&lt; 5</i>	<i>---</i>
<i>Coach or athletic training staff member</i>	<i>&lt; 5</i>	<i>---</i>
<i>Dean of Students or Student Ombuds</i>	<i>&lt; 5</i>	<i>---</i>
<i>LGBTQ Student Center</i>	<i>&lt; 5</i>	<i>---</i>
<i>Employee Relations</i>	<i>&lt; 5</i>	<i>---</i>
<i>Student Accessibility Services</i>	<i>&lt; 5</i>	<i>---</i>
<i>Senior administration (e.g., president, provost, dean, vice provost, vice president)</i>	<i>&lt; 5</i>	<i>---</i>
<i>My union representative</i>	<i>&lt; 5</i>	<i>---</i>
<i>Employee Assistance Program (IMPACT)</i>	<i>0</i>	<i>0.0</i>

<b>Table 34 (cont.)</b>	<b><i>n</i></b>	<b>%</b>
<i>Teaching assistant/graduate assistant</i>	0	0.0
<i>My academic advisor</i>	0	0.0
<i>The Office of Global Education</i>	0	0.0
<i>Center for Adult and Veteran Services</i>	0	0.0
It didn't affect me at the time	27	8.9
I sought information online	24	7.9
I did report it, but I did not feel the complaint was taken seriously	19	6.3
I reported it to or sought support from an off-campus resource	18	5.9
<i>Local law enforcement (other than KSUPD)</i>	11	61.1
<i>Off-campus counseling service</i>	5	27.8
<i>I filed a complaint with an external agency (e.g., Ohio Civil Rights Commission, EEOC, US Department of Education)</i>	< 5	---
<i>A spiritual adviser (e.g., imam, pastor, rabbi, priest, layperson)</i>	< 5	---
<i>Local or national hotline</i>	0	0.0
<i>Local rape crisis center</i>	0	0.0
A response not listed above	21	6.9

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact ( $n = 268$ ).

<sup>xxx</sup>A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity:  $\chi^2(2, N = 8,415) = 63.7, p < .001$ .

<sup>xxxi</sup>A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by ethnic identity:  $\chi^2(5, N = 8,297) = 26.9, p < .001$ .

<sup>xxxii</sup>A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity:  $\chi^2(2, N = 8,193) = 28.5, p < .001$ .

<sup>xxxiii</sup>A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by disability status:  $\chi^2(2, N = 8,397) = 63.8, p < .001$ .

<sup>xxxiv</sup>A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by position status:  $\chi^2(4, N = 8,448) = 94.2, p < .001$ .



## Summary

Seventy-nine percent of all respondents were “comfortable” or “very comfortable” with the climate at Kent State University and 69% of Faculty, Staff, and Administrator with Faculty rank respondents were “comfortable” or “very comfortable” with the climate in their departments/work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of respondents found the campus climate to be “comfortable” or “very comfortable,” suggests that a similar percentage of Kent State University respondents were “comfortable” or “very comfortable” with the climate at Kent State University.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Kent State University, 17% ( $n = 1,408$ ) of respondents believed that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results are slightly lower than the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary conduct and discrimination than those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Twenty-two percent ( $n = 1,875$ ) of Kent State University survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at Kent State University that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. In addition, 4% ( $n = 304$ ) of respondents indicated on the survey that they had experienced unwanted sexual contact while a member of the Kent State University community.

## Faculty, Staff, and Administrator with Faculty Rank Perceptions of Climate

This section of the report describes Faculty, Staff, and Administrator with Faculty rank responses to survey items focused on certain employment practices at Kent State University (e.g., hiring, promotion, and disciplinary actions), their perceptions of the workplace climate at Kent State University, and their thoughts on work-life and various climate issues.

### Perceptions of Employment Practices

The survey queried Faculty, Staff, and Administrator with Faculty rank respondents about whether they had observed discriminatory employment practices at Kent State. Twenty-seven percent ( $n = 38$ ) of Administrator with Faculty rank respondents, 27% ( $n = 433$ ) of Staff respondents, and 20% ( $n = 190$ ) of Faculty respondents indicated that they had observed hiring practices at Kent State University (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) within the past year/hiring cycle that they perceived to be unjust or that would inhibit diversifying the community (Table 35).<sup>xxxv</sup> Subsequent analyses indicated that of those Faculty, Staff, and Administrator with Faculty rank respondents who indicated that they had observed unjust hiring at Kent State University, 25% ( $n = 167$ ) noted that it was based on ethnicity, 21% ( $n = 139$ ) on racial identity, 20% ( $n = 133$ ) on nepotism, 15% ( $n = 101$ ) on gender/gender identity, and 14% each on position ( $n = 95$ ) and age ( $n = 93$ ). Further analysis revealed no significant differences by Staff status or gender identity.

**Table 35. Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust, or That Would Inhibit Diversifying the Community**

	Hiring practices		Employment-related disciplinary actions		Procedures or practices related to promotion, tenure, and/or reclassification	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>No</b>	<b>2,034</b>	<b>75.5</b>	<b>2,369</b>	<b>88.2</b>	<b>1,846</b>	<b>69.1</b>
Faculty	740	79.6	804	86.8	587	63.6
Administrator with Faculty rank	103	73.0	127	30.1	106	75.7
Staff	1,191	73.3	1,438	88.8	1,153	71.7
<b>Yes</b>	<b>661</b>	<b>24.5</b>	<b>318</b>	<b>11.8</b>	<b>826</b>	<b>30.9</b>
Faculty	190	20.4	122	13.2	336	36.4
Administrator with Faculty rank	38	27.0	14	9.9	34	24.3
Staff	433	26.7	182	11.2	456	28.3

Note: Table includes Faculty, Staff, and Administrator with Faculty rank responses ( $n = 2,713$ ) only.

Subsequent analyses<sup>58</sup> indicated the following:

- By faculty status: 27% ( $n = 113$ ) of Tenure and Tenure-Track Faculty respondents, 17% ( $n = 47$ ) of Non-Tenure Track Faculty respondents, and 13% ( $n = 30$ ) of Adjunct/Part-Time Faculty respondents indicated that they had observed unjust hiring practices.<sup>xxxvi</sup>
- By racial identity:<sup>59</sup> 45% ( $n = 68$ ) of Black/African American employee respondents, 33% ( $n = 33$ ) of Multiracial employee respondents, 30% ( $n = 19$ ) of Asian/Asian American employee respondents, 22% ( $n = 497$ ) of White employee respondents, and 21% ( $n = 6$ ) of Hispanic/Chican@/Latin@ employee respondents indicated that they had observed unjust hiring practices.<sup>xxxvii</sup>
- By age:<sup>60</sup> 27% ( $n = 122$ ) of 23 through 34 years old employee respondents, 25% ( $n = 291$ ) of 49 through 65 years old employee respondents, 24% ( $n = 205$ ) of 35 through 48 years old employee respondents, and 14% ( $n = 19$ ) of 66 and over years old employee respondents noted that they had observed unjust hiring practices.<sup>xxxviii</sup>

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<sup>58</sup>Chi-square analyses were conducted by employee position, gender identity, racial identity, staff status, faculty status, and age; only significant differences are reported.

<sup>59</sup>Other People of Color employee respondents were intentionally excluded to protect the confidentiality of participants because their  $n$  was less than 5.

<sup>60</sup>22 and under employee respondents have been removed from all analyses by age for employees because their sample size ( $n < 5$ ) is too small to ensure confidentiality.

Twelve percent ( $n = 318$ ) of Faculty, Staff, and Administrator with Faculty rank respondents indicated that they had observed unjust employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle at Kent State University. Subsequent analyses indicated that of those individuals, 19% ( $n = 61$ ) believed that the discrimination was based on a position status, 19% ( $n = 59$ ) on age, 17% ( $n = 55$ ) on ethnicity, and 14% ( $n = 45$ ) on gender/gender identity. No significance differences existed in the responses of Administrator with Faculty rank respondents, Faculty respondents, and Staff respondents. Additionally, no significant differences in responses emerged by staff status or gender identity.

Subsequent analyses<sup>61</sup> indicated the following:

- By faculty status: 20% ( $n = 82$ ) of Tenure and Tenure-Track Faculty respondents, 12% ( $n = 32$ ) of Non-Tenure Track Faculty respondents, and 4% ( $n = 8$ ) of Adjunct/Part-Time Faculty respondents indicated that they had observed unjust employment related disciplinary action.<sup>xxxix</sup>
- By racial identity:<sup>62,63</sup> 19% ( $n = 12$ ) of Asian/Asian American employee respondents, 17% ( $n = 17$ ) of Multiracial employee respondents, 17% ( $n = 25$ ) of Black/African American employee respondents, and 11% ( $n = 245$ ) of White employee respondents indicated that they had observed unjust employment related disciplinary action.<sup>xi</sup>
- By age: 14% ( $n = 161$ ) of 49 through 65 years old employee respondents, 12% ( $n = 17$ ) 66 years old and older employee respondents, 11% ( $n = 98$ ) of 35 through 48 years old employee respondents, and 7% ( $n = 33$ ) of 23 through 34 years old employee respondents noted that they had observed unjust employment related disciplinary action.<sup>xli</sup>

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<sup>61</sup>Chi-square analyses were conducted by employee position, gender identity, racial identity, staff status, faculty status, and age; only significant differences are reported.

<sup>62</sup>Other People of Color employee respondent percentages and numbers were intentionally excluded as zero respondents indicated they had observed unjust employment-related discipline or action up to and including dismissal.

<sup>63</sup>Hispanic/Chican@/Latin@ employee respondents were intentionally excluded to protect the confidentiality of participants because their  $n$  was less than 5.

Thirty-one percent ( $n = 826$ ) of Faculty, Staff, and Administrator with Faculty rank respondents indicated that they had observed unjust promotion, tenure, reappointment, renewal of appointment, or reclassification practices at Kent State University. Subsequent analyses indicated that of those individuals, 18% ( $n = 148$ ) believed that the unjust promotion, tenure, reappointment, renewal of appointment, or reclassification practices was based on position status, 14% ( $n = 119$ ) on gender/gender identity, and 12% ( $n = 96$ ) on ethnicity. Thirteen percent ( $n = 109$ ) indicated that they did not know what the unjust practices were based on. Faculty respondents (36%,  $n = 336$ ) were significantly more likely to indicate they had observed unjust promotion, tenure, reappointment, renewal of appointment, or reclassification practices at Kent State University compared to Staff respondents (28%,  $n = 456$ ) and Administrator with Faculty rank respondents (24%,  $n = 34$ ).<sup>xlii</sup> Additionally, no significant differences in responses emerged by staff status, gender identity, or racial identity.

Subsequent analyses<sup>64</sup> indicated the following:

- By position: 49% ( $n = 204$ ) of Tenured and Tenure-Track Faculty respondents, 34% ( $n = 94$ ) of Non-Tenure-Track respondents, and 17% ( $n = 38$ ) of Adjunct/Part-Time respondents indicated that they had observed unfair or unjust practices related to promotion, tenure, reappointment, and/or reclassification.<sup>xliii</sup>

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<sup>xxxv</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they observed discriminatory employment practices related to hiring at Kent State by position status:  $\chi^2(2, N = 2,695) = 12.9, p < .01$ .

<sup>xxxvi</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they observed unjust employment practices related to hiring at Kent State by faculty status:  $\chi^2(2, N = 930) = 20.5, p < .001$ .

<sup>xxxvii</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they observed unjust employment practices related to hiring at Kent State by racial identity:  $\chi^2(5, N = 2,606) = 47.3, p < .001$ .

<sup>xxxviii</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they observed unjust employment practices related to hiring at Kent State by age:  $\chi^2(3, N = 2,639) = 10.5, p < .05$ .

<sup>xxxix</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they observed unjust employment related disciplinary actions at Kent State by faculty status:  $\chi^2(2, N = 930) = 20.5, p < .001$ .

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<sup>64</sup>Chi-square analyses were conducted by gender identity, position status, staff status, faculty status, and racial identity; only significant differences are reported.

<sup>xi</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they observed unjust employment related disciplinary actions at Kent State by racial identity:  $\chi^2(5, N = 2,601) = 12.9, p < .05$ .

<sup>xli</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they observed unjust employment related disciplinary actions at Kent State by age:  $\chi^2(3, N = 2,634) = 12.8, p < .01$ .

<sup>xlii</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they observed unjust promotion, tenure, reappointment, renewal of appointment, or reclassification practices by position status:  $\chi^2(2, N = 2,672) = 20.9, p < .001$

<sup>xliii</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated that they observed unfair employment practices related to promotion, tenure, reappointment, and/or reclassification by faculty status:  $\chi^2(2, N = 923) = 67.0, p < .001$ .

## **Faculty, Staff, and Administrator with Faculty Rank Respondents' Views on Workplace Climate and Work-Life Balance**

One survey item queried Faculty, Staff, and Administrator with Faculty rank respondents about their opinions regarding work-life issues at Kent State University. Frequencies and significant differences based on position status, gender identity,<sup>65</sup> racial identity,<sup>66</sup> sexual identity, disability status, citizenship status, military status, and religious/spiritual affiliation are provided in Tables 36 through 38. Significant differences are provided within the tables.

Thirty-six percent ( $n = 966$ ) of Employee respondents were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision (Table 36). Significant differences emerged among position status, such that higher percentages of Faculty respondents (37%,  $n = 348$ ) and Staff respondents (36%,  $n = 576$ ) than Administrator with Faculty rank respondents (30%,  $n = 42$ ) were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision. Significantly higher percentages of Classified Staff respondents (39%,  $n = 215$ ) than Unclassified Staff respondents (34%,  $n = 361$ ) were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision. Further analyses also showed significant difference among faculty respondents, with Non-Tenure-Track Faculty respondents (19%,  $n = 52$ ) and Tenured and Tenure-Track Faculty respondents (16%,  $n = 65$ ) being significantly more likely to “strongly agree” that they were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision than were Adjunct/Part-Time Faculty respondents (8%,  $n = 19$ ). A higher percentage of Women Faculty, Staff, and Administrator with Faculty rank respondents (37%,  $n = 625$ ) than Men Faculty, Staff, and Administrator with Faculty rank respondents (33%,  $n = 321$ ) were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision. Additionally, a significantly greater percentage of Asian/Asian American Faculty, Staff, and Administrator with

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<sup>65</sup>Transspectrum Faculty, Staff, and Administrator respondents ( $n = 10$ ) were not included in the analyses because their numbers were too few to maintain confidentiality.

<sup>66</sup>Other People of Color Faculty, Staff, and Administrator respondents ( $n = 12$ ) were not included in the analyses because their numbers were too few to maintain confidentiality.

Faculty rank respondents (56%,  $n = 36$ ) than Black/African American (41%,  $n = 62$ ), Hispanic//Latin@/Chican@ Faculty, Staff, and Administrator with Faculty rank respondents (41%,  $n = 12$ ), Multiracial Faculty, Staff, and Administrator with Faculty rank respondents (38%,  $n = 38$ ), and White Faculty, Staff, and Administrator with Faculty rank respondents (34%,  $n = 763$ ) were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision. Forty-five percent ( $n = 74$ ) of LGBTQ Faculty, Staff, and Administrator with Faculty rank respondents were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision compared to 35% ( $n = 810$ ) of Heterosexual Faculty, Staff, and Administrator with Faculty rank respondents and 33% ( $n = 22$ ) of Asexual/Other Faculty, Staff, and Administrator with Faculty rank respondents. By disability status, 63% ( $n = 42$ ) of Multiple Disabilities Faculty, Staff, and Administrator with Faculty rank respondents and 52% ( $n = 85$ ) of Single Disability Faculty, Staff, and Administrator with Faculty rank respondents were more likely to indicate that they were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision compared to 34% ( $n = 826$ ) of No Disability Faculty, Staff, and Administrator with Faculty rank respondents. Non-U.S. Citizen Faculty, Staff, and Administrator with Faculty rank respondents (44%,  $n = 34$ ) were also more likely to indicate that they were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision than U.S. Citizen Faculty, Staff, and Administrator with Faculty rank respondents (36%,  $n = 924$ ). Lastly, 36% ( $n = 896$ ) of Non-Military Service Faculty, Staff, and Administrator with Faculty rank respondents compared to 33% ( $n = 42$ ) of Military Service Faculty, Staff, and Administrator with Faculty rank respondents were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision.



**Table 36. Faculty, Staff, and Administrator with Faculty Rank Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I am reluctant to bring up issues that concern me for fear that doing so will affect my performance evaluation/review or tenure/merit/promotion decision.</b>	<b>375</b>	<b>14.0</b>	<b>591</b>	<b>22.0</b>	<b>965</b>	<b>36.0</b>	<b>752</b>	<b>28.0</b>
Position status <sup>xliv</sup>								
Faculty	136	14.6	212	22.8	333	35.8	250	26.9
Admin w/ Faculty Rank	15	10.7	27	19.3	40	28.6	58	41.4
Staff	224	13.9	352	21.8	592	36.7	444	27.5
Staff status <sup>xliv</sup>								
Classified	95	17.2	120	21.8	193	35.0	143	26.0
Unclassified	129	12.2	232	21.9	399	37.6	301	28.4
Faculty status <sup>xlvi</sup>								
Tenure-Track	65	15.5	105	25.0	151	36.0	99	23.6
Non-Tenure-Track	52	18.5	68	24.2	97	34.5	64	22.8
Adjunct/Part-Time	19	8.3	39	17.0	85	37.0	87	37.8
Gender identity <sup>xlvii</sup>								
Women	234	14.0	391	23.3	610	36.4	441	26.3
Men	132	13.6	189	19.4	347	35.6	306	31.4
Racial identity <sup>xlviii</sup>								
Asian/Asian American	11	17.2	25	39.1	22	34.4	6	9.4
Black/African American	21	13.9	41	27.2	55	36.4	34	22.5
Hispanic/Latin@/Chican@	5	17.2	7	24.1	9	31.0	8	27.6
White	298	13.3	465	20.8	818	36.6	657	29.4
Multiracial	19	19.0	19	19.0	31	31.0	31	31.0
Sexual identity <sup>xlix</sup>								
LGBQ	37	22.6	37	22.6	56	34.1	34	20.7
Heterosexual	300	12.9	510	21.9	852	36.5	671	28.8
Asexual/Other	10	14.9	12	17.9	21	31.3	24	35.8
Disability status <sup>l</sup>								
Single Disability	40	24.4	45	27.4	40	24.4	39	23.8
No Disability	304	12.5	522	21.5	902	37.2	695	28.7
Multiple Disabilities	25	37.3	17	25.4	13	19.4	12	17.9
Citizenship Status <sup>li</sup>								
U.S. Citizen	366	14.1	558	21.6	927	35.8	737	28.5
Non-U.S. Citizen	6	7.8	28	36.4	31	40.3	12	15.6
Military service <sup>lii</sup>								
Military Service	23	17.8	19	14.7	32	24.8	55	42.6
Non-Military Serve	343	13.7	553	22.1	918	36.7	688	27.5

Note: Table includes Faculty, Staff, and Administrator with Faculty rank responses (*n* = 2,713) only.

Thirty-two percent ( $n = 816$ ) of Faculty, Staff, and Administrator with Faculty rank respondents indicated that they thought their colleagues/coworkers expected them to represent “the point of view” of their identity (Table 37). A significantly higher percentage of Faculty respondents (35%,  $n = 311$ ) and Administrator with Faculty rank respondents (33%,  $n = 45$ ) than Staff respondents (30%,  $n = 460$ ) indicated that they thought their colleagues/coworkers expected them to represent “the point of view” of their identity. Additionally, a significantly greater percentage of Asian/Asian American Faculty, Staff, and Administrator with Faculty rank respondents (48%,  $n = 31$ ), Hispanic/Latin@/Chican@ Faculty, Staff, and Administrator with Faculty rank respondents,<sup>67</sup> and Black/African American Faculty, Staff, and Administrator with Faculty rank respondents (43%,  $n = 63$ ) Multiracial Faculty, Staff, and Administrator with Faculty rank respondents (33%,  $n = 33$ ) and White Faculty, Staff, and Administrator with Faculty rank respondents (30%,  $n = 639$ ) indicated that they thought their colleagues/coworkers expected them to represent “the point of view” of their identity. Likewise, a higher percentage of LGBTQ Faculty, Staff, and Administrator with Faculty rank respondents (40%,  $n = 65$ ) than Asexual/Other Faculty, Staff, and Administrator with Faculty rank respondents (32%,  $n = 21$ ) and Heterosexual Faculty, Staff, and Administrator with Faculty rank respondents (31%,  $n = 698$ ) indicated that they thought their colleagues/coworkers expected them to represent “the point of view” of their identity. By citizenship status, Non-U.S. Citizen Faculty, Staff, and Administrator with Faculty rank respondents (47%,  $n = 36$ ) were significantly more likely to indicate that they thought their colleagues/coworkers expected them to represent “the point of view” of their identity compared to U.S. Citizen Faculty, Staff, and Administrator with Faculty rank respondents (31%,  $n = 774$ ). Lastly, by religious/spiritual affiliation, 40% ( $n = 49$ ) of Multiple Affiliation Faculty, Staff, and Administrator with Faculty rank respondents and 40% ( $n = 46$ ) of Other Religious/Spiritual Faculty, Staff, and Administrator with Faculty rank respondents were significantly more likely to note that they thought their colleagues/coworkers expected them to represent “the point of view” of their identity than were 32% ( $n = 499$ ) of Christian Affiliation Faculty, Staff, and Administrator with Faculty rank respondents and 28% ( $n = 194$ ) of No Affiliation Faculty, Staff, and Administrator with Faculty rank respondents.

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<sup>67</sup>Hispanic/Latin@/Chican@ sample size and percentages were not included because one cell has an  $n$  less than 5.

Table 37 also illustrates that 45% ( $n = 1,196$ ) of Faculty, Staff, and Administrator with Faculty rank respondents “strongly agreed” or “agreed” that the process for determining salaries/merit raises was clear. A significantly higher percentage of Administrator with Faculty rank respondents (13%,  $n = 18$ ) than Faculty respondents (10%,  $n = 92$ ) and Staff respondents (8%,  $n = 128$ ) “strongly agreed” that the process for determining salaries/merit raises was clear. By staff status, Classified Staff respondents (11%,  $n = 61$ ) were significantly more likely to “strongly agree” that the process for determining salaries/merit raises was clear compared to Unclassified Staff respondents (6%,  $n = 67$ ). Additionally, Asian/Asian American Faculty, Staff, and Administrator with Faculty rank respondents (38%,  $n = 23$ ) and White Faculty, Staff, and Administrator with Faculty rank respondents (37%,  $n = 832$ ) were significantly more likely than Black/African American Faculty, Staff, and Administrator with Faculty rank respondents (33%,  $n = 49$ ), Hispanic/Latin@/Chican@ Faculty, Staff, and Administrator with Faculty rank respondents (28%,  $n = 8$ ) and Multiracial Faculty, Staff, and Administrator with Faculty rank respondents (24%,  $n = 24$ ) to “agree” that the process for determining salaries/merit raises was clear. Asexual/Other Faculty, Staff, and Administrator with Faculty rank respondents (42%,  $n = 28$ ) and Heterosexual Faculty, Staff, and Administrator with Faculty rank respondents (36%,  $n = 840$ ) were more likely to “agree” that the process for determining salaries/merit raises was clear compared to LGBTQ Faculty, Staff, and Administrator with Faculty rank respondents (31%,  $n = 50$ ). When analyzed by disability status, No Disability Faculty, Staff, and Administrator with Faculty rank respondents (37%,  $n = 886$ ) were significantly more likely to “agree” that the process for determining salaries/merit raises was clear compared to Single Disability Faculty, Staff, and Administrator with Faculty rank respondents (31%,  $n = 51$ ) and Multiple Disabilities Faculty, Staff, and Administrator with Faculty rank respondents (16%,  $n = 10$ ).

**Table 37. Faculty, Staff, and Administrator with Faculty Rank Respondents’ Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>My colleagues/co-workers expect me to represent “the point of view” of my identity.</b>	<b>150</b>	<b>5.8</b>	<b>666</b>	<b>25.8</b>	<b>1,119</b>	<b>43.3</b>	<b>649</b>	<b>25.1</b>
Position status <sup>liii</sup>								
Faculty	59	6.6	252	28.1	366	40.8	221	24.6
Admin w/ Faculty Rank	15	10.9	30	21.9	55	40.1	37	27.0
Staff	76	4.9	384	24.8	698	45.1	391	25.2

<b>Table 37 (cont.)</b>	<b><i>n</i></b>	<b>%</b>	<b><i>n</i></b>	<b>%</b>	<b><i>n</i></b>	<b>%</b>	<b><i>n</i></b>	<b>%</b>
Racial identity <sup>liv</sup>								
Asian/Asian American	6	9.4	25	39.1	22	34.4	11	17.2
Black/African American	24	16.3	39	26.5	66	44.9	18	12.2
Hispanic/Latin@/Chican@	< 5	---	11	37.9	9	31.0	7	24.1
White	98	4.6	541	25.2	934	43.5	575	26.8
Multiracial	10	10.1	23	23.2	48	48.5	18	18.2
Sexual identity <sup>lv</sup>								
LGBQ	15	9.3	50	30.9	71	43.8	26	16.0
Heterosexual	120	5.4	578	25.8	970	43.3	573	25.6
Asexual/Other	7	10.6	14	21.2	25	37.9	20	30.3
Citizenship Status <sup>lvi</sup>								
U.S. Citizen	142	5.7	632	25.4	1,088	43.7	628	25.2
Non-U.S. Citizen	5	6.6	31	40.8	24	31.6	16	21.1
Religious/Spiritual Affiliation <sup>lvii</sup>								
Christian Affiliation	87	5.6	412	26.7	667	43.2	379	24.5
Other Religious/Spiritual Affiliation	8	6.9	38	2.8	46	39.7	24	20.7
No Affiliation	32	4.5	162	22.9	307	43.5	205	29.0
Multiple Affiliation	15	12.3	34	27.9	52	42.6	21	17.2
<b>The process for determining salaries/merit raises is clear.</b>	<b>238</b>	<b>8.9</b>	<b>958</b>	<b>35.9</b>	<b>934</b>	<b>35.0</b>	<b>538</b>	<b>20.2</b>
Position status <sup>lviii</sup>								
Faculty	92	9.9	347	37.5	330	35.7	156	16.9
Admin w/ Faculty Rank	18	13.0	53	38.4	45	32.6	22	15.9
Staff	128	8.0	558	34.8	559	34.8	360	22.4
Staff status <sup>lix</sup>								
Classified	61	11.2	39.4	214	160	29.4	108	19.9
Unclassified	67	6.3	32.4	344	399	37.6	252	23.7
Racial identity <sup>lx</sup>								
Asian/Asian American	< 5	---	23	37.7	23	37.7	13	21.3
Black/African American	6	4.0	49	32.5	61	40.4	35	23.2
Hispanic/Latin@/Chican@	< 5	---	8	27.6	14	48.3	< 5	---
White	210	9.4	832	37.4	762	34.2	421	18.9
Multiracial	9	9.0	24	24.0	37	37.0	30	30.0
Sexual identity <sup>lxi</sup>								
LGBQ	9	5.5	50	30.7	56	34.4	48	29.4
Heterosexual	213	9.2	840	36.2	514	35.1	452	19.5
Asexual/Other	6	9.0	28	41.8	17	25.4	16	23.9
Disability status <sup>lxii</sup>								
Single Disability	13	7.9	51	31.1	49	29.9	51	31.1
No Disability	220	9.1	886	36.7	851	35.3	455	18.9
Multiple Disabilities	< 5	---	10	15.6	24	37.5	26	40.6

Note: Table includes Faculty, Staff, and Administrator with Faculty rank responses ( $n = 2,713$ ) only.

Seventy-four percent ( $n = 1,977$ ) of Faculty, Staff, and Administrator with Faculty rank respondents “strongly agreed” or “agreed” that they were comfortable taking leave that they are entitled to without fear that doing so might affect their job/career (Table 38). Administrator with Faculty rank with Faculty Rank respondents (82%,  $n = 115$ ) and Staff respondents (77%,  $n = 1,242$ ) were significantly more likely than and Faculty respondents (69%,  $n = 620$ ) to indicate

that they were comfortable taking leave that they are entitled to without fear that doing so might affect their job/career. Subsequent analyses indicated that a significantly lower percentage of Asian/Asian American Faculty, Staff, and Administrator with Faculty rank respondents (9%,  $n = 6$ ) “strongly agreed” that they were comfortable taking leave that they are entitled to without fear that doing so might affect their job/career compared to White Faculty, Staff, and Administrator with Faculty rank respondents (30%,  $n = 583$ ), Multiracial Faculty, Staff, and Administrator with Faculty rank respondents (30%,  $n = 30$ ), Black/African American Faculty, Staff, and Administrator with Faculty rank respondents (31%,  $n = 46$ ), and Hispanic/Latin@/Chican@ Faculty, Staff, and Administrator with Faculty rank respondents (32%,  $n = 9$ ). Seventy-six percent ( $n = 1,814$ ) of No Disability Faculty, Staff, and Administrator with Faculty rank respondents were comfortable taking leave that they are entitled to without fear that doing so might affect their job/career compared to 64% ( $n = 105$ ) of Single Disability Faculty, Staff, and Administrator with Faculty rank respondents and 58% ( $n = 38$ ) of Multiple Disabilities Faculty, Staff, and Administrator with Faculty rank respondents. By citizenship status, 75% ( $n = 1,915$ ) of U.S. Citizen Faculty, Staff, and Administrator with Faculty rank respondents compared to 65% ( $n = 50$ ) of Non-U.S. Citizen Faculty, Staff, and Administrator with Faculty rank respondents were comfortable taking leave that they are entitled to without fear that doing so might affect their job/career. Lastly, 83% ( $n = 107$ ) of Military Service Faculty, Staff, and Administrator with Faculty rank respondents compared to 74% ( $n = 1,838$ ) of Non-Military Service Faculty, Staff, and Administrator with Faculty rank respondents were comfortable taking leave that they are entitled to without fear that doing so might affect their job/career.

Table 38 also shows that 38% ( $n = 787$ ) of Faculty, Staff, and Administrator with Faculty rank respondents indicated that they had to work harder than they believe their colleagues/coworkers do to achieve the same recognition. Significant difference was observed among faculty respondents with 20% ( $n = 81$ ) of Tenured and Tenure-Track Faculty respondents “strongly agreeing” they had to work harder than they believe their colleagues/coworkers do to achieve the same recognition compared to 16% ( $n = 42$ ) of Non-Tenure-Track Faculty respondents and 10% ( $n = 22$ ) of Adjunct/Part-Time Faculty respondents. A higher percentage of Women Faculty, Staff, and Administrator with Faculty rank respondents (40%,  $n = 663$ ) than Men Faculty, Staff, and Administrator with Faculty rank respondents (34%,  $n = 325$ ) indicated that they had to work

harder than they believe their colleagues/coworkers do to achieve the same recognition.

Hispanic/Latin@/Chican@ Faculty, Staff, and Administrator with Faculty rank respondents (38%,  $n = 11$ ) were significantly more likely to “agree” that they had to work harder than they believe their colleagues/coworkers do to achieve the same recognition compared to Black/African American Faculty, Staff, and Administrator with Faculty rank respondents (34%,  $n = 51$ ), Multiracial Faculty, Staff, and Administrator with Faculty rank respondents (24%,  $n = 24$ ), Asian/Asian American Faculty, Staff, and Administrator with Faculty rank respondents (22%,  $n = 14$ ), and White Faculty, Staff, and Administrator with Faculty rank respondents (21%,  $n = 467$ ). Asexual/Other Faculty, Staff, and Administrator with Faculty rank respondents (25%,  $n = 17$ ) were significantly more likely to “strongly agree” that they had to work harder than they believe their colleagues/coworkers do to achieve the same recognition than were LGBTQ Faculty, Staff, and Administrator with Faculty rank respondents (16%,  $n = 26$ ) and Heterosexual Faculty, Staff, and Administrator with Faculty rank respondents (15%,  $n = 350$ ). A significantly higher percentage of Multiple Disabilities Faculty, Staff, and Administrator with Faculty rank respondents (66%,  $n = 42$ ) indicated that they had to work harder than they believe their colleagues/coworkers do to achieve the same recognition than did Single Disability Faculty, Staff, and Administrator with Faculty rank respondents (48%,  $n = 78$ ) and No Disability Faculty, Staff, and Administrator with Faculty rank respondents (36%,  $n = 874$ ).

**Table 38. Faculty, Staff, and Administrator with Faculty Rank Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I am comfortable taking leave that I am entitled to without fear that doing so may affect my job/career.</b>	<b>697</b>	<b>26.2</b>	<b>1,280</b>	<b>48.2</b>	<b>485</b>	<b>18.3</b>	<b>194</b>	<b>7.3</b>
Position status <sup>lxiii</sup>								
Faculty	169	18.7	451	49.9	209	23.1	75	8.3
Admin w/ Faculty Rank	53	37.6	62	44.0	16	11.3	10	7.1
Staff	475	29.5	767	47.6	260	16.1	109	6.8
Racial identity <sup>lxiv</sup>								
Asian/Asian American	6	9.4	34	53.1	17	26.6	7	10.9
Black/African American	46	31.3	69	46.9	27	18.4	5	3.4
Hispanic/Latin@/Chican@	9	32.1	15	53.6	< 5	---	< 5	---
White	583	26.3	1,089	49.1	389	17.5	156	4.0
Multiracial	30	30.3	35	35.4	17	17.2	17	17.2
Disability status <sup>lxv</sup>								
Single Disability	25	15.2	80	48.8	37	22.6	22	13.4
No Disability	650	27.1	1,164	48.5	428	17.8	156	6.5
Multiple Disabilities	16	24.2	22	33.3	13	19.7	15	22.7
Citizenship status <sup>lxvi</sup>								
U.S. Citizen	684	26.7	1,231	48.1	458	17.9	188	7.3
Non-U.S. Citizen	10	13.0	40	51.9	22	28.6	5	6.5
Military service <sup>lxvii</sup>								
Military Service	55	42.6	52	40.3	16	12.4	6	4.7
Non-Military Service	635	25.6	1,203	48.6	455	18.4	183	7.4
<b>I have to work harder than I believe my colleagues/coworkers do to achieve the same recognition.</b>	<b>409</b>	<b>15.4</b>	<b>598</b>	<b>22.5</b>	<b>1,247</b>	<b>47.0</b>	<b>400</b>	<b>15.1</b>
Faculty status <sup>lxviii</sup>								
Tenure-Track	81	19.6	114	27.6	164	39.7	54	13.1
Non-Tenure-Track	42	15.2	77	27.9	128	46.4	29	10.5
Adjunct/Part-Time	22	9.9	38	17.1	116	52.3	46	20.7
Gender identity <sup>lxix</sup>								
Women	266	16.0	397	23.9	762	45.9	236	14.2
Men	136	14.2	189	19.7	472	49.2	163	17.0
Racial identity <sup>lxx</sup>								
Asian/Asian American	22	34.4	14	21.9	24	37.5	< 5	---
Black/African American	38	25.2	51	33.8	49	32.5	13	8.6
Hispanic/Latin@/Chican@	< 5	---	11	37.9	11	37.9	< 5	---
White	306	13.8	467	21.1	1,088	49.2	352	15.9
Multiracial	20	20.2	24	24.2	36	36.4	19	19.2
Sexual identity <sup>lxxi</sup>								
LGBQ	26	16.3	47	29.4	70	43.8	17	10.6
Heterosexual	350	15.1	513	22.2	1,083	46.8	366	15.8
Asexual/Other	17	25.4	8	11.9	32	47.8	10	14.9
Disability status <sup>lxxii</sup>								
Single Disability	42	25.6	36	22.0	73	44.5	13	7.9
No Disability	337	14.1	537	22.4	1,145	47.7	379	15.8
Multiple Disabilities	26	40.6	16	25.0	19	29.7	< 5	---

Note: Table includes Faculty, Staff, and Administrator with Faculty rank responses (*n* = 2,713) only.

## Staff Respondents' Views on Workplace Climate and Work-Life Balance

Question 36 in the survey queried Staff respondents about their opinions on work-life issues, including opinions about support received from supervisors and the institution. Tables 39 through 42 illustrate Staff responses to these items. Analyses were conducted by staff status,<sup>68</sup> gender identity,<sup>69</sup> racial identity, sexual identity, citizenship, and disability status, and military status; significant differences are presented in the tables.

Eighty-nine percent ( $n = 1,433$ ) of Staff respondents thought Kent State was supportive of staff taking leave (Table 39). Additionally, Eighty-eight percent ( $n = 1,415$ ) of Staff respondents “strongly agree”/“agreed” that their supervisors were supportive of them taking leave. A significantly greater percentage of Unclassified Staff respondents (41%,  $n = 435$ ) than Classified Staff respondents (35%,  $n = 188$ ) “strongly agreed” that their supervisors were supportive of them taking leave.

Sixty-one percent ( $n = 971$ ) of Staff respondents indicated that Kent State is supportive of flexible work schedules (Table 39). No Disability Staff respondents (16%,  $n = 236$ ) were significantly more likely to “strongly agree” that Kent State is supportive of flexible work schedules compared to Single Disability Staff respondents (13%,  $n = 12$ ) and Multiple Disabilities Staff respondents.<sup>70</sup> Additional analyses also revealed that a higher percentage of Military Service Staff respondents (24%,  $n = 21$ ) than Non-Military Service Staff respondents (16%,  $n = 228$ ) “strongly agreed” that Kent State is supportive of flexible work schedules.

Table 39 also shows that 72% ( $n = 1,127$ ) of Staff respondents indicated that their supervisors are supportive of flexible work schedules. No Disability Staff respondents (46%,  $n = 656$ ) were significantly more likely to “agree” that their supervisors were supportive of flexible work

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<sup>68</sup>Readers will note that Staff respondents further identified their positions as Classified Staff ( $n = 557$ ) or Unclassified Staff ( $n = 1,075$ ).

<sup>69</sup>Transpectrum Staff respondents ( $n < 5$ ) were not included in the analyses because their numbers were too few to maintain confidentiality.

<sup>70</sup>Percentage and overall number for Staff respondents with Multiple Disabilities were not offered because one cell has an  $n$  that is less than 5.



schedules compared to Single Disability Staff respondents (39%,  $n = 35$ ) and Multiple Disabilities Staff respondents (27%,  $n = 9$ ).

**Table 39. Staff Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I find that Kent State is supportive of staff taking leave.</b>	<b>414</b>	<b>25.7</b>	<b>1,019</b>	<b>63.3</b>	<b>149</b>	<b>9.3</b>	<b>28</b>	<b>1.7</b>
<b>I find that my supervisor is supportive of my taking leave.</b>	<b>623</b>	<b>38.9</b>	<b>792</b>	<b>49.4</b>	<b>142</b>	<b>8.9</b>	<b>46</b>	<b>2.9</b>
Staff status <sup>lxxiii</sup>								
Classified Staff	188	34.6	282	51.9	48	8.8	25	4.6
Unclassified Staff	435	41.0	510	48.1	94	8.9	21	2.0
<b>I find that Kent State is supportive of flexible work schedules.</b>	<b>253</b>	<b>15.9</b>	<b>718</b>	<b>45.2</b>	<b>427</b>	<b>26.9</b>	<b>191</b>	<b>12.0</b>
Disability status <sup>lxxiv</sup>								
Single Disability	12	3.0	34	37.0	29	31.5	17	18.5
No Disability	236	16.3	670	46.3	378	26.1	163	11.3
Multiple Disabilities	< 5	---	7	20.6	16	47.1	8	23.5
Military service <sup>lxxv</sup>								
Military Service	21	24.1	40	46.0	14	16.1	12	13.8
Non-Military Service	228	15.5	664	45.1	405	27.5	175	11.9
<b>I find that my supervisor is supportive of flexible work schedules.</b>	<b>418</b>	<b>26.6</b>	<b>709</b>	<b>45.1</b>	<b>309</b>	<b>19.7</b>	<b>135</b>	<b>8.6</b>
Disability status <sup>lxxvi</sup>								
Single Disability	24	27.0	35	39.3	18	20.2	12	13.5
No Disability	387	27.0	656	45.8	276	19.3	114	8.0
Multiple Disabilities	< 5	---	9	27.3	13	39.4	7	21.2

Note: Table includes Staff responses ( $n = 1,632$ ) only.

Table 40 illustrates that 20% ( $n = 310$ ) of Staff respondents “strongly agreed” or “agreed” that people who do not have children are burdened with work responsibilities beyond those who do have children. Subsequent analyses indicated that a significantly greater percentage of Unclassified Staff respondents (22%,  $n = 231$ ) than Classified Staff respondents (15%,  $n = 79$ ) felt that people who do not have children are burdened with work responsibilities beyond those who do have children. Additionally, LGBTQ Staff respondents (20%,  $n = 16$ ) were significantly more likely to “agree” that people who do not have children are burdened with work

responsibilities beyond those who do have children compared to Asexual/Other Staff respondents (14%,  $n = 6$ ) and Heterosexual Staff respondents (12%,  $n = 165$ ).

Twenty-one percent ( $n = 291$ ) of Staff respondents have used Kent State policies on taking leave for childbearing or adoption (Table 40). A significantly greater percentage of Unclassified Staff respondents (23%,  $n = 220$ ) than Classified Staff respondents (16%,  $n = 71$ ) have used Kent State policies on taking leave for childbearing or adoption. Additional analyses indicated that a significantly greater percentage of Men Staff respondents (24%,  $n = 107$ ) noted that they have used Kent State policies on taking leave for childbearing or adoption, compared to Women Staff respondents (19%,  $n = 182$ ). Analyses also revealed that Asexual/Other Staff respondents (59%,  $n = 23$ ) and LGBQ Staff respondents (55%,  $n = 42$ ) were significantly more likely to “strongly disagree” that they have used Kent State policies on taking leave for childbearing or adoption, compared Heterosexual Staff respondents (39%,  $n = 493$ ).

Table 40 also shows that 4% ( $n = 53$ ) of Staff respondents have used Kent State policies on military active service-modified duties. A significantly greater percentage of Unclassified Staff respondents (53%,  $n = 490$ ) “strongly disagreed” that they had used Kent State policies on military active service-modified duties, than Classified Staff respondents (45%,  $n = 194$ ). Additionally, a significantly greater percentage of Men Staff respondents (5%,  $n = 23$ ) than Women Staff respondents (2%,  $n = 17$ ) “agreed” that they had used Kent State policies on military active service-modified duties.

**Table 40. Staff Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children.</b>	<b>116</b>	<b>7.3</b>	<b>194</b>	<b>12.3</b>	<b>904</b>	<b>57.3</b>	<b>365</b>	<b>23.1</b>
Staff status <sup>lxxvii</sup>								
Classified	31	5.8	48	9.0	315	59.2	138	25.9
Unclassified	85	8.1	146	13.9	589	56.3	227	21.7
Sexual identity <sup>lxxviii</sup>								
LGBQ	15	18.3	16	19.5	41	50.0	10	12.2
Heterosexual	95	6.8	165	11.9	799	57.5	331	23.8
Asexual/Other	< 5	---	6	13.6	22	50.0	12	27.3
<b>I have used Kent State policies on taking leave for childbearing or adoption.</b>	<b>135</b>	<b>9.6</b>	<b>156</b>	<b>11.1</b>	<b>545</b>	<b>38.6</b>	<b>575</b>	<b>40.8</b>
Staff status <sup>lxxix</sup>								
Classified Staff	27	6.0	44	9.8	198	44.2	179	40.0
Unclassified Staff	108	11.2	112	11.6	347	36.0	396	41.1
Gender identity <sup>lxxx</sup>								
Woman	106	11.2	76	8.1	373	39.6	388	41.1
Man	29	6.4	78	17.2	166	36.6	180	39.7
Sexual identity <sup>lxxxi</sup>								
LGBQ	< 5	---	< 5	---	28	36.4	42	54.5
Heterosexual	128	10.2	143	11.4	486	38.9	493	39.4
Asexual/Other	< 5	---	< 5	---	11	28.2	23	59.0
<b>I have used Kent State policies on military active service-modified duties.</b>	<b>13</b>	<b>1.0</b>	<b>40</b>	<b>2.9</b>	<b>629</b>	<b>46.0</b>	<b>984</b>	<b>50.1</b>
Staff status <sup>lxxxii</sup>								
Classified Staff	< 5	---	17	3.9	217	50.2	194	44.9
Unclassified Staff	9	1.0	23	2.5	412	44.1	490	52.5
Gender identity <sup>lxxxiii</sup>								
Woman	7	0.8	17	1.9	424	46.5	463	50.8
Man	6	1.4	23	5.2	198	44.9	514	48.5

Note: Table includes Staff responses (*n* = 1,632) only.

Table 41 shows that 66% ( $n = 1,016$ ) of Staff respondents indicated that they have supervisors who provide them with job/career advice or guidance when they need it. Significant differences emerged by disability status with No Disability Staff respondents (47%,  $n = 669$ ) “agreeing” that they have supervisors who provide them with job/career advice or guidance when they need it compared to Single Disability respondents (35%,  $n = 32$ ) and Multiple Disabilities respondents (30%,  $n = 10$ ).

Seventy-seven percent ( $n = 1,183$ ) of Staff respondents indicated that they have colleagues/coworkers who provide them with job/career advice or guidance when they need it (Table 41). Significantly greater percentages of Unclassified Staff respondents (79%,  $n = 815$ ) than Classified Staff respondents (71%,  $n = 368$ ) indicated that they have colleagues/coworkers who provide them with job/career advice or guidance when they need it. By disability status, No Disability Staff respondents (56%,  $n = 793$ ) were significantly more likely to “agree” that they have colleagues/coworkers who provide them with job/career advice or guidance when they need it compared to Single Disability Staff respondents (45%,  $n = 42$ ) and Multiple Disability Staff respondents (44%,  $n = 15$ ).

Seventy-three percent ( $n = 1,144$ ) of Staff respondents indicated that they had supervisors who provide them with resources to pursue professional development opportunities (Table 41). Subsequent analyses indicated that Unclassified Staff respondents (76%,  $n = 798$ ) were significantly more likely to “strongly agree”/“agree” that they had supervisors who provided them with resources to pursue professional development opportunities than Classified Staff respondents (66%,  $n = 346$ ). No Disability Staff respondents (48%,  $n = 682$ ) were significantly more likely to “agree” that they had supervisors who provide them with resources to pursue professional development opportunities, compared to Multiple Disabilities Staff respondents (39%,  $n = 13$ ) and Single Disability Staff respondents (36%,  $n = 33$ ).

Table 41 also shows that 81% ( $n = 1,297$ ) of Staff respondents indicated that Kent State provides them with resources to pursue professional development opportunities. Subsequent analyses highlighted that Unclassified Staff respondents (27%,  $n = 286$ ) were significantly more likely to “strongly agree” that Kent State provides them with resources to pursue professional

development opportunities compared to Classified Staff respondents (21%,  $n = 115$ ). Significant differences were also observed by gender identity with a greater percentage of Women Staff respondents (84%,  $n = 889$ ) than Men Staff respondents (76%,  $n = 395$ ) “strongly agreeing”/“agreeing” that Kent State provides them with resources to pursue professional development opportunities.

Seventy-one percent ( $n = 1,121$ ) of Staff respondents indicated that their supervisors provide ongoing feedback to help them improve their performance (Table 41). By staff status, significant differences were observed such that 23% ( $n = 243$ ) of Unclassified Staff respondents and 18% ( $n = 96$ ) of Classified Staff respondents “strongly agreed” that their supervisors provide ongoing feedback to help them improve their performance. Additionally, No Disability Staff respondents (50%,  $n = 723$ ) were significantly more likely to “agree” that their supervisors provide ongoing feedback to help them improve their performance than Single Disability Staff respondents (45%,  $n = 42$ ) and Multiple Disabilities Staff respondents (28%,  $n = 9$ ).

**Table 41. Staff Respondents’ Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I have supervisors who provide me job/career advice or guidance when I need it.</b>	<b>298</b>	<b>19.2</b>	<b>718</b>	<b>46.4</b>	<b>365</b>	<b>23.6</b>	<b>168</b>	<b>10.8</b>
Disability status <sup>lxxxiv</sup>								
Single Disability	21	23.1	32	35.2	20	22.0	18	19.8
No Disability	272	19.3	669	47.4	331	23.4	140	9.9
Multiple Disabilities	< 5	---	10	30.3	11	33.3	8	24.2
<b>I have colleagues/ coworkers who provide me job/career advice or guidance when I need it.</b>	<b>326</b>	<b>21.1</b>	<b>857</b>	<b>55.4</b>	<b>275</b>	<b>17.8</b>	<b>90</b>	<b>5.8</b>
Staff status <sup>lxxxv</sup>								
Classified Staff	93	18.0	275	53.1	115	22.2	35	6.8
Unclassified Staff	233	22.6	582	56.5	160	15.5	55	5.3
Disability status <sup>lxxxvi</sup>								
Single Disability	21	22.6	42	45.2	17	18.3	13	14.0
No Disability	296	21.0	493	56.3	245	17.4	74	5.3
Multiple Disabilities	6	17.6	15	44.1	10	29.4	< 5	---

<i>Table 41 (cont.)</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
<b>My supervisor provides me with resources to pursue professional development opportunities.</b>	<b>406</b>	<b>25.7</b>	<b>738</b>	<b>46.8</b>	<b>298</b>	<b>18.9</b>	<b>136</b>	<b>8.6</b>
Staff status <sup>lxxxvii</sup>								
Classified Staff	114	21.6	232	44.0	111	21.1	70	13.3
Unclassified Staff	292	27.8	506	48.1	187	17.8	66	6.3
Disability status <sup>lxxxviii</sup>								
Single Disability	27	29.0	33	35.5	13	14.0	20	21.5
No Disability	375	26.1	682	47.5	272	18.9	108	7.5
Multiple Disabilities	< 5	---	13	39.4	11	33.3	6	18.2
<b>Kent State provides me with resources to pursue professional development opportunities.</b>	<b>401</b>	<b>25.2</b>	<b>896</b>	<b>56.2</b>	<b>224</b>	<b>14.1</b>	<b>73</b>	<b>4.6</b>
Staff status <sup>lxxxix</sup>								
Classified Staff	115	21.4	312	58.1	77	14.3	33	6.1
Unclassified Staff	286	27.1	584	55.3	147	13.9	40	3.8
Gender identity <sup>xc</sup>								
Woman	285	26.9	604	56.9	129	12.2	43	4.1
Man	114	22.0	281	54.2	93	18.0	30	5.8
<b>My supervisor provides ongoing feedback to help me improve my performance.</b>	<b>339</b>	<b>21.4</b>	<b>782</b>	<b>49.3</b>	<b>331</b>	<b>20.9</b>	<b>134</b>	<b>8.4</b>
Staff status <sup>xci</sup>								
Classified Staff	96	18.0	282	52.9	100	18.8	55	10.3
Unclassified Staff	243	23.1	500	47.5	231	21.9	79	7.5
Disability status <sup>xcii</sup>								
Single Disability	20	21.3	42	44.7	17	18.1	15	16.0
No Disability	315	21.8	723	50.1	296	20.5	110	7.6
Multiple Disabilities	< 5	---	9	28.1	15	46.9	6	18.8

Note: Table includes Staff responses ( $n = 1,632$ ) only.

Table 42 shows that 77% ( $n = 1,214$ ) of Staff respondents indicated that they had adequate access to administrative support to do their job. Significant differences were noticed by disability status with 59% ( $n = 844$ ) of No Disability Staff respondents indicating that they had adequate access to administrative support to do their job, compared to 44% ( $n = 14$ ) of Multiple Disabilities Staff respondents and 43% ( $n = 38$ ) of Single Disability Staff respondents.

Sixty-nine percent ( $n = 1,040$ ) of Staff respondents indicated that their supervisors provide adequate resources to help them manage work-life balance (Table 42). Once again, a

significantly larger portion of No Disability Staff respondents (51%,  $n = 705$ ) were more likely to indicate that their supervisors provide them with adequate resources to help them manage work-life balance than Single Disability Staff respondents (41%,  $n = 37$ ) and Multiple Disabilities Staff respondents (34%,  $n = 11$ ).

Seventy-five percent ( $n = 1,152$ ) of Staff respondents indicated that Kent State provides them with adequate resources to help them manage work life balance (Table 42).

**Table 42. Staff Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I have adequate access to administrative support to do my job.</b>	<b>310</b>	<b>19.7</b>	<b>904</b>	<b>57.4</b>	<b>250</b>	<b>15.9</b>	<b>112</b>	<b>7.1</b>
Disability status <sup>xciii</sup>								
Single Disability	18	20.2	38	42.7	21	23.6	12	13.5
No Disability	290	20.1	844	58.5	212	14.7	96	6.7
Multiple Disabilities	< 5	---	14	43.8	14	43.8	< 5	---
<b>My supervisor provides adequate resources to help me manage work-life balance.</b>	<b>279</b>	<b>18.4</b>	<b>761</b>	<b>50.2</b>	<b>362</b>	<b>23.9</b>	<b>115</b>	<b>7.6</b>
Disability status <sup>xciv</sup>								
Single Disability	15	16.5	37	40.7	23	25.3	16	17.6
No Disability	259	18.8	705	51.1	324	23.5	92	6.7
Multiple Disabilities	< 5	---	11	34.4	14	43.8	< 5	---
<b>Kent State provides adequate resources to help me manage work-life balance</b>	<b>248</b>	<b>16.2</b>	<b>904</b>	<b>59.1</b>	<b>284</b>	<b>18.6</b>	<b>94</b>	<b>6.1</b>

Note: Table includes Staff responses ( $n = 1,632$ ) only.

<sup>xliv</sup>A chi-square test was conducted to compare percentages of Employee respondents who indicated on the survey that they were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision by position status:  $\chi^2(6, N = 2,683) = 14.0, p < .05$ .

<sup>xlv</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision by staff status:  $\chi^2(3, N = 1,612) = 8.2, p < .05$ .

<sup>xlvi</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision by faculty status:  $\chi^2 (6, N = 931) = 28.0, p < .001$ .

<sup>xlvi</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision by gender identity:  $\chi^2 (3, N = 2,650) = 10.2, p < .05$ .

<sup>xlvi</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision racial identity:  $\chi^2 (12, N = 2,582) = 27.4, p < .01$ .

<sup>xlvi</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision by sexual identity:  $\chi^2 (6, N = 2,564) = 16.8, p < .05$ .

<sup>l</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision by disability status:  $\chi^2 (6, N = 2,654) = 61.5, p < .001$ .

<sup>li</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision by citizenship status:  $\chi^2 (3, N = 2,665) = 14.4, p < .01$ .

<sup>lii</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they were reluctant to bring up issues that concern them for fear that doing so would affect their performance evaluation/review or tenure/merit/promotion decision by military service:  $\chi^2 (3, N = 2,631) = 19.3, p < .001$ .

<sup>liii</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they thought their colleagues/coworkers expected them to represent “the point of view” of their identity by position status:  $\chi^2 (6, N = 2,584) = 15.6, p < .05$ .

<sup>liv</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they thought their colleagues/coworkers expected them to represent “the point of view” of their identity by racial identity:  $\chi^2 (12, N = 2,487) = 64.3, p < .001$ .

<sup>lv</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they thought their colleagues/coworkers expected them to represent “the point of view” of their identity by sexual identity:  $\chi^2 (6, N = 2,469) = 15.5, p < .05$ .

<sup>lvi</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they thought their colleagues/coworkers expected them to represent “the point of view” of their identity by citizenship status:  $\chi^2 (3, N = 2,566) = 9.9, p < .05$ .

<sup>lvii</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they thought their colleagues/coworkers expected them to represent “the point of view” of their identity by religious/spiritual affiliation:  $\chi^2 (9, N = 2,489) = 25.0, p < .01$ .

<sup>lviii</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they thought the process for determining salaries/merit raises was clear by position status:  $\chi^2 (6, N = 2,668) = 17.5, p < .01$ .

<sup>lix</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they thought the process for determining salaries/merit raises was clear by staff status:  $\chi^2 (3, N = 1,605) = 25.2, p < .001$ .

<sup>lx</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they thought the process for determining salaries/merit raises was clear by racial identity:  $\chi^2 (12, N = 2,566) = 25.5, p < .05$ .

<sup>lxi</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they thought the process for determining salaries/merit raises was clear by sexual identity:  $\chi^2 (6, N = 2,549) = 13.9, p < .05$ .



<sup>lxii</sup> A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they thought their colleagues/coworkers expected them to represent “the point of view” of their identity by disability status:  $\chi^2(6, N = 2,640) = 36.1, p < .001$ .

<sup>lxiii</sup> A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they were comfortable taking leave that they were entitled to without fear that doing so may affect their job/career by position status:  $\chi^2(6, N = 2,656) = 55.4, p < .001$ .

<sup>lxiv</sup> A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they were comfortable taking leave that they were entitled to without fear that doing so may affect their job/career by racial identity:  $\chi^2(9, N = 2,555) = 37.5, p < .001$ .

<sup>lxv</sup> A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they were comfortable taking leave that they were entitled to without fear that doing so may affect their job/career by disability status:  $\chi^2(6, N = 2,628) = 45.2, p < .001$ .

<sup>lxvi</sup> A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they were comfortable taking leave that they were entitled to without fear that doing so may affect their job/career by citizenship status:  $\chi^2(3, N = 2,638) = 10.4, p < .05$ .

<sup>lxvii</sup> A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they were comfortable taking leave that they were entitled to without fear that doing so may affect their job/career by military service:  $\chi^2(3, N = 2,605) = 18.8, p < .001$ .

<sup>lxviii</sup> A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they had to work harder than they believe their colleagues/coworkers do to achieve the same recognition by faculty status:  $\chi^2(6, N = 911) = 31.2, p < .001$ .

<sup>lxix</sup> A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they had to work harder than they believe their colleagues/coworkers do to achieve the same recognition by gender identity:  $\chi^2(3, N = 2,621) = 10.7, p < .05$ .

<sup>lxx</sup> A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they had to work harder than they believe their colleagues/coworkers do to achieve the same recognition by racial identity:  $\chi^2(9, N = 2,556) = 66.2, p < .001$ .

<sup>lxxi</sup> A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they had to work harder than they believe their colleagues/coworkers do to achieve the same recognition by sexual identity:  $\chi^2(6, N = 2,539) = 14.2, p < .05$ .

<sup>lxxii</sup> A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents who indicated on the survey that they had to work harder than they believe their colleagues/coworkers do to achieve the same recognition by disability status:  $\chi^2(6, N = 2,626) = 59.1, p < .001$ .

<sup>lxxiii</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they thought their supervisor was supportive of them taking leave by staff status:  $\chi^2(3, N = 1,603) = 13.5, p < .01$ .

<sup>lxxiv</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Kent State is supportive of flexible work schedules by disability status:  $\chi^2(6, N = 1,573) = 21.9, p < .01$ .

<sup>lxxv</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Kent State is supportive of flexible work schedules by military service:  $\chi^2(3, N = 1,559) = 8.1, p < .05$ .

<sup>lxxvi</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that their supervisors were supportive of flexible work schedules by disability status:  $\chi^2(6, N = 1,555) = 21.8, p < .01$ .

<sup>lxxvii</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that their supervisors were supportive of flexible work schedules by staff status:  $\chi^2(6, N = 1,579) = 12.8, p < .01$ .

<sup>lxxviii</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that people who do not have children are burdened with work responsibilities beyond those who do have children by sexual identity:  $\chi^2(6, N = 1,516) = 23.3, p < .01$ .

<sup>lxxix</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they have used Kent State policies on taking leave for childbearing or adoption by staff status:  $\chi^2(3, N = 1,411) = 14.9, p < .01$ .

<sup>lxxx</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they have used Kent State policies on taking leave for childbearing or adoption by gender identity:  $\chi^2(3, N = 1,396) = 31.5, p < .001$ .

<sup>lxxxi</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they have used Kent State policies on taking leave for childbearing or adoption by sexual identity:  $\chi^2(6, N = 1,366) = 15.3, p < .05$ .

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<sup>lxxxii</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they have used Kent State policies on military active service-modified duties by staff status:  $\chi^2(3, N = 1,366) = 8.0, p < .05$ .

<sup>lxxxiii</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they have used Kent State policies on military active service-modified duties by gender identity:  $\chi^2(3, N = 1,352) = 12.8, p < .01$ .

<sup>lxxxiv</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they have supervisors who provide them job/career advice or guidance when they need it by disability status:  $\chi^2(6, N = 1,536) = 20.9, p < .01$ .

<sup>lxxxv</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they have colleagues/coworkers who provide them job/career advice or guidance when they need it by staff status:  $\chi^2(3, N = 1,548) = 14.1, p < .01$ .

<sup>lxxxvi</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they have colleagues/coworkers who provide them job/career advice or guidance when they need it by disability status:  $\chi^2(6, N = 1,535) = 17.6, p < .01$ .

<sup>lxxxvii</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that their supervisor provides them with resources to pursue professional development opportunities by staff status:  $\chi^2(3, N = 1,578) = 28.4, p < .001$ .

<sup>lxxxviii</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that their supervisor provides them with resources to pursue professional development opportunities by disability status:  $\chi^2(6, N = 1,563) = 35.4, p < .001$ .

<sup>lxxxix</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Kent State provides them with resources to pursue professional development opportunities by staff status:  $\chi^2(3, N = 1,594) = 9.4, p < .05$ .

<sup>xc</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that Kent State provides them with resources to pursue professional development opportunities by gender identity:  $\chi^2(3, N = 1,579) = 14.3, p < .01$ .

<sup>xc i</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that their supervisor provides ongoing feedback to help them improve their performance by staff status:  $\chi^2(3, N = 1,586) = 11.4, p < .05$ .

<sup>xc ii</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that their supervisor provides ongoing feedback to help them improve their performance by disability status:  $\chi^2(6, N = 1,570) = 29.4, p < .001$ .

<sup>xc iii</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they have adequate access to administrative support to do their job by disability status:  $\chi^2(6, N = 1,563) = 35.4, p < .001$ .

<sup>xc iv</sup> A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that their supervisor provides adequate resources to help them manage work-life balance by disability status:  $\chi^2(6, N = 1,503) = 25.3, p < .001$ .

## Staff Respondents' Feelings of Value at Kent State University

Question 93 queried Staff respondents about the degree to which they felt valued at Kent State. Frequencies and significant differences based on staff status,<sup>71</sup> gender identity,<sup>72</sup> racial identity, sexual identity, disability status, and military status are provided in Tables 43 through 45.

Seventy-seven percent ( $n = 1,299$ ) of Staff respondents felt valued by coworkers in their work unit (Table 43). A higher percentage of Unclassified Staff respondents (83%,  $n = 889$ ) than Classified Staff respondents (74%,  $n = 410$ ) felt valued by coworkers in their work unit. Nearly half, (49%,  $n = 775$ ) of Staff respondents felt valued by faculty. By staff status, 54% ( $n = 293$ ) of Classified Staff respondents felt valued by faculty compared to 46% ( $n = 482$ ) of Unclassified Staff respondents. Additionally, 73% ( $n = 1,168$ ) of Staff respondents felt valued by their supervisors/managers.

Only 43% ( $n = 585$ ) of Staff respondents thought that Kent State senior administration was genuinely concerned with their welfare (Table 43). Subsequent analyses revealed that greater percentages of Asexual/Other Staff respondents (19%,  $n = 9$ ) compared to LGBTQ Staff respondents (12%,  $n = 10$ ) and Heterosexual Staff respondents (11%,  $n = 159$ ) “strongly agreed” that Kent State senior administration was genuinely concerned with their welfare. A significantly greater percentage of Multiple Disabilities Staff respondents (31%,  $n = 11$ ) “strongly disagreed” that that Kent State senior administration was genuinely concerned with their welfare compared to Single Disability Staff respondents (16%,  $n = 15$ ) and No Disability Staff respondents (9%,  $n = 126$ ).

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<sup>71</sup>Readers will note that Staff respondents further identified their positions as Classified Staff ( $n = 426$ ) or Unclassified Staff ( $n = 940$ ).

<sup>72</sup>Transspectrum Staff respondents ( $n < 5$ ) were not included in the analyses because their numbers were too few to maintain confidentiality.

**Table 43. Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel valued by coworkers in my unit.</b>	<b>610</b>	<b>34.5</b>	<b>689</b>	<b>42.4</b>	<b>197</b>	<b>12.1</b>	<b>100</b>	<b>6.2</b>	<b>30</b>	<b>1.8</b>
Staff status <sup>xcv</sup>										
Classified Staff	178	32.1	232	41.8	994	16.9	38	6.8	13	2.3
Unclassified Staff	432	40.3	457	42.7	103	9.6	62	5.8	17	1.6
<b>I feel valued by faculty.</b>	<b>261</b>	<b>16.5</b>	<b>514</b>	<b>32.5</b>	<b>565</b>	<b>35.7</b>	<b>180</b>	<b>11.4</b>	<b>63</b>	<b>4.0</b>
Staff status <sup>xevi</sup>										
Classified Staff	108	20.0	185	34.3	171	31.7	53	9.8	23	4.3
Unclassified Staff	153	14.7	329	31.5	394	37.8	127	12.2	40	3.8
<b>I feel valued by my supervisor/manager.</b>	<b>609</b>	<b>37.9</b>	<b>559</b>	<b>34.8</b>	<b>205</b>	<b>12.8</b>	<b>138</b>	<b>8.6</b>	<b>96</b>	<b>6.0</b>
<b>I think that Kent State senior administration is genuinely concerned with my welfare.</b>	<b>186</b>	<b>11.5</b>	<b>502</b>	<b>31.1</b>	<b>475</b>	<b>29.4</b>	<b>296</b>	<b>18.4</b>	<b>154</b>	<b>9.5</b>
Sexual identity <sup>xcvii</sup>										
LGBQ	10	11.8	20	23.5	21	24.7	19	22.4	15	17.6
Heterosexual	159	11.2	454	32.0	423	29.9	250	17.6	131	9.2
Asexual/Other	9	19.1	11	23.4	11	23.4	16	27.7	< 5	---
Disability status <sup>xcviii</sup>										
Single Disability	11	11.7	20	21.3	27	28.7	21	22.3	15	16.0
No Disability	170	11.6	476	32.5	430	29.3	264	18.0	126	8.6
Multiple Disabilities	< 5	---	< 5	---	11	31.4	8	22.9	11	31.4

Note: Table includes Staff respondents (*n* = 1,632) only.

Table 44 depicts Staff respondents' attitudes about certain aspects of the climate in their work unit at Kent State University - Kent Campus. Subsequent analyses were conducted to identify statistically significant differences in responses by staff status, gender identity,<sup>73</sup> racial identity, sexual identity, disability status, and military status; only significant differences are reported.

Sixteen percent (*n* = 251) of Staff respondents thought that coworkers in their units pre-judged their abilities based on perceptions of their identity/background (e.g., age, race, disability, gender) (Table 44). Significant differences emerged by staff status, such that 38% (*n* = 403) of Unclassified Staff respondents compared to 31% (*n* = 172) of Classified Staff respondents

<sup>73</sup>Transspectrum Staff respondents (*n* < 5) were not included in the analyses because their numbers were too few to maintain confidentiality.

“disagreed” that coworkers in their units pre-judged their abilities based on perceptions of their identity/background. By sexual identity, significantly greater percentages of LGBTQ Staff respondents (18%,  $n = 15$ ) and Asexual/Other Staff respondents (15%,  $n = 7$ ) “agreed” that coworkers in their units pre-judged their abilities based on perceptions of their identity/background compared to Heterosexual Staff respondents (12%,  $n = 168$ ).

Fourteen percent ( $n = 229$ ) of Staff respondents thought that their supervisor/manager pre-judged their abilities based on perceptions of their identity/background (e.g., age, race, disability, gender) (Table 44). Once again, by staff status 38% ( $n = 405$ ) of Unclassified Staff respondents compared to 31% ( $n = 169$ ) of Classified Staff respondents “disagreed” their supervisor/manager pre-judged their abilities based on perceptions of their identity/background.

**Table 44. Staff Respondents’ Perception of Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I think that coworkers in my work unit pre-judge my abilities based on their perception of my identity/background.</b>	<b>56</b>	<b>3.5</b>	<b>195</b>	<b>12.0</b>	<b>420</b>	<b>25.9</b>	<b>575</b>	<b>35.5</b>	<b>374</b>	<b>23.1</b>
Staff status <sup>xcix</sup>										
Classified Staff	22	4.0	59	10.7	166	30.2	172	31.3	131	23.8
Unclassified Staff	34	3.2	136	12.7	254	23.7	403	37.7	243	22.7
Sexual identity <sup>c</sup>										
LGBQ	< 5	---	15	17.6	28	32.9	30	35.3	8	9.4
Heterosexual	47	3.3	168	11.8	350	24.6	513	36.0	346	24.3
Asexual/Other	< 5	---	7	14.9	16	34.0	11	23.4	10	21.3
<b>I think that my supervisor/manager pre-judges my abilities based on his/her perception of my identity/background.</b>	<b>73</b>	<b>4.5</b>	<b>156</b>	<b>9.7</b>	<b>367</b>	<b>22.8</b>	<b>574</b>	<b>35.6</b>	<b>443</b>	<b>27.5</b>
Staff status <sup>ci</sup>										
Classified Staff	25	4.6	54	9.9	144	26.4	169	31.0	154	28.2
Unclassified Staff	48	4.5	102	9.6	223	20.9	405	38.0	289	27.1

Note: Table includes Staff respondents ( $n = 1,632$ ) only.

Fifty-two percent ( $n = 833$ ) of Staff respondents felt that their work unit encouraged free and open discussion of difficult topics (Table 45). Unclassified Staff respondents (38%,  $n = 405$ ) were significantly more “agree” that their work units encouraged free and open discussion of difficulty topics than Classified Staff respondents (31%,  $n = 172$ ). Additionally, significantly a greater percentage of No Disability Staff respondents (37%,  $n = 544$ ) than Single Disability Staff respondents (25%,  $n = 23$ ) and Multiple Disabilities Staff respondents (23%,  $n = 8$ ) “agreed” that their work units encouraged free and open discussion of difficulty topics.

Sixty-six ( $n = 1,089$ ) of Staff respondents felt that their skills were valued. Subsequent analyses revealed significant differences by gender identity with 10% ( $n = 51$ ) of Men Staff respondents compared to 5% ( $n = 53$ ) of Women respondents “strongly disagreeing” that their skills were valued (Table 45). By disability status, significantly a greater percentage of Multiple Disabilities Staff respondents (26%,  $n = 9$ ) “strongly disagreed” that their skills were valued compared to Single Disability Staff respondents (14%,  $n = 13$ ) and No Disability Staff respondents (6%,  $n = 81$ ).

Fifty-seven percent ( $n = 918$ ) of Staff respondents felt that their contributions to the university were valued (Table 45). Unclassified Staff respondents (41%,  $n = 437$ ) were significantly more likely to “agree” that they felt that their contributions to the university were valued than Classified Staff respondents (37%,  $n = 204$ ). Once again, Men Staff respondents (9%,  $n = 49$ ) compared to Women Staff respondents (5%,  $n = 57$ ) were significantly more likely to “strongly disagree) that their contributions to the university were valued. Additionally, by disability status, significantly greater percentages of No Disability Staff respondents (41%,  $n = 597$ ) than Single Disability Staff respondents (30%,  $n = 28$ ) and Multiple Disabilities Staff respondents (27%,  $n = 9$ ) “agreed” that their contributions to the university were valued.

Thirty-six percent ( $n = 587$ ) of Staff respondents indicated that staff opinions were taken seriously by senior administrators (e.g., deans, vice presidents, provost) (Table 45). Once again, Unclassified Staff respondents (30%,  $n = 319$ ) were significantly more likely to “agree” that staff opinions were taken seriously by senior administrators than Classified Staff respondents (23%,  $n = 123$ ). Statistically significant differences based on sexual identity were also found with 24% ( $n$

= 11) of Asexual/Other Staff respondents “strongly agreeing” that staff opinions were taken seriously by senior administrators compared to only 9% ( $n = 124$ ) of Heterosexual Staff respondents and 6% ( $n = 5$ ) of LGBTQ Staff respondents.

**Table 45. Staff Respondents’ Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I believe that my work unit encourages free and open discussion of difficult topics.</b>	<b>256</b>	<b>15.8</b>	<b>577</b>	<b>35.7</b>	<b>386</b>	<b>23.9</b>	<b>255</b>	<b>15.8</b>	<b>144</b>	<b>8.9</b>
Staff status <sup>cii</sup>										
Classified Staff	95	17.2	172	31.1	153	27.7	78	14.1	55	9.9
Unclassified Staff	161	15.1	405	38.0	233	21.9	177	16.6	89	8.4
Disability status <sup>ciii</sup>										
Single Disability	16	17.0	23	24.5	18	19.1	20	21.3	17	18.1
No Disability	232	15.8	544	37.0	359	24.4	222	15.1	114	7.7
Multiple Disabilities	< 5	---	8	22.9	5	14.3	7	20.0	11	31.4
<b>I feel that my skills are valued.</b>	<b>361</b>	<b>22.1</b>	<b>707</b>	<b>43.7</b>	<b>238</b>	<b>14.7</b>	<b>209</b>	<b>12.9</b>	<b>104</b>	<b>6.4</b>
Gender identity <sup>civ</sup>										
Woman	241	22.4	473	44.0	164	15.2	145	13.5	53	4.9
Man	119	22.6	226	42.9	71	13.5	60	11.4	51	9.7
Disability status <sup>cv</sup>										
Single Disability	25	26.3	29	30.5	14	14.7	14	14.7	13	13.7
No Disability	325	22.1	668	45.4	213	14.5	184	12.5	81	5.5
Multiple Disabilities	5	14.3	< 5	---	9	25.7	8	22.9	9	25.7
<b>I feel my contributions to the university are valued.</b>	<b>277</b>	<b>17.1</b>	<b>641</b>	<b>39.6</b>	<b>377</b>	<b>23.3</b>	<b>217</b>	<b>13.4</b>	<b>106</b>	<b>6.6</b>
Staff status <sup>cvi</sup>										
Classified Staff	86	15.6	204	37.1	140	25.5	70	12.7	50	9.1
Unclassified Staff	191	17.9	437	40.9	237	22.2	147	13.8	56	5.2
Gender identity <sup>cvi</sup>										
Woman	183	17.0	429	39.9	252	23.4	154	14.3	57	5.3
Man	94	17.8	208	39.5	115	21.8	61	11.6	49	9.3
Disability status <sup>cvi</sup>										
Single Disability	16	17.0	28	29.8	23	24.5	15	16.0	12	12.8
No Disability	256	17.4	597	40.6	345	23.4	193	13.1	81	5.5
Multiple Disabilities	< 5	---	9	26.5	5	14.7	5	14.7	13	38.2

**Table 45 (cont.)**

	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Staff opinions are taken seriously by senior administrators.</b>	<b>145</b>	<b>9.0</b>	<b>442</b>	<b>27.4</b>	<b>478</b>	<b>29.7</b>	<b>348</b>	<b>21.6</b>	<b>199</b>	<b>12.3</b>
Staff status <sup>cix</sup>										
Classified Staff	52	9.5	123	22.5	160	29.3	135	24.7	77	14.1
Unclassified Staff	93	8.7	319	30.0	318	29.9	213	20.0	122	11.5
Sexual identity <sup>cx</sup>										
LGBQ	5	6.0	19	22.6	20	23.8	23	27.4	17	20.2
Heterosexual	124	8.7	397	28.0	424	29.9	304	21.4	171	12.0
Asexual/Other	11	23.9	12	26.1	11	23.9	7	15.2	5	10.9

Note: Table includes Staff respondents (*n* = 1,632) only.

<sup>xcv</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by coworkers in their work unit by staff status:  $\chi^2(4, N = 1,626) = 24.7, p < .001$ .

<sup>xcvi</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt valued by faculty by staff status:  $\chi^2(4, N = 1,583) = 12.6, p < .05$ .

<sup>xcvii</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they thought that Kent State senior administration was genuinely concerned with their welfare by sexual identity:  $\chi^2(8, N = 1,549) = 16.4, p < .05$ .

<sup>xcviii</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they thought that Kent State senior administration was genuinely concerned with their welfare by disability status:  $\chi^2(8, N = 1,595) = 34.9, p < .001$ .

<sup>xcix</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they thought that coworkers in their work units pre-judged their abilities based perceptions of their identity/background by staff status:  $\chi^2(4, N = 1,620) = 12.1, p < .05$ .

<sup>c</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they thought that coworkers in their work units pre-judged their abilities based perceptions of their identity/background by sexual identity:  $\chi^2(8, N = 1,556) = 17.6, p < .05$ .

<sup>ci</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they thought that their supervisor/manager pre-judged their abilities based perceptions of their identity/background by staff status:  $\chi^2(4, N = 1,613) = 9.9, p < .05$ .

<sup>cii</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they believed that their work unit encouraged free and open discussion of difficult topics by staff status:  $\chi^2(4, N = 1,618) = 13.5, p < .01$ .

<sup>ciii</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they believed that their work unit encouraged free and open discussion of difficult topics by disability status:  $\chi^2(8, N = 1,600) = 42.2, p < .001$ .

<sup>civ</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt that their skills were valued by gender identity:  $\chi^2(3, N = 1,344) = 12.9, p < .05$ .

<sup>cv</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt that their skills were valued by disability status:  $\chi^2(8, N = 1,601) = 50.8, p < .001$ .

<sup>cvi</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt that their contributions to the university was valued by staff status:  $\chi^2(4, N = 1,618) = 12.6, p < .05$ .

<sup>cvi</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt that their contributions to the university was valued by gender identity:  $\chi^2(3, N = 1,602) = 11.1, p < .05$ .

<sup>cvi</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that they felt that their contributions to the university was valued by disability status:  $\chi^2(8, N = 1,600) = 67.8, p < .001$ .

<sup>cix</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that staff opinions are taken seriously by senior administrators by staff status:  $\chi^2(4, N = 1,612) = 13.3, p < .05$ .



<sup>cx</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated on the survey that staff opinions are taken seriously by senior administrators by sexual identity:  $\chi^2(8, N = 1,550) = 21.2, p < .01$ .

## **Faculty Respondents' Views on Workplace Climate and Work-Life Balance**

Four survey items queried Faculty respondents ( $n = 940$ ) about their opinions regarding various issues specific to workplace climate and faculty work (Tables 46 – 55). Question 30 queried Tenure-Track Faculty respondents ( $n = 426$ ), Question 32 addressed the Non-Tenure-Track Faculty respondents ( $n = 283$ ), and Questions 34 and 38 addressed all Faculty respondents. Chi-square analyses<sup>74</sup> were conducted by gender identity,<sup>75</sup> racial identity,<sup>76</sup> sexual identity,<sup>77</sup> and disability status;<sup>78</sup> only significant differences are reported.

Table 46 illustrates that 71% ( $n = 301$ ) of Tenure-Track Faculty respondents “agreed” or “strongly agreed” that the tenure/promotion process was clear. Significance occurred by gender identity, such that 22% ( $n = 42$ ) of Men Tenure-Track Faculty respondents compared to 14% ( $n = 31$ ) of Women Tenure-Track Faculty respondents “strongly agree” that the tenure/promotion process was clear.

Sixty-six percent ( $n = 276$ ) of Tenure-Track Faculty respondents “agreed” or “strongly agreed” that the tenure/promotion process was reasonable (Table 46). Gender identity once again yielded significant results with 76% ( $n = 145$ ) of Men Tenure-Track Faculty respondents compared to 58% ( $n = 128$ ) of Women Tenure-Track Faculty respondents “strongly agreeing” or “agreeing” that the tenure/promotion process was reasonable. Additionally, by sexual identity, Heterosexual Tenure-Track Faculty respondents (54%,  $n = 185$ ) were significantly more likely to “agree” that the tenure/promotion process was reasonable compared to LGBTQ Tenure-Track Faculty respondents (35%,  $n = 14$ ).

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<sup>74</sup>Analyses were not run by citizenship status because the numbers of Non-U.S. Citizen Tenure-Track Faculty respondents ( $n = 34$ ), Non-U.S. Citizen Non-Tenure Track Faculty respondents ( $n = 5$ ), and Non-U.S. Citizen Adjunct/Part-Time Faculty respondents ( $n = 7$ ) were too low to ensure the confidentiality of their responses. Analyses were not run by military status because the numbers of Military Service Tenure-Track Faculty respondents ( $n = 10$ ), Military Service Non-Tenure Track Faculty respondents ( $n = 12$ ), and Military Service Adjunct/Part-Time Faculty respondents ( $n = 13$ ) were too low to ensure the confidentiality of their responses.

<sup>75</sup>Transpectrum Tenure-Track Faculty respondents ( $n < 5$ ) were not included in the analyses because their numbers were too few to maintain confidentiality.

<sup>76</sup>Other People of Color Tenure-Track Faculty respondents ( $n < 5$ ) were not included in the analyses because their numbers were too few to maintain confidentiality.

<sup>77</sup>Asexual/Other Tenure-Track Faculty respondents ( $n = 10$ ) were not included in the analyses because their numbers were too few to maintain confidentiality.

<sup>78</sup>Multiple Disabilities Tenure-Track Faculty respondents ( $n = 12$ ) were not included in the analyses because their numbers were too few to maintain confidentiality.

Half (50%,  $n = 210$ ) of Tenure-Track Faculty respondents “agreed” or “strongly agreed” that they felt that their service contributions were important to tenure/promotion (Table 46). Significant difference was noticed by sexual identity with 43% ( $n = 147$ ) of Heterosexual Tenure-Track Faculty respondents “agreeing” that their service contributions were important to tenure/promotion compared to 23% ( $n = 9$ ) LGBQ Tenure-Track Faculty respondents. Additionally, 39% ( $n = 162$ ) of Tenure-Track Faculty respondents “agreed” or “strongly agreed” that they felt pressured to change their research agenda to achieve tenure/promotion.

**Table 46. Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I believe the tenure/promotion process is clear.</b>	<b>73</b>	<b>17.2</b>	<b>228</b>	<b>53.8</b>	<b>98</b>	<b>23.1</b>	<b>25</b>	<b>5.9</b>
Gender identity <sup>exi</sup>								
Woman	31	13.8	124	55.4	60	26.8	9	4.0
Man	42	21.8	99	51.3	37	19.2	15	7.8
<b>The tenure/promotion process is reasonable.</b>	<b>66</b>	<b>15.7</b>	<b>210</b>	<b>50.0</b>	<b>107</b>	<b>25.5</b>	<b>37</b>	<b>8.8</b>
Gender identity <sup>exii</sup>								
Woman	26	11.8	102	46.2	77	34.8	16	7.2
Man	40	20.8	105	54.7	28	14.6	19	9.9
Sexual identity <sup>exiii</sup>								
LGBQ	< 5	---	14	35.0	14	35.0	8	20.0
Heterosexual	57	16.5	185	53.6	80	23.2	23	6.7
<b>I feel that my service contributions are important to tenure/promotion.</b>	<b>42</b>	<b>10.1</b>	<b>168</b>	<b>40.3</b>	<b>136</b>	<b>32.6</b>	<b>71</b>	<b>17.0</b>
Sexual identity <sup>exiv</sup>								
LGBQ	< 5	---	9	23.1	19	48.7	9	23.1
Heterosexual	32	9.4	147	43.0	106	31.0	57	16.7
<b>I feel pressured to change my research agenda to achieve tenure/promotion.</b>	<b>45</b>	<b>10.8</b>	<b>117</b>	<b>28.1</b>	<b>188</b>	<b>45.1</b>	<b>67</b>	<b>16.1</b>

Note: Table includes Tenure-Track Faculty respondents ( $n = 426$ ) only.

Table 47 illustrates that two-thirds (66%,  $n = 274$ ) of Tenure-Track Faculty respondents believe that their teaching load is equitable compared to their colleagues. Half (50%,  $n = 209$ ) of the Tenure-Track Faculty respondents felt burdened by service responsibilities. Additionally, 41% ( $n = 171$ ) of Tenure-Track Faculty respondents felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations. Significant difference was observed by gender identity with significantly greater percentages of Women Tenure-Track Faculty respondents (47%,  $n = 103$ ) than Men Tenure-Track Faculty respondents (34%,  $n = 64$ ) feeling burdened by service responsibilities beyond those of their colleagues with similar performance expectations.

Eighty percent ( $n = 316$ ) of Tenure-Track Faculty respondents “disagreed” or “strongly disagreed” that within their departments, faculty members who use family accommodation policies were disadvantaged in promotion or tenure (Table 47). Additionally, less than half (44%,  $n = 179$ ) of Tenure-Track Faculty respondents believed that the tenure standards/promotion standards were applied equally to all faculty.

**Table 47. Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I believe that my teaching load is equitable compared to my colleagues.</b>	<b>54</b>	<b>13.0</b>	<b>220</b>	<b>52.9</b>	<b>98</b>	<b>23.6</b>	<b>44</b>	<b>10.6</b>
<b>I feel that I am burdened by service responsibilities.</b>	<b>69</b>	<b>16.4</b>	<b>140</b>	<b>33.2</b>	<b>190</b>	<b>45.0</b>	<b>23</b>	<b>5.5</b>
<b>I feel that I am burdened by service responsibilities beyond those of my colleagues with similar performance expectations.</b>	<b>47</b>	<b>11.3</b>	<b>124</b>	<b>29.9</b>	<b>207</b>	<b>49.9</b>	<b>37</b>	<b>8.9</b>
Gender identity <sup>cxv</sup>								
Woman	34	15.4	69	31.2	96	43.4	22	10.0
Man	13	7.0	51	27.3	108	57.8	15	8.0
<b>In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.</b>	<b>15</b>	<b>3.8</b>	<b>63</b>	<b>16.0</b>	<b>227</b>	<b>57.6</b>	<b>89</b>	<b>22.6</b>
<b>I believe the tenure standards/promotion standards are applied equally to all faculty.</b>	<b>44</b>	<b>10.7</b>	<b>135</b>	<b>32.8</b>	<b>137</b>	<b>33.3</b>	<b>96</b>	<b>23.3</b>

Note: Table includes Tenure-Track Faculty respondents (*n* = 426) only.

Seventy-seven percent ( $n = 311$ ) of Tenure-Track Faculty respondents found that Kent State was supportive of the use of sabbatical/faculty professional improvement leave (Table 48). Further, 81% ( $n = 233$ ) of Tenure-Track Faculty respondents found that their department was supportive of them taking leave. Additionally, 16% ( $n = 58$ ) of Tenure-Track Faculty respondents had used Kent State policies on taking leave for childbearing or adoption. Subsequent analyses showed that Women Tenure-Track Faculty respondents (12%,  $n = 23$ ) were significantly more likely to “agree” that they had used Kent State policies on taking leave for childbearing or adoption than Men Tenure-Track Faculty respondents (8%,  $n = 12$ ).

**Table 48. Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I find that Kent State is supportive of the use of sabbatical/faculty professional improvement leave.</b>	<b>71</b>	<b>17.5</b>	<b>240</b>	<b>59.1</b>	<b>63</b>	<b>15.5</b>	<b>32</b>	<b>7.9</b>
<b>I find that my department is supportive of my taking leave.</b>	<b>79</b>	<b>20.0</b>	<b>239</b>	<b>60.5</b>	<b>64</b>	<b>16.2</b>	<b>13</b>	<b>3.3</b>
<b>I have used Kent State policies on taking leave for childbearing or adoption.</b>	<b>23</b>	<b>6.4</b>	<b>35</b>	<b>9.7</b>	<b>145</b>	<b>40.2</b>	<b>158</b>	<b>43.8</b>
Gender identity <sup>cxvi</sup>								
Woman	19	9.7	23	11.8	73	37.4	80	41.0
Man	< 5	---	12	7.5	68	42.8	75	47.2

Note: Table includes Tenure-Track Faculty respondents ( $n = 426$ ) only.

Seventy-nine percent ( $n = 322$ ) of Tenure-Track Faculty respondents felt that their point of view was taken into account for course assignments and scheduling (Table 49). Lastly, 40% ( $n = 162$ ) of Tenure-Track Faculty respondents believed that Faculty Excellence Awards (merit raises) were awarded fairly. Significance was observed by both sexual identity and disability status. By sexual identity, LGBTQ Tenure-Track Faculty respondents (38%,  $n = 15$ ) were significantly more likely to “strongly disagree” that Faculty Excellence Awards (merit raises) were awarded fairly than were Heterosexual Tenure-Track Faculty respondents (22%,  $n = 73$ ). By disability status, Single Disability Tenure-Track Faculty respondents (44%,  $n = 12$ ) were significantly more likely to “strongly disagree” that Faculty Excellence Awards (merit raises) were awarded fairly than No Disability Tenure-Track Faculty respondents (22%,  $n = 78$ ).

**Table 49. Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel that my point of views are taken into account for course assignments and scheduling.</b>	<b>104</b>	<b>25.4</b>	<b>218</b>	<b>53.2</b>	<b>54</b>	<b>13.2</b>	<b>34</b>	<b>8.3</b>
<b>I believe that Faculty Excellence Awards (merit raises) are awarded fairly.</b>	<b>25</b>	<b>6.2</b>	<b>137</b>	<b>34.0</b>	<b>142</b>	<b>35.2</b>	<b>99</b>	<b>24.6</b>
Sexual identity <sup>cxvii</sup>								
LGBQ	< 5	---	7	17.5	18	45.0	15	37.5
Heterosexual	23	7.0	123	37.3	111	33.6	73	22.1
Disability status <sup>cxviii</sup>								
Single Disability	< 5	---	6	22.2	9	33.3	12	44.4
No Disability	25	7.0	128	35.8	127	35.5	78	21.8

Note: Table includes Tenure-Track Faculty respondents ( $n = 426$ ) only.

Survey Question 32 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Because of small sample sizes Chi-square analyses<sup>79</sup> were only conducted by gender identity,<sup>80</sup> sexual identity,<sup>81</sup> and disability status;<sup>82</sup> only significant differences are reported. Table 50 indicates that 58% ( $n = 163$ ) of Non-Tenure-Track Faculty respondents “agreed” or “strongly agreed” that they believe that the renewal of appointment/promotion process was clear. Additionally, 68% ( $n = 188$ ) of Non-Tenure-Track Faculty respondents “agreed” or “strongly agreed” that they believed that the renewal of appointment/promotion process was reasonable.

Forty-nine percent ( $n = 136$ ) of Non-Tenure-Track Faculty respondents felt pressured to do service and research. Significance emerged by gender identity with significantly more Women Non-Tenure-Track Faculty respondents (54%,  $n = 101$ ) than Men Non-Tenure-Track Faculty respondents (36%,  $n = 31$ ) feeling pressured to do service and research.

Sixty-one percent ( $n = 169$ ) of Non-Tenure-Track Faculty respondents felt pressured to do work and/or service without compensation. Additionally, 60% ( $n = 166$ ) of Non-Tenure-Track Faculty respondents believed that their teaching load was equitable compared to their colleagues. Further, 42% ( $n = 113$ ) of Non-Tenure-Track Faculty respondents believed that their workload was equitable compared to their tenured or tenure-track colleagues.

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<sup>79</sup>Analyses were not run by citizenship status because the numbers of Non-U.S. Citizen Non-Tenure-Track Faculty respondents ( $n = 5$ ) were too low to ensure the confidentiality of their responses. Analyses were not run by military status because the numbers of Military Service Non-Tenure-Track Faculty respondents ( $n = 12$ ) were too low to ensure the confidentiality of their responses. Additionally, analyses were not run by racial identity because the numbers of Asian/Asian American Non-Tenure-Track Faculty respondents ( $n = 6$ ), Black/African American Non-Tenure-Track Faculty respondents ( $n = 6$ ), Hispanic/Latin@/Chican@ Non-Tenure-Track-Faculty respondents ( $n < 5$ ), Other People of Color Non-Tenure-Track Faculty respondents ( $n = 0$ ), and Multiracial Non-Tenure-Track Faculty respondents ( $n = 10$ ) were too few to ensure confidentiality of respondents.

<sup>80</sup>Transspectrum Non-Tenure-Track Faculty respondents ( $n < 5$ ) were not included in the analyses because their numbers were too few to maintain confidentiality.

<sup>81</sup>Asexual/Other Non-Tenure-Track Faculty respondents ( $n < 5$ ) were not included in the analyses because their numbers were too few to maintain confidentiality.

<sup>82</sup>Multiple Disabilities Non-Tenure-Track Faculty respondents ( $n = 9$ ) were not included in the analyses because their numbers were too few to maintain confidentiality.



**Table 50. Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the renewal of appointment/promotion process is clear.	29	10.2	134	47.3	93	32.9	27	9.5
I believe that the renewal of appointment/promotion process is reasonable.	26	9.4	162	58.3	69	24.8	21	7.6
I feel pressured to do service and research.	32	11.4	104	37.1	129	46.1	15	5.4
Gender identity <sup>cxix</sup>								
Woman	22	11.8	79	42.5	76	40.9	9	4.8
Man	9	10.5	22	25.6	49	57.0	6	7.0
I feel pressured to do work and/or service without compensation.	53	19.0	116	41.6	98	35.1	12	4.3
I believe that my teaching load is equitable compared to my colleagues.	26	9.5	140	50.9	68	24.7	41	14.9
I believe that my workload is equitable compared to my tenured or tenure-track colleagues.	10	3.7	103	38.4	78	29.1	77	28.7

Note: Table includes Non-Tenure-Track Faculty respondents (*n* = 283) only.

Table 51 illustrates that only 35% ( $n = 63$ ) of Non-Tenure-Track Faculty respondents “agreed” or “strongly agreed” that they felt that they were burdened by service responsibilities (e.g., committee memberships, departmental work assignments). Only 27% ( $n = 72$ ) of Non-Tenure-Track Faculty respondents felt that they were burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of their colleagues with similar expectation.

**Table 51. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel that I am burdened by service responsibilities.</b>	<b>30</b>	<b>10.9</b>	<b>65</b>	<b>23.7</b>	<b>159</b>	<b>58.0</b>	<b>20</b>	<b>7.3</b>
<b>I feel that I am burdened by service responsibilities beyond those of my colleagues with similar performance expectations.</b>	<b>25</b>	<b>9.2</b>	<b>47</b>	<b>17.3</b>	<b>178</b>	<b>65.7</b>	<b>21</b>	<b>7.7</b>

Note: Table includes Non-Tenure-Track Faculty respondents ( $n = 283$ ) only.

Ninety-one percent ( $n = 222$ ) of Non-Tenure-Track Faculty respondents “disagreed” or “strongly disagreed” that in their departments, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure (Table 52). Less than half (48%,  $n = 130$ ) of Non-Tenure-Track Faculty respondents “agreed” or “strongly agreed” that they believed the renewal of appointment/promotion standards were applied equally to all faculty.

Seventy-eight percent ( $n = 212$ ) of Non-Tenure-Track Faculty respondents felt their points of view were taken into account for course assignment and scheduling. Subsequent analyses revealed a significantly greater percentage of Men Non-Tenure-Track Faculty respondents (31%,  $n = 26$ ) than Women Non-Tenure-Track Faculty respondents (15%,  $n = 27$ ) “strongly agreed” that their points of view were taken into account for course assignment and scheduling.

**Table 52. Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.</b>	<b>5</b>	<b>2.0</b>	<b>18</b>	<b>7.3</b>	<b>171</b>	<b>69.8</b>	<b>51</b>	<b>20.8</b>
<b>I believe the renewal of appointment/promotion standards are applied equally to all faculty.</b>	<b>11</b>	<b>4.1</b>	<b>119</b>	<b>44.2</b>	<b>93</b>	<b>34.6</b>	<b>46</b>	<b>17.1</b>
<b>I feel that my point of views are taken into account for course assignments and scheduling.</b>	<b>53</b>	<b>19.4</b>	<b>159</b>	<b>58.2</b>	<b>42</b>	<b>15.4</b>	<b>19</b>	<b>7.0</b>
Gender identity <sup>xxx</sup>								
Woman	27	15.0	111	61.7	30	16.7	12	6.7
Man	26	30.6	43	50.6	10	11.8	6	7.1

Note: Table includes Non-Tenure-Track Faculty respondents (*n* = 283) only.

Just 12% (*n* = 28) of Non-Tenure-Track Faculty respondents had used Kent State policies on taking leave for childbearing or adoption (Table 53). Sixty-nine percent (*n* = 180) of Non-Tenure-Track Faculty respondents believed that the process for obtaining professional development funds is fair and accessible. Thirty-eight percent (*n* = 105) of Non-Tenure-Track Faculty respondents “agreed” or “strongly agreed” that they felt that their tenured and tenure-track colleagues understood the nature of their work.

Forty-five (*n* = 122) of the Non-Tenure-Track Faculty respondents felt that full-time non-tenure-track faculty (FTNTTs) were equitably represented at the departmental level (e.g. representatives on committees that reflects adequately the number of FTNTTs in the unit). In addition, slightly less than one-third of Non-Tenure-Track Faculty respondents<sup>83</sup> felt that FTNTTs were equitably represented at the university level.

<sup>83</sup>Percentage and overall number for Non-Tenure-Track Faculty respondents were not offered because one cell has an *n* that is less than 5.

**Table 53. Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have used Kent State policies on taking leave for childbearing or adoption.	11	4.7	17	7.3	93	39.9	112	48.1
I believe the process for obtaining professional development funds is fair and accessible.	26	9.9	154	58.8	63	24.0	19	7.3
I feel that my tenured and tenure-track colleagues understand the nature of my work	10	3.6	95	34.4	107	38.8	64	23.2
I feel that full-time non-tenure track faculty are equitably represented at the departmental level.	16	5.9	106	39.4	80	29.7	67	24.9
I feel that FTNTTs are equitably represented at the university level.	< 5	---	80	30.1	102	38.3	80	30.1

Note: Table includes Non-Tenure-Track Faculty respondents (*n* = 283) only.

All Faculty respondents (Tenure-Track, Non-Tenure-Track, and Adjunct/Part-Time) were asked to rate the degree to which they agreed with a series of six statements related to faculty workplace climate (Table 54). Chi-square analyses were conducted by faculty status; only significant differences are reported.

Seventy-six percent ( $n = 778$ ) of Faculty respondents believed that their colleagues included them in opportunities that would help their careers as much as their colleagues do others in their positions (Table 54). Fifty-four percent ( $n = 541$ ) of Faculty respondents indicated that they performed more work to help students (e.g., formal and informal advising, sitting for qualifying exams/thesis committees, helping with student groups and activities, providing other support) beyond those of their colleagues with similar performance expectations. Adjunct/Part-Time Faculty respondents (11%,  $n = 25$ ) were significantly less likely to “strongly agree” that they performed more work to help students beyond those of their colleagues with similar performance expectations, compared to Tenure-Track Faculty respondents (22%,  $n = 90$ ) and Non-Tenure-Track Faculty respondents (24%,  $n = 63$ ).

Of those Faculty respondents who did not skip the statement “I feel that my diversity-related research/teaching/service contributions have been/will be valued for promotion, tenure, or performance review” as they were prompted to do in the wording if the statement was not applicable to them, 61% ( $n = 323$ ) of those Faculty respondents felt that their diversity-related research, teaching, or service contributions had been/would be valued for promotion, tenure, or performance review (Table 54).

Table 54 also shows that 64% ( $n = 582$ ) of Faculty respondents believed that campus and college awards, stipends, grants, and development funds were awarded fairly. Additional analyses highlighted that Tenure-Track Faculty respondents (14%,  $n = 54$ ) were significantly more likely to “strongly disagree” that campus and college awards, stipends, grants, and development funds were awarded fairly compared to Non-Tenure-Track Faculty respondents (10%,  $n = 23$ ) and Adjunct/Part-Time Faculty respondents (7%,  $n = 12$ ).

Seventy-two percent ( $n = 721$ ) of Faculty respondents indicated that they had peers/mentors who provided them career advice or guidance when they needed it (Table 54). Lastly, 70% ( $n = 725$ ) of Faculty respondents believed that their workload was reasonable. By faculty status, Adjunct/Part-Time Faculty respondents (15%,  $n = 33$ ) were significantly more likely to “strongly agree” that they believe that their workload was reasonable compared to Tenure-Track Faculty respondents (9%,  $n = 39$ ) and Non-Tenure-Track Faculty respondents (9%,  $n = 24$ ).

**Table 54. Faculty Respondents’ Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.</b>	<b>182</b>	<b>17.7</b>	<b>596</b>	<b>58.1</b>	<b>176</b>	<b>17.2</b>	<b>72</b>	<b>7.0</b>
<b>I perform more work to help students beyond those of my colleagues with similar performance expectations.</b>	<b>201</b>	<b>20.0</b>	<b>340</b>	<b>33.8</b>	<b>424</b>	<b>42.2</b>	<b>40</b>	<b>4.0</b>
Faculty status <sup>cxxi</sup>								
Tenure-Track	90	22.4	133	33.1	167	41.5	12	3.0
Non-Tenure-Track	63	23.7	93	35.0	102	38.3	8	3.0
Adjunct/Part-Time	25	11.3	76	34.2	111	50.0	10	4.5
<b>I feel that my diversity-related research/teaching/service contributions have been/will be valued for promotion, tenure, or performance review.</b>	<b>48</b>	<b>9.1</b>	<b>275</b>	<b>52.0</b>	<b>147</b>	<b>27.8</b>	<b>59</b>	<b>11.2</b>
<b>I believe that campus and college awards, stipends, grants and development funds are awarded fairly.</b>	<b>49</b>	<b>5.4</b>	<b>533</b>	<b>58.3</b>	<b>238</b>	<b>26.0</b>	<b>94</b>	<b>10.3</b>
Faculty status <sup>cxxii</sup>								
Tenure-Track	16	4.1	199	51.2	120	30.8	54	13.9
Non-Tenure-Track	9	3.8	146	62.4	56	23.9	23	9.8
Adjunct/Part-Time	7	3.9	127	70.6	34	18.9	12	6.7
<b>I have peers/mentors who provide me career advice or guidance when I need it.</b>	<b>182</b>	<b>18.1</b>	<b>539</b>	<b>53.7</b>	<b>191</b>	<b>19.0</b>	<b>92</b>	<b>9.2</b>
<b>I believe that my workload is reasonable.</b>	<b>117</b>	<b>11.3</b>	<b>608</b>	<b>58.9</b>	<b>225</b>	<b>21.8</b>	<b>82</b>	<b>7.9</b>
Faculty status <sup>cxxiii</sup>								
Tenure-Track	39	9.3	229	54.8	111	26.6	39	9.3
Non-Tenure-Track	24	8.8	154	56.2	67	24.5	29	10.6
Adjunct/Part-Time	33	14.7	156	69.6	27	12.1	8	3.6

Note: Table includes Faculty respondents ( $n = 1,081$ ) only.

Lastly, Table 55 offers frequencies and descriptive statistics on Faculty respondents ratings of the degree to which they agreed with a series of five statements related to faculty work-life balance. Chi-square analyses were conducted by faculty status; only significant differences are reported.

Twenty-one percent ( $n = 212$ ) of Faculty respondents felt that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children (Table 55). A significantly higher percentage of Tenure-Track Faculty respondents (18%,  $n = 73$ ) than Non-Tenure-Track Faculty respondents (14%,  $n = 36$ ) and Adjunct/Part-Time Faculty respondents (10%,  $n = 21$ ) “agreed” that people who do not have children are burdened with work responsibilities beyond those who do have children.

Of those Faculty respondents who responded to the statement “I have used Kent State policies on military service-modified duties,” the majority of Faculty respondents (97%,  $n = 691$ ) indicated that they “disagreed”/“strongly disagreed” that they had used Kent State policies on military active service-modified duties (Table 55). Sixty-six percent ( $n = 673$ ) of Faculty respondents indicated that their department provided them with resources to pursue professional development opportunities.

Table 55 also shows that 73% ( $n = 753$ ) of Faculty respondents indicated that they had adequate access to administrative support to do their job. A significantly larger percentage of Adjunct/Part-Time Faculty respondents (21%,  $n = 48$ ) than Non-Tenure-Track Faculty respondents (17%,  $n = 46$ ) and Tenure-Track Faculty respondents (10%,  $n = 41$ ) “strongly agreed” that they had adequate access to administrative support to do their job.

More than half (53%,  $n = 476$ ) of Faculty respondents indicated that their department provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, eldercare, housing location assistance, transportation, etc.) (Table 55). Adjunct/Part-Time Faculty respondents (11%,  $n = 19$ ) were significantly more likely to “strongly agree” that their departments provided adequate resources to help them manage work-life balance than both Non-

Tenure-Track Faculty respondents (6%,  $n = 13$ ) and Tenure-Track Faculty respondents (5%,  $n = 18$ ).

**Table 55. Faculty Respondents' Perceptions of Work-Life Balance**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel that people who do not have children are burdened with work responsibilities beyond those who do have children.</b>	<b>60</b>	<b>6.0</b>	<b>152</b>	<b>15.2</b>	<b>561</b>	<b>56.0</b>	<b>229</b>	<b>22.9</b>
Faculty status <sup>cxxiv</sup>								
Tenure-Track	34	8.4	73	18.1	202	50.0	95	23.5
Non-Tenure-Track	13	5.0	36	13.8	151	57.9	61	23.4
Adjunct/Part-Time	< 5	---	21	10.2	139	67.8	41	20.0
<b>I have used Kent State policies on military active service-modified duties.</b>	<b>6</b>	<b>0.8</b>	<b>18</b>	<b>2.5</b>	<b>339</b>	<b>47.4</b>	<b>352</b>	<b>49.2</b>
<b>My department provides me with resources to pursue professional development opportunities</b>	<b>137</b>	<b>13.5</b>	<b>536</b>	<b>52.7</b>	<b>247</b>	<b>24.3</b>	<b>97</b>	<b>9.5</b>
<b>I have adequate access to administrative support to do my job.</b>	<b>166</b>	<b>16.0</b>	<b>587</b>	<b>56.6</b>	<b>211</b>	<b>20.3</b>	<b>73</b>	<b>7.0</b>
Faculty status <sup>cxxv</sup>								
Tenure-Track	41	10.1	227	56.2	99	24.5	37	9.2
Non-Tenure-Track	46	16.7	147	53.5	61	22.2	21	7.6
Adjunct/Part-Time	48	21.2	136	60.2	34	15.0	8	3.5
<b>My department provides adequate resources to help me manage work-life balance.</b>	<b>71</b>	<b>7.9</b>	<b>405</b>	<b>44.8</b>	<b>296</b>	<b>32.7</b>	<b>132</b>	<b>14.6</b>
Faculty status <sup>cxxvi</sup>								
Tenure-Track	18	4.9	148	40.4	134	36.6	66	18.0
Non-Tenure-Track	13	5.6	105	45.1	80	34.3	35	15.0
Adjunct/Part-Time	19	10.6	87	48.3	55	30.6	19	10.6

Note: Table includes Faculty respondents ( $n = 1,081$ ) only.



## Faculty Respondents' Feelings of Value at Kent State University

Question 92 queried faculty respondents about the degree to which they felt valued at Kent State. Frequencies and significant differences based on faculty status, gender identity,<sup>84</sup> sexual identity,<sup>85</sup> and disability status are provided in Tables 56 through 59. Only significant differences are reported.

Seventy-one percent ( $n = 756$ ) of Faculty respondents felt valued by faculty in their department (Table 56). Adjunct/Part-Time Faculty respondents (30%,  $n = 70$ ) were significantly more likely to “strongly agree” that they felt valued by faculty in their department than were both Tenure-Track Faculty respondents (26%,  $n = 108$ ) and Non-Tenure-Track Faculty respondents (26%,  $n = 72$ ).

Seventy-one percent ( $n = 740$ ) of Faculty respondents also felt valued by their department head/chair. Additionally, a much greater percentage (85%,  $n = 865$ ) of Faculty respondents felt valued by students in the classroom.

Only 38% ( $n = 388$ ) of Faculty respondents thought that Kent State senior administration was genuinely concerned with their welfare. By faculty status, Tenure-Track Faculty respondents (23%,  $n = 98$ ) were significantly more likely than and Non-Tenure-Track Faculty respondents (12%,  $n = 34$ ) and Adjunct/Part-Time Faculty respondents (10%,  $n = 23$ ) to “strongly disagree” that they thought that Kent State senior administration was genuinely concerned with their welfare. Additionally, Multiple Disabilities Faculty respondents (48%,  $n = 15$ ) and Single Disability Faculty respondents (31%,  $n = 22$ ) were more likely to “strongly disagree” that they thought that Kent State senior administration was genuinely concerned with their welfare compared to No Disability Faculty respondents (14%,  $n = 126$ ).

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<sup>84</sup>Transpectrum Faculty respondents ( $n = 7$ ) were not included in the analyses because their numbers were too few to maintain confidentiality.

<sup>85</sup>Asexual/Other Tenure-Track Faculty respondents ( $n = 19$ ) were not included in the analyses because their numbers were too few to maintain confidentiality.

**Table 56. Faculty Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel valued by faculty in my department.</b>	<b>297</b>	<b>28.0</b>	<b>459</b>	<b>43.3</b>	<b>160</b>	<b>15.1</b>	<b>96</b>	<b>9.1</b>	<b>47</b>	<b>4.4</b>
Faculty status <sup>cxxvii</sup>										
Tenure-Track	108	25.7	180	42.8	56	13.3	48	11.4	29	6.9
Non-Tenure-Track	72	25.7	130	46.4	40	14.3	28	10.0	10	3.6
Adjunct/Part-Time	70	30.4	96	41.7	43	18.7	15	6.5	6	2.6
<b>I feel valued by my department head/chair.</b>	<b>361</b>	<b>34.5</b>	<b>379</b>	<b>36.3</b>	<b>154</b>	<b>14.7</b>	<b>81</b>	<b>7.8</b>	<b>70</b>	<b>6.7</b>
<b>I feel valued by students in the classroom.</b>	<b>405</b>	<b>39.8</b>	<b>460</b>	<b>45.2</b>	<b>112</b>	<b>11.0</b>	<b>31</b>	<b>3.0</b>	<b>9</b>	<b>0.9</b>
<b>I think that Kent State senior administration is genuinely concerned with my welfare.</b>	<b>120</b>	<b>11.5</b>	<b>268</b>	<b>25.6</b>	<b>307</b>	<b>29.3</b>	<b>188</b>	<b>17.9</b>	<b>165</b>	<b>15.7</b>
Faculty status <sup>cxxviii</sup>										
Tenure-Track	36	8.6	80	19.1	107	25.6	97	23.2	98	23.4
Non-Tenure-Track	26	9.5	79	28.8	94	34.3	41	15.0	34	12.4
Adjunct/Part-Time	29	12.8	63	27.9	74	32.7	37	16.4	23	10.2
Disability status <sup>cxxix</sup>										
Single Disability	< 5	---	8	11.4	24	34.3	12	17.1	22	31.4
No Disabilities	113	12.1	251	26.9	271	29.0	173	18.5	126	13.5
Multiple Disabilities	< 5	---	6	19.4	8	25.8	< 5	---	15	48.4

Note: Table includes Faculty respondents (*n* = 1,081) only.

Table 57 shows that only 16% ( $n = 168$ ) of Faculty respondents thought that faculty in their departments pre-judged their abilities based on perceptions of their identity/background. By faculty status, Tenure-Track Faculty respondents (14%,  $n = 57$ ) and Non-Tenure-Track Faculty respondents (13%,  $n = 35$ ) were significantly more likely to “agree” that faculty in their departments pre-judged their abilities based on perceptions of their identity/background, compared to Adjunct/Part-Time Faculty respondents (8%,  $n = 17$ ).

Thirty-five percent ( $n = 364$ ) of Faculty respondents thought that faculty in their departments pre-judged their abilities based on their faculty status. Significance was observed by faculty status, with 17% ( $n = 46$ ) of Non-Tenure-Track Faculty respondents “strongly agreeing” that faculty in their departments pre-judged their abilities based on their faculty status compared to 10% ( $n = 22$ ) of Adjunct/Part-Time Faculty respondents and 6% ( $n = 25$ ) of Tenure-Track Faculty respondents. By disability status, Multiple Disabilities Faculty respondents (28%,  $n = 9$ ) were significantly more likely than Single Disability Faculty respondents (18%,  $n = 12$ ) and No Disability Faculty respondents (8%,  $n = 77$ ) to “strongly agree” that faculty in their departments pre-judged their abilities based on their faculty status.

Twenty-three percent ( $n = 235$ ) of Faculty respondents thought that their department chair/school director pre-judged their abilities based on their faculty status. Tenure-Track Faculty respondents (4%,  $n = 16$ ) were significantly less likely to “strongly agree” that they thought that their department chair/school director pre-judged their abilities based on their faculty status compared to Non-Tenure-Track Faculty respondents (8%,  $n = 21$ ) and Adjunct/Part-Time Faculty (8%,  $n = 39$ ). Additionally, by disability status, Multiple Disability respondents (17%,  $n = 5$ ) were significantly more likely to “strongly agree” that they thought that their department chair/school director pre-judged their abilities based on their faculty status compared to Single Disability Faculty respondents (8%,  $n = 5$ ) and No Disability respondents (5%,  $n = 46$ ).

A small percentage (12%,  $n = 124$ ) of Faculty respondents thought that their department chair/school director pre-judged their abilities based on perceptions their identity/background (e.g., age, race, disability, gender). Tenure-Track Faculty respondents (11%,  $n = 43$ ) were significantly more likely to “agree” than Adjunct/Part-Time Faculty respondents (8%,  $n = 17$ )

and Non-Tenure-Track Faculty Respondents (6%,  $n = 16$ ) that they thought that their department chair/school director pre-judged their abilities based on perceptions their identity/background.

Half (50%,  $n = 519$ ) of Faculty Respondents believed that the campus climate encouraged free and open discussion of difficult topics. Adjunct/Part-Time Faculty respondents (19%,  $n = 44$ ) were significantly more likely to indicate that they “strongly agree” that they believe that the campus climate encouraged free and open discussion of difficult topics than Tenure-Track Faculty respondents (10%,  $n = 43$ ) and Non-Tenure-Track Faculty respondents (7%,  $n = 20$ ). Heterosexual Faculty respondents (38%,  $n = 344$ ) were also significantly more likely to indicate that they “strongly agree” that they believe that the campus climate encouraged free and open discussion of difficult topics compared to LGBQ Faculty respondents (26%,  $n = 20$ ).

**Table 57. Faculty Respondents' Perception of Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I think that faculty in my department pre-judge my abilities based on their perception of my identity/background.</b>	<b>38</b>	<b>3.7</b>	<b>130</b>	<b>12.6</b>	<b>291</b>	<b>28.2</b>	<b>343</b>	<b>33.2</b>	<b>231</b>	<b>22.4</b>
Faculty status <sup>cxxx</sup>										
Tenure-Track	21	5.1	57	13.9	115	28.0	131	32.0	86	21.0
Non-Tenure-Track	12	4.3	35	12.7	72	26.1	98	35.5	59	21.4
Adjunct/Part-Time	< 5	---	17	7.6	67	29.8	77	34.2	62	27.6
<b>I think that faculty in my department pre-judge my abilities based on my faculty status.</b>	<b>99</b>	<b>9.6</b>	<b>265</b>	<b>25.8</b>	<b>262</b>	<b>25.5</b>	<b>272</b>	<b>26.5</b>	<b>130</b>	<b>12.6</b>
Faculty status <sup>cxxxi</sup>										
Tenure-Track	25	6.1	110	26.7	106	25.7	118	28.6	53	12.9
Non-Tenure-Track	46	16.6	84	30.3	58	20.9	65	23.5	24	8.7
Adjunct/Part-Time	22	9.7	42	18.5	61	26.9	64	28.2	38	16.7
Disability status <sup>cxxxii</sup>										
Single Disability	12	17.6	17	25.0	22	32.4	13	19.1	< 5	---
No Disabilities	77	8.4	240	26.2	232	25.4	246	26.9	120	13.1
Multiple Disabilities	9	28.1	5	15.6	7	21.9	7	21.9	< 5	---
<b>I think that my department chair/school director pre-judges my abilities based on my faculty status.</b>	<b>57</b>	<b>5.6</b>	<b>178</b>	<b>17.5</b>	<b>274</b>	<b>26.9</b>	<b>310</b>	<b>30.4</b>	<b>200</b>	<b>19.6</b>
Faculty status <sup>cxxxiii</sup>										
Tenure-Track	16	3.9	66	16.2	115	28.3	122	30.0	88	21.6
Non-Tenure-Track	21	7.6	50	18.0	66	23.7	101	36.3	40	14.4
Adjunct/Part-Time	17	7.5	44	19.5	55	24.3	62	27.4	48	21.2
Disability status <sup>cxxxiv</sup>										
Single Disability	5	7.5	7	10.4	26	38.8	17	25.4	12	17.9
No Disabilities	46	5.1	165	18.2	235	25.9	282	31.0	181	19.9
Multiple Disabilities	5	16.7	< 5	---	10	33.3	7	23.3	5	16.7
<b>I think that my department chair/school director pre-judges my abilities based his/her perception of my identity/background.</b>	<b>37</b>	<b>3.7</b>	<b>87</b>	<b>8.6</b>	<b>259</b>	<b>25.6</b>	<b>332</b>	<b>32.8</b>	<b>297</b>	<b>29.3</b>
Faculty status <sup>cxxxv</sup>										
Tenure-Track	23	5.6	43	10.5	107	26.2	118	28.9	117	28.7
Non-Tenure-Track	7	2.6	16	5.9	61	22.6	110	40.7	76	28.1
Adjunct/Part-Time	< 5	---	17	7.6	58	25.9	73	32.6	73	32.6

<i>Table 57 (cont.)</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>
<b>I believe that the campus climate encourages free and open discussion of difficult topics.</b>	<b>131</b>	<b>12.5</b>	<b>388</b>	<b>37.0</b>	<b>283</b>	<b>27.0</b>	<b>187</b>	<b>17.8</b>	<b>60</b>	<b>5.7</b>
Faculty status <sup>cxxxvi</sup>										
Tenure-Track	43	10.3	115	27.6	127	30.5	88	21.2	43	10.3
Non-Tenure-Track	20	7.3	116	42.2	71	25.8	56	20.4	12	4.4
Adjunct/Part-Time	44	19.3	99	43.4	62	27.2	19	8.3	< 5	---
Sexual identity <sup>cxxxvii</sup>										
LGBQ	8	10.5	20	26.3	19	25.0	19	25.0	10	13.2
Heterosexual	113	12.5	344	38.2	250	27.7	154	17.1	40	4.4

Note: Table includes Faculty respondents ( $n = 1,081$ ) only.

Forty-four percent ( $n = 414$ ) of Faculty respondents felt that their research was valued (Table 58). Tenure-Track Faculty respondents (40%,  $n = 166$ ) were significantly more likely to “agree” that they felt that their research was valued than Non-Tenure-Track Faculty respondents (27%,  $n = 62$ ), and Adjunct/Part-Time Faculty respondents (23%,  $n = 46$ ). Further analyses also revealed that Men Faculty respondents (16%,  $n = 61$ ) were significantly more likely to “strongly agree” that they felt that their research was valued than Women Faculty respondents (9%,  $n = 47$ ).

Sixty-eight percent ( $n = 697$ ) of Faculty respondents felt that their teaching was valued. Significant difference, again, emerged based on faculty status, however now with 31% ( $n = 69$ ) of Adjunct/Part-Time Faculty respondents compared to 22% ( $n = 60$ ) of Non-Tenure-Track Faculty respondents, and 18% ( $n = 76$ ) of Tenure-Track Faculty respondents “strongly agreeing” that their teaching was valued.

Fifty-five percent ( $n = 561$ ) of Faculty respondents felt that their service contributions were valued. Adjunct/Part-Time Faculty respondents (22%,  $n = 47$ ) were significantly more likely to “strongly agree” that their service contributions were valued compared to Non-Tenure-Track Faculty respondents (14%,  $n = 38$ ) and Tenure-Track Faculty respondents (12%,  $n = 48$ ).

Slightly more than half, 51% ( $n = 488$ ) of Faculty respondents felt that including diversity-related information in their teaching/pedagogy/research was valued. Once again significance was observed by faculty status. Adjunct/Part-Time Faculty respondents (19%,  $n = 39$ ) were significantly more likely than Tenure-Track Faculty respondents (16%,  $n = 61$ ) and Non-Tenure-Track Faculty respondents (14%,  $n = 34$ ) to “strongly agree” that they felt that including diversity-related information in their teaching/pedagogy/research was valued.

**Table 58. Faculty Respondents’ Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel that my research is valued.</b>	<b>108</b>	<b>11.4</b>	<b>306</b>	<b>32.2</b>	<b>365</b>	<b>38.4</b>	<b>110</b>	<b>11.6</b>	<b>61</b>	<b>6.4</b>
Faculty status <sup>cxviii</sup>										
Tenure-Track	56	13.4	166	39.6	94	22.4	65	15.5	38	9.1
Non-Tenure-Track	11	4.8	62	27.1	119	52.0	25	10.9	12	5.2
Adjunct/Part-Time	23	11.5	46	23.0	110	55.0	13	6.5	8	4.0
Gender identity <sup>cxix</sup>										
Women	47	8.9	177	33.5	208	39.3	68	12.9	29	5.5
Men	61	15.1	126	31.2	147	36.4	41	10.1	29	7.2
<b>I feel that my teaching is valued.</b>	<b>233</b>	<b>22.8</b>	<b>464</b>	<b>45.4</b>	<b>175</b>	<b>17.1</b>	<b>105</b>	<b>10.3</b>	<b>45</b>	<b>4.4</b>
Faculty status <sup>cxl</sup>										
Tenure-Track	76	18.1	181	43.1	84	20.0	54	12.9	25	6.0
Non-Tenure-Track	60	21.9	131	47.8	39	14.2	33	12.0	11	4.0
Adjunct/Part-Time	69	30.7	106	47.1	29	12.9	13	5.8	8	3.6
<b>I feel that my service contributions are valued.</b>	<b>166</b>	<b>16.2</b>	<b>395</b>	<b>38.6</b>	<b>238</b>	<b>23.3</b>	<b>156</b>	<b>15.3</b>	<b>67</b>	<b>6.6</b>
Faculty status <sup>cxli</sup>										
Tenure-Track	48	11.5	147	35.3	88	21.1	91	21.8	43	10.3
Non-Tenure-Track	38	14.1	129	47.8	50	18.5	43	15.9	10	3.7
Adjunct/Part-Time	47	22.0	68	31.8	79	36.9	11	5.1	9	4.2
<b>I feel that including diversity-related information in my teaching/pedagogy/research is valued.</b>	<b>156</b>	<b>16.3</b>	<b>332</b>	<b>34.8</b>	<b>367</b>	<b>38.4</b>	<b>63</b>	<b>6.6</b>	<b>37</b>	<b>3.9</b>
Faculty status <sup>cxlii</sup>										
Tenure-Track	61	15.6	122	31.2	147	37.6	39	10.0	22	5.6
Non-Tenure-Track	34	13.7	95	38.2	99	39.8	15	6.0	6	2.4
Adjunct/Part-Time	39	18.8	76	36.5	83	39.9	< 5	---	7	3.4

Note: Table includes Faculty respondents ( $n = 1,081$ ) only.

Faculty respondents were asked to provide their input on two additional statements related to their perceived sense of value. These questions inquired about their feelings regarding the university’s value of academic freedom and shared governance.

Sixty-four percent ( $n = 671$ ) of Faculty respondents felt the university values academic freedom (Table 59). By faculty status, significantly greater percentages of Adjunct/Part-Time Faculty respondents (26%,  $n = 58$ ) than Non-Tenure-Track Faculty respondents (16%,  $n = 44$ ) and Tenure-Track Faculty respondents (15%,  $n = 64$ ) “strongly agreed” that they felt that the university values academic freedom. Additionally, by sexual identity, Heterosexual Faculty respondents (44%,  $n = 399$ ) were significantly more likely to “agree” that they felt that the university values academic freedom compared to LGBTQ Faculty respondents (30%,  $n = 23$ ).

Thirty-eight percent ( $n = 392$ ) of Faculty respondents felt that faculty voices were valued in shared governance. By faculty status, Adjunct/Part-Time Faculty respondents (15%,  $n = 32$ ) were significantly more likely to “strongly agree” that faculty voices were valued in shared governance than were Tenure-Track Faculty respondents (7%,  $n = 28$ ) and Non-Tenure-Track Faculty respondents (4%,  $n = 11$ ). Subsequent analyses also revealed that No Disability Faculty respondents (30%,  $n = 274$ ) were significantly more likely to “agree” that faculty voices were valued in shared governance than were Single Disability Faculty respondents (17%,  $n = 12$ ) and Multiple Disabilities Faculty respondents (16%,  $n = 5$ ).



**Table 59. Faculty Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel the university values academic freedom.</b>	<b>217</b>	<b>20.8</b>	<b>454</b>	<b>43.5</b>	<b>231</b>	<b>22.1</b>	<b>106</b>	<b>10.2</b>	<b>36</b>	<b>3.4</b>
Faculty status <sup>cxliii</sup>										
Tenure-Track	64	15.3	177	42.2	99	23.6	56	13.4	23	5.5
Non-Tenure-Track	44	16.1	129	47.1	62	22.6	30	10.9	9	3.3
Adjunct/Part-Time	58	26.0	97	43.5	48	21.5	16	7.2	< 5	---
Sexual identity <sup>cxliv</sup>										
LGBQ	16	21.1	23	30.3	17	22.4	15	19.7	5	6.6
Heterosexual	188	20.9	399	44.4	199	22.1	86	9.6	27	3.0
<b>I feel that faculty voices are valued in shared governance.</b>	<b>98</b>	<b>9.5</b>	<b>294</b>	<b>28.6</b>	<b>311</b>	<b>30.3</b>	<b>192</b>	<b>18.7</b>	<b>132</b>	<b>12.9</b>
Faculty status <sup>cxlv</sup>										
Tenure-Track	28	6.7	85	20.5	112	27.0	105	25.3	85	20.5
Non-Tenure-Track	11	4.1	84	31.2	86	32.0	58	21.6	30	11.2
Adjunct/Part-Time	32	14.6	68	31.1	86	39.3	21	9.6	12	5.5
Disability status <sup>cxlvi</sup>										
Single Disability	< 5	---	12	17.4	19	27.5	17	24.6	18	26.1
No Disability	92	10.1	274	30.0	278	30.4	171	18.7	99	10.8
Multiple Disabilities	< 5	---	5	16.1	9	29.0	< 5	---	12	38.7

Note: Table includes Faculty respondents (*n* = 1,081) only.

<sup>cxli</sup>A chi-square test was conducted to compare percentages of Tenure-Track Faculty respondents who indicated on the survey the tenure/promotion process was clear by gender identity:  $\chi^2(3, N = 417) = 9.2, p < .05$ .

<sup>cxlii</sup>A chi-square test was conducted to compare percentages of Tenure-Track Faculty respondents who indicated on the survey the tenure/promotion process was reasonable by gender identity:  $\chi^2(3, N = 413) = 24.2, p < .001$ .

<sup>cxliii</sup>A chi-square test was conducted to compare percentages of Tenure-Track Faculty respondents who indicated on the survey the tenure/promotion process was reasonable by sexual identity:  $\chi^2(3, N = 385) = 13.3, p < .01$ .

<sup>cxliv</sup>A chi-square test was conducted to compare percentages of Tenure-Track Faculty respondents who indicated on the survey their service contributions were important to tenure/promotion process was reasonable by sexual identity:  $\chi^2(3, N = 381) = 8.3, p < .05$ .

<sup>cxlv</sup>A chi-square test was conducted to compare percentages of Tenure-Track Faculty respondents who indicated on the survey that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations by gender identity:  $\chi^2(3, N = 408) = 11.4, p < .05$ .

<sup>cxlvi</sup>A chi-square test was conducted to compare percentages of Tenure-Track Faculty respondents who indicated on the survey that they had used Kent State policies on taking leave for childbearing or adoption by gender identity:  $\chi^2(3, N = 354) = 10.0, p < .05$ .

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<sup>cxvii</sup>A chi-square test was conducted to compare percentages of Tenure-Track Faculty respondents who indicated on the survey that Faculty Excellence Awards (merit raises) were awarded fairly by sexual identity:  $\chi^2(3, N = 370) = 11.6, p < .01$ .

<sup>cxviii</sup>A chi-square test was conducted to compare percentages of Tenure-Track Faculty respondents who indicated on the survey that Faculty Excellence Awards (merit raises) were awarded fairly by disability status:  $\chi^2(3, N = 385) = 8.8, p < .05$ .

<sup>cxix</sup>A chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who indicated on the survey that they felt pressured to do service and research by gender identity:  $\chi^2(3, N = 272) = 8.4, p < .05$ .

<sup>cxx</sup>A chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who indicated on the survey that they felt that their points of view were taken into account for course assignments and scheduling by gender identity:  $\chi^2(3, N = 265) = 9.2, p < .05$ .

<sup>cxxi</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they performed more work to help students beyond those of their colleagues with similar performance expectations by faculty status:  $\chi^2(6, N = 890) = 16.8, p < .05$ .

<sup>cxxii</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they believe that campus and college awards, stipends, grants and development funds are awarded fairly by faculty status:  $\chi^2(6, N = 803) = 22.2, p < .01$ .

<sup>cxxiii</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they believed that their workload was reasonable by faculty status:  $\chi^2(6, N = 916) = 33.8, p < .001$ .

<sup>cxxiv</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that people who did not have children were burdened with work responsibilities beyond those who did have children by faculty status:  $\chi^2(6, N = 870) = 24.7, p < .001$ .

<sup>cxxv</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they had adequate access to administrative support to do their job by faculty status:  $\chi^2(6, N = 905) = 26.3, p < .001$ .

<sup>cxxvi</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they believed that their departments provided adequate resources to help them manage work-life balance by faculty status:  $\chi^2(6, N = 779) = 13.9, p < .05$ .

<sup>cxxvii</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by faculty in their department by faculty status:  $\chi^2(8, N = 931) = 15.8, p < .05$ .

<sup>cxxviii</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they thought that Kent State senior administration was genuinely concerned with their welfare by faculty status:  $\chi^2(8, N = 918) = 42.8, p < .001$ .

<sup>cxxix</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they thought that Kent State senior administration was genuinely concerned with their welfare by disability status:  $\chi^2(4, N = 1,035) = 51.0, p < .001$ .

<sup>cxxx</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they thought that faculty in their department pre-judged their abilities based on perceptions of their identity/background by faculty status:  $\chi^2(8, N = 911) = 16.5, p < .05$ .

<sup>cxxxi</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they thought that faculty in their department pre-judged their abilities based on their faculty status by faculty status:  $\chi^2(8, N = 916) = 35.8, p < .001$ .

<sup>cxxxii</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they thought that faculty in their department pre-judged their abilities based on perceptions of their faculty status by disability status:  $\chi^2(4, N = 1,015) = 24.3, p < .01$ .

<sup>cxxxiii</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they thought that their department chair/school director pre-judged their abilities based on their faculty status by faculty status:  $\chi^2(8, N = 911) = 16.1, p < .05$ .

<sup>cxxxiv</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they thought that their department chair/school director pre-judged their abilities based on their faculty status by disability status:  $\chi^2(4, N = 1,006) = 16.4, p < .05$ .

<sup>cxxxv</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they thought that their department chair/school director pre-judged their abilities based on perceptions of their identity/background by faculty status:  $\chi^2(8, N = 902) = 21.6, p < .01$ .

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<sup>cxxxvi</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they believed that the campus climate encouraged free and open discussion of difficult topics by faculty status:  $\chi^2(8, N = 919) = 67.2, p < .001$ .

<sup>cxxxvii</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they believed that the campus climate encouraged free and open discussion of difficult topics by sexual identity:  $\chi^2(4, N = 977) = 16.0, p < .01$ .

<sup>cxxxviii</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt their research was valued by faculty status:  $\chi^2(8, N = 848) = 93.9, p < .001$ .

<sup>cxxxix</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt their research was valued by gender identity:  $\chi^2(4, N = 933) = 11.0, p < .05$ .

<sup>cxl</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt their teaching was valued by faculty status:  $\chi^2(8, N = 919) = 26.6, p < .01$ .

<sup>cxli</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt their service contributions was valued by faculty status:  $\chi^2(8, N = 901) = 77.8, p < .001$ .

<sup>cxlii</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that including diversity-related information in their teaching/pedagogy/research was valued by faculty status:  $\chi^2(8, N = 848) = 23.8, p < .01$ .

<sup>cxliii</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt the university values academic freedom by faculty status:  $\chi^2(8, N = 916) = 21.9, p < .01$ .

<sup>cxliv</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt the university values academic freedom by sexual identity:  $\chi^2(4, N = 975) = 13.0, p < .05$ .

<sup>cxlv</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that faculty voices were valued in shared governance by faculty status:  $\chi^2(8, N = 903) = 77.7, p < .001$ .

<sup>cxlvi</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that faculty voices were valued in shared governance by disability status:  $\chi^2(8, N = 1,014) = 39.5, p < .001$ .

## **Faculty, Staff, and Administrator with Faculty Rank Respondents Who Have Seriously Considered Leaving Kent State**

Thirty-six percent ( $n = 3,038$ ) of all respondents (Faculty, Staff, Administrator with Faculty rank, and Students) had seriously considered leaving Kent State. With regard to employee position status, 52% ( $n = 854$ ) of Staff respondents, 51% ( $n = 72$ ) of Administrator with Faculty rank respondents, and 51% ( $n = 477$ ) of Faculty respondents had seriously considered leaving Kent State in the past year.<sup>86</sup> Subsequent analyses found significant differences by staff status, faculty status, sexual identity, disability status, and religious/spiritual affiliation:

- By staff status: 55% ( $n = 593$ ) of Unclassified Staff respondents and 47% ( $n = 261$ ) of Classified Staff respondents seriously considered leaving Kent State.<sup>cxlvii</sup>
- By faculty status: 62% ( $n = 265$ ) of Tenure-Track Faculty respondents, 47% ( $n = 132$ ) of Non-Tenure-Track Faculty respondents, and 35% ( $n = 80$ ) of Adjunct/Part-Time Faculty respondents seriously considered leaving Kent State.<sup>cxlviii</sup>
- By sexual identity: 67% ( $n = 109$ ) of LGBTQ employee respondents, 51% ( $n = 1,196$ ) of Heterosexual employee respondents, and 43% ( $n = 29$ ) of Asexual/Other employee respondents seriously considered leaving Kent State.<sup>cxlix</sup>
- By disability status: 72% ( $n = 48$ ) of Multiple Disabilities employee respondents, 59% ( $n = 98$ ) of Single Disability employee respondents, and 51% ( $n = 1,237$ ) of No Disability employee respondents seriously considered leaving Kent State.<sup>cl</sup>
- By religious/spiritual affiliation: 62% ( $n = 78$ ) of Multiple Affiliations employee respondents, 60% ( $n = 438$ ) of No Affiliation employee respondents, 48% ( $n = 772$ ) of Christian Affiliation respondents, and 42% ( $n = 50$ ) of Other Religious/Spiritual Affiliation respondents seriously considered leaving Kent State.<sup>cli</sup>

Forty-nine percent ( $n = 681$ ) of those employee respondents who seriously considered leaving did so because of financial reasons (Table 60). Forty-five percent ( $n = 626$ ) of those employee respondents who seriously considered leaving indicated that they did so because of limited opportunities for advancement. Other reasons included tension with a supervisor or manager

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<sup>86</sup>A chi-square test was conducted to compare percentages of Administrator with Faculty Rank, Faculty, and Staff respondents who indicated that they seriously considered leaving Kent State by position status; no significant differences were found.

(35%,  $n = 487$ ), increased workload (29%  $n = 404$ ), and because they were interested in a position at another institution (25%  $n = 357$ ).

**Table 60. Reasons Why Employee Respondents Considered Leaving Kent State**

<b>Reason</b>	<b><i>n</i></b>	<b>%</b>
Financial reasons (e.g., salary, resources)	681	48.5
Limited opportunities for advancement	626	44.6
Tension with supervisor/manager	487	34.7
Increased workload	404	28.8
Interested in a position at another institution	357	25.4
Tension with coworkers	322	23.0
Campus climate was unwelcoming	299	21.3
Recruited or offered a position at another institution	213	15.2
Wanted to move to a different geographical location	163	11.6
Family responsibilities	101	7.2
Lack of benefits	91	6.5
Personal reasons (e.g., medical, mental health, family emergencies)	60	4.3
Local community did not meet my (my family) needs	53	3.8
Spouse or partner unable to find suitable employment	52	3.7
Revised retirement plans	33	2.4
Offered position in government or industry	26	1.9
Spouse or partner relocated	24	1.7
A reason not listed above	270	19.2

Note: Table includes responses only from those Faculty, Staff, and Administrator with Faculty rank respondents who indicated on the survey that they had seriously considered leaving Kent State in the past year ( $n = 1,403$ ).

<sup>cxlvii</sup>A chi-square test was conducted to compare percentages of Staff respondents who indicated that they seriously considered leaving Kent State University by staff status:  $\chi^2(1, N = 1,629) = 10.2, p < .01$ .

<sup>cxlviii</sup>A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they seriously considered leaving Kent State University by faculty status:  $\chi^2(2, N = 935) = 47.0, p < .001$ .

<sup>cxlix</sup>A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving Kent State University by sexual identity:  $\chi^2(2, N = 2,586) = 17.3, p < .001$ .

<sup>cl</sup>A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving Kent State University by disability status:  $\chi^2(2, N = 2,674) = 15.3, p < .001$ .

<sup>cli</sup>A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they seriously considered leaving Kent State University by religious affiliation:  $\chi^2(3, N = 2,597) = 40.0, p < .001$ .

## Summary

The results from this section suggest that most Faculty respondents and Staff respondents generally hold positive attitudes about Kent State policies and processes. Few Kent State University employees had observed unjust hiring (25%,  $n = 661$ ), unfair disciplinary actions (12%  $n = 318$ ), or unjust promotion, tenure, reappointment, renewal of appointment, and/or reclassification (31%  $n = 826$ ). Ethnicity, nepotism, gender/gender identity, position status, and age were the top perceived bases for many of the reported discriminatory employment practices.

The majority of Staff respondents “agreed” or “strongly agreed” that Kent State was supportive of staff taking leave. A majority of Staff respondents indicated that they had supervisors who provide them with resources to pursue professional development opportunities. Additionally, many Staff respondents indicated that Kent State provides them with adequate resources to help them manage work life balance. Many of the Staff respondents felt valued by either their coworkers or their supervisors and managers, but did not feel valued by faculty.

Many Tenure-Track Faculty respondents “agreed” or “strongly agreed” that Kent State’s tenure/promotion process was clear and reasonable. Additionally, the majority of Non-Tenure-Track Faculty “disagreed” or “strongly disagree” that within their departments, faculty members who use family accommodation policies are disadvantaged in promotion or tenure. Seventy-one percent of Faculty respondents felt valued by their department head/chair, while an additional 71% of Faculty respondents felt valued by faculty in their department.

Not surprisingly, analyses revealed statistically significant differences in responses among groups, where the answers of Women respondents and respondents with Disabilities were generally less positive than the responses of other groups.

## **Student Perceptions of Campus Climate**

This section of the report is dedicated to survey items that were addressed to Kent State University students. Several survey items queried Students about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

### **Student Experiences of Unwanted Sexual Contact**

As noted earlier in this report, 304 respondents (4%) experienced unwanted sexual contact while a member of the Kent State community.<sup>87</sup> Subsequent analyses indicated that of the respondents who experienced unwanted sexual contact, 251 were Undergraduate Students (5% of Undergraduate Student respondents) and 17 were Graduate/Professional Student respondents (2% of Graduate/Professional Student respondents). Students were asked to share what semester they were in when they experienced the unwanted sexual contact. Of the 268 Student respondents who indicated that they experienced such conduct, 42% ( $n = 112$ ) noted that it occurred in their first semester, 30% ( $n = 81$ ) noted that it occurred in their second semester, 21% ( $n = 56$ ) noted that it occurred during their third semester, and 19% ( $n = 5$ ) noted that it occurred during their fourth semester. The greatest percentage of occurrences of unwanted sexual contact happened within the last year.

Subsequent analyses,<sup>88</sup> the results of which are depicted in Figure 44, revealed that for Undergraduate Student respondents:<sup>89</sup>

- By undergraduate position status: 6% ( $n = 187$ ) of Undergraduate Student respondents who started their first year at Kent State and 3% ( $n = 18$ ) of Undergraduate Student respondents who transferred into Kent State experienced unwanted sexual contact.<sup>clii</sup>
- By gender identity: 11% ( $n = 9$ ) of Transspectrum Undergraduate Student respondents, 7% ( $n = 216$ ) of Women Undergraduate Student respondents, and 2% ( $n = 26$ ) of Men Undergraduate Student respondents experienced unwanted sexual contact.<sup>cliii</sup>

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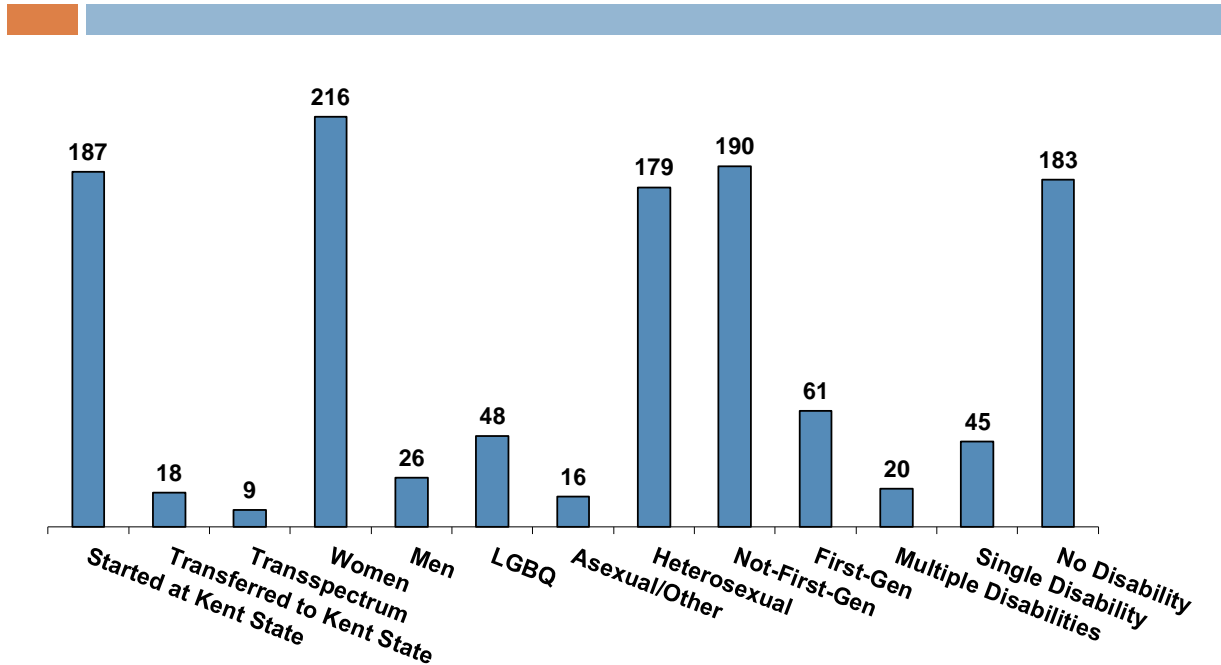
<sup>87</sup>The survey defined unwanted sexual conduct as “unwanted physical sexual contact includes forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.”

<sup>88</sup>Chi-square analyses were conducted by undergraduate position status, gender identity, racial identity, sexual identity, income status, first-generation status, and disability status; only significant differences are reported.

<sup>89</sup>Chi-square analyses did not include Graduate/Professional respondents because their numbers were too few ( $n = 17$ ) to ensure confidentiality.



- By sexual identity: 9% ( $n = 48$ ) of LGBTQ Undergraduate Student respondents, 5% ( $n = 16$ ) of Asexual/Other Undergraduate Student respondents, and 5% ( $n = 179$ ) of Heterosexual Undergraduate Student respondents experienced unwanted sexual contact.<sup>cliv</sup>
- By first-generation status: 7% ( $n = 190$ ) of Not-First-Generation Undergraduate Student respondents and 4% ( $n = 61$ ) of First-Generation Undergraduate Student respondents experienced unwanted sexual contact.<sup>clv</sup>
- By disability status: 13% ( $n = 20$ ) of Undergraduate Student respondents with Multiple Disabilities, 11% ( $n = 45$ ) of Undergraduate Student respondents with a Single Disability, and 5% ( $n = 183$ ) of Undergraduate Student respondents with No Disability experienced unwanted sexual contact.<sup>clvi</sup>



Note: Responses with  $n < 5$  are not presented in the figure.

*Figure 44.* Undergraduate Student Respondents' Experiences of Unwanted Sexual Contact While at Kent State by Undergraduate Position Status, Gender Identity, First-Generation Status, Sexual Identity, and Disability Status ( $n$ )

<sup>clii</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who experienced unwanted sexual contact by undergraduate position status:  $\chi^2(1, N = 3,845) = 14.0, p < .001$ .

<sup>cliii</sup>A chi-square test was conducted to compare percentages of Student respondents who experienced unwanted sexual contact by gender identity:  $\chi^2(2, N = 4,677) = 47.7, p < .001$ .

<sup>cliv</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who experienced unwanted sexual contact by sexual identity:  $\chi^2(2, N = 4,600) = 19.7, p < .001$ .

<sup>clv</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who experienced unwanted sexual contact by first-generation status:  $\chi^2(1, N = 4,678) = 20.4, p < .001$ .

<sup>clvi</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who experienced unwanted sexual contact by disability status:  $\chi^2(2, N = 4,670) = 46.0, p < .001$ .

### **Students' *Perceived Academic Success***

As mentioned earlier in this report, a confirmatory factor analysis was conducted on a scale embedded in Question 12 of the survey. The scale, termed “*Perceived Academic Success*” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in various studies examining undergraduate student learning. The first seven items in Question 12 of the survey reflect the questions on this scale.

The questions in each scale (Table 61) were answered on a Likert metric from “strongly agree” to “strongly disagree” (scored 1 for “strongly agree” and 5 for “strongly disagree”). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in the analysis. Just under three percent (2.9%) of all potential Student respondents were removed from the analysis as a result of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.<sup>90</sup> One question from the scale (Q12\_A\_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach’s alpha) of the scale was 0.860 (after removing the question noted above) which is high, meaning that the scale produces consistent results. With Q12\_A\_2 included, Cronbach’s alpha would have been only 0.762.

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<sup>90</sup>Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

**Table 61. Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Survey item number	Academic experience
Perceived Academic Success	Q12_1	I am performing up to my full academic potential.
	Q12_3	I am satisfied with my academic experience at Kent State.
	Q12_4	I am satisfied with the extent of my intellectual development since enrolling at Kent State.
	Q12_5	I have performed academically as well as I anticipated I would.
	Q12_6	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q12_7	My interest in ideas and intellectual matters has increased since coming Kent State.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions included in the given factor was given a score on a five-point scale. Lower scores on the *Perceived Academic Success* factor suggests a student or constituent group is more academically successful.

### Means Testing Methodology

After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for Student respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Men, Women)
- Racial identity (Asian/Asian Americans, Black/African Americans, Hispanics/Latin@s/Chican@s, Other People of Color, White People, People of Multiple Race)
- Sexual identity (LGBQ including Pansexual, Heterosexual, Asexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- First Generation/Low-Income status (First Gen/Low-Income, Not-First Gen/Low-Income)

- Military Service status (Military Service, No Military Service)
- Age (22 and Under, 23 and Over – for Undergraduates; 34 and Under, 35 and Over – for Graduate Students)
- Employment status (Employed, Not Employed)

When there were only two categories for the specified demographic variable (e.g., gender) a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d* and any moderate to large effects are noted.

When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether there were any differences. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using  $\eta^2$  and any moderate to large effects were noted.

## Means Testing Results

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate/Professional Student respondents (where possible).

### Gender Identity

There were significant differences ( $p < .01$ ;  $p < .001$ ) in the overall test for means for both Undergraduate Student respondents and Graduate/Professional Student respondents by gender identity on *Perceived Academic Success*. For both groups, Women Student respondents had greater *Perceived Academic Success*.

**Table 62. Student Respondents' Perceived Academic Success by Gender Identity**

	Undergraduate Students			Graduate/Professional Students		
Gender Identity	<i>n</i>	Mean	Std. Dev.	<i>n</i>	Mean	Std. Dev.
Women	3,158	1.944	0.665	607	1.787	0.645
Men	1,306	2.080	0.671	405	1.926	0.739
<b>Mean difference</b>		<b>-0.136***</b>			<b>-0.139**</b>	

\*\* $p < .01$ ; \*\*\* $p < .001$

### Racial Identity

A significant difference existed ( $p < .001$ ) in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success*.

**Table 63. Undergraduate Student Respondents' Perceived Academic Success by Racial Identity**

Racial Identity	<i>n</i>	Mean	Std. Dev.	Minimum	Maximum
Asian/Asian American	126	2.029	0.686	1.00	4.17
Black/African American	344	2.252	0.769	1.00	4.50
Hispanic/Latin@/Chican@	74	2.002	0.558	1.00	3.33
Other Person of Color	63	1.886	0.610	1.00	3.50
White Only	3,603	1.956	0.656	1.00	4.83
Multiracial	291	2.054	0.688	1.00	4.17

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for five comparisons— all comparisons of Black/African American vs. Other

Person of Color, Black/African American vs. Multiracial Race, and Black/African American vs. White Only groups, Black/African American vs. Hispanic/Latin@/Chican@, and Black/African American vs. Asian/Asian American. These findings suggest that Black/African American Undergraduate Student respondents have less *Perceived Academic Success* than Undergraduate Student respondents of other races.

**Table 64. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Racial Identity**

Groups Compared	Mean Difference
Asian/Asian American vs. Black/African American	-0.223*
Asian/Asian American vs. Hispanic/Latin@/Chican@	0.027
Asian/Asian American vs. Other Person of Color	0.143
Asian/Asian American vs. White Only	0.073
Asian/Asian American vs. Multiple Race	-0.025
Black/African American vs. Hispanic/Latin@/Chican@	0.250*
Black/African American vs. Other Person of Color	0.366***
Black/African American vs. White Only	0.297***
Black/African American vs. Multiple Race	0.198**
Hispanic/Latin@/Chican@ vs. Other Person of Color	0.116
Hispanic/Latin@/Chican@ vs. White Only	0.046
Hispanic/Latin@/Chican@ vs. Multiple Race	-0.052
Other Person of Color vs. White Only	-0.070

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

A significant difference existed ( $p < .05$ ) in the overall test for means for Graduate/Professional Student respondents by racial identity on *Perceived Academic Success*.

**Table 65. Graduate/Professional Student Respondents' Perceived Academic Success by Racial Identity**

Racial Identity	<i>n</i>	Mean	Std. Dev.	Minimum	Maximum
Asian/Asian American	261	1.774	0.659	1.00	4.33
Black/African American	39	1.957	0.814	1.00	4.83
Hispanic/Latin@/Chican@	19	1.693	0.688	1.00	2.83
Other Person of Color	32	2.104	0.881	1.00	4.67
White Only	631	1.840	0.674	1.00	4.50
Multiple Race	32	2.068	0.841	1.00	4.33

Though the overall test for significance was statistically significant, none of the subsequent individual comparisons were significant for Graduate/Professional Student respondents. Mean differences are provided for comparison.

**Table 66. Difference between Means for Graduate/Professional Student Respondents for Perceived Academic Success by Racial Identity**

Groups Compared	Mean Difference
Asian/Asian American vs. Black/African American	-0.183
Asian/Asian American vs. Hispanic/Latin@/Chican@	0.081
Asian/Asian American vs. Other Person of Color	-0.330
Asian/Asian American vs. White Only	-0.067
Asian/Asian American vs. Multiple Race	-0.294
Black/African American vs. Hispanic/Latin@/Chican@	0.264
Black/African American vs. Other Person of Color	-0.147
Black/African American vs. White Only	0.117
Black/African American vs. Multiple Race	-0.110
Hispanic/Latin@/Chican@ vs. Other Person of Color	-0.411
Hispanic/Latin@/Chican@ vs. White Only	-0.147
Hispanic/Latin@/Chican@ vs. Multiple Race	-0.375
Other Person of Color vs. White Only	0.264



## Sexual Identity

A significant difference existed ( $p < .05$ ) in the overall test for means for Undergraduate Student respondents by sexual identity on *Perceived Academic Success*.

**Table 67. Undergraduate Student Respondents' Perceived Academic Success by Sexual Identity**

Sexual Identity	<i>n</i>	Mean	Std. Dev.	Minimum	Maximum
LGBQ including Pansexual	496	2.065	0.685	1.00	4.50
Heterosexual	3,688	1.977	0.668	1.00	4.83
Asexual	285	1.966	0.657	1.00	4.33

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for one comparison — LGBQ including Pansexual vs. Heterosexual. This finding suggests that Heterosexual Undergraduate Student respondents have greater *Perceived Academic Success* than LGBQ including Pansexual Student respondents.

**Table 68. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Sexual Identity**

Groups Compared	Mean Difference
LGBQ including Pansexual vs. Heterosexual	0.088*
LGBQ including Pansexual vs. Asexual	0.099
Heterosexual vs. Asexual	0.011

\* $p < .05$

There was no significant difference in the overall test for means for Graduate/Professional Student respondents by sexual identity on *Perceived Academic Success*.

**Table 69. Graduate/Professional Student Respondents' Perceived Academic Success by Sexual Identity**

Sexual Identity	<i>n</i>	Mean	Std. Dev.	Minimum	Maximum
LGBQ including Pansexual	143	1.830	0.713	1.00	4.50
Heterosexual	766	1.851	0.685	1.00	4.83
Asexual	69	1.841	0.793	1.00	4.33

Because the overall test of significance for Graduate/Professional Student respondents by sexual identity was not significant, no subsequent analyses on *Perceived Academic Success* were performed. Mean differences are provided for comparison.

**Table 70. Difference between Means for Graduate/Professional Student Respondents for Perceived Academic Success by Sexual Identity**

Groups Compared	Mean Difference
LGBQ including Pansexual vs. Heterosexual	-0.021
LGBQ including Pansexual vs. Asexual	0.107
Heterosexual vs. Asexual	0.010

### Disability Status

A significant difference existed ( $p < .001$ ) in the overall test for means for Undergraduate Student respondents by disability status on *Perceived Academic Success*.

**Table 71. Undergraduate Student Respondents' Perceived Academic Success by Disability Status**

Disability Status	<i>n</i>	Mean	Std. Dev.	Minimum	Maximum
Single Disability	415	2.153	0.741	1.00	4.83
No Disability	3,966	1.959	0.655	1.00	4.83
Multiple Disabilities	154	2.291	0.773	1.00	4.83

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons: No Disability Student respondents vs. Single Disability Student respondents and No Disability Student respondents vs. Multiple Disabilities Student respondents. These finding suggests that Undergraduate No Disability Student respondents have greater *Perceived Academic Success* than both other groups.

**Table 72. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Disability Status**

Groups Compared	Mean Difference
Single Disability vs. No Disability	0.193***
Single Disability vs. Multiple Disabilities	-0.139
No Disability vs. Multiple Disabilities	-0.332***

\*\*\* $p < .001$

A significant difference existed ( $p < .01$ ) in the overall test for means for Graduate/Professional Student respondents by disability status on *Perceived Academic Success*.

**Table 73. Graduate/Professional Student Respondents' Perceived Academic Success by Disability Status**

Disability Status	<i>n</i>	Mean	Std. Dev.	Minimum	Maximum
Single Disability	72	2.060	0.696	1.00	4.83
No Disability	924	1.818	0.680	1.00	4.67
Multiple Disabilities	22	2.152	0.917	1.00	4.33

Subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student respondents were significant for one comparison: No Disability Student respondents vs. Single Disability Student respondents. This finding suggests that Graduate No Disability Student respondents have greater *Perceived Academic Success* than Single Disability Student respondents.

**Table 74. Difference between Means for Graduate/Professional Student Respondents for Perceived Academic Success by Disability Status**

Groups Compared	Mean Difference
Single Disability vs. No Disability	0.243*
Single Disability vs. Multiple Disabilities	-0.091
No Disability vs. Multiple Disabilities	-0.334

\* $p < .05$

#### First-Generation/Low-Income Status

There was a significant difference ( $p < .01$ ) in the overall test for means for Undergraduate Student respondents by first-generation/low-income status on *Perceived Academic Success*. Not-First Generation/Low-Income Undergraduate Student respondents had greater *Perceived Academic Success*. There was no significant difference in the overall test for means for Graduate/Professional Student respondents by first generation/low-income status on *Perceived Academic Success*.

**Table 75. Student Respondents' Perceived Academic Success by First Gen/Low-Income Status**

	Undergraduate Students			Graduate/Professional Students		
First Gen/Low-Income Status	<i>n</i>	Mean	Std. Dev.	<i>n</i>	Mean	Std. Dev.
First Gen/Low-Income	603	2.067	0.734	874	1.840	0.698
Not-First Gen/Low-Income	3,945	1.976	0.662	151	1.868	0.645
Mean difference		<b>-0.091**</b>			<b>-0.028</b>	

\*\* $p < .01$

### Military Status

There was no significant difference in the overall test for means for Undergraduate Student respondents and Graduate/Professional Student respondents by military status on *Perceived Academic Success*.

**Table 76. Student Respondents' Perceived Academic Success by Military Status**

	Undergraduate Students			Graduate/Professional Students		
<b>Military Status</b>	<b><i>n</i></b>	<b>Mean</b>	<b>Std. Dev.</b>	<b><i>n</i></b>	<b>Mean</b>	<b>Std. Dev.</b>
Military Service	169	2.054	0.762	24	2.035	0.837
No Military Service	4,358	1.986	0.669	989	1.841	0.688
<b>Mean difference</b>	<b>0.068</b>			<b>0.194</b>		

\*\* $p < .01$

### Age

There was no significant difference in the overall test for means for Undergraduate Student respondents or Graduate/Professional Student respondents by age on *Perceived Academic Success*.

**Table 77. Undergraduate and Graduate/Professional Student Respondents' Perceived Academic Success by Age**

	Undergraduate Students		
<b>Age</b>	<b><i>n</i></b>	<b>Mean</b>	<b>Std. Dev.</b>
22 and Under	3,619	1.994	0.663
23 and Over	918	1.961	0.708
<b>Mean difference</b>	<b>0.033</b>		
	Graduate/Professional Students		
<b>Age</b>	<b><i>n</i></b>	<b>Mean</b>	<b>Std. Dev.</b>
34 and Under	822	1.840	0.665
35 and Over	200	1.849	0.786
<b>Mean difference</b>	<b>-0.009</b>		

### Employment Status

There was no significant difference in the overall test for means for either Undergraduate Student respondents or Graduate/Professional Student respondents by employment status on *Perceived Academic Success*.

**Table 78. Student Respondents' Perceived Academic Success by Employment Status**

	<b>Undergraduate Students</b>			<b>Graduate/Professional Students</b>		
<b>Employment Status</b>	<b><i>n</i></b>	<b>Mean</b>	<b>Std. Dev.</b>	<b><i>n</i></b>	<b>Mean</b>	<b>Std. Dev.</b>
Not Employed	1,690	1.985	0.683	330	1.858	0.733
Employed	2,845	1.990	0.666	690	1.836	0.663
<b>Mean difference</b>	<b>-0.005</b>			<b>0.022</b>		

## **Students' Perceptions of Campus Climate**

One of the survey items asked Students the degree to which they agreed with eleven statements about their interactions with faculty, students, staff members, and senior administrators at Kent State University. Frequencies and significant differences based on student status, gender identity, racial identity, citizenship status, sexual identity, disability status, first-generation status, and income status are provided in Tables 79 through 86.

Seventy-seven percent ( $n = 4,377$ ) of Student respondents felt valued by faculty in the classroom. Forty-one percent ( $n = 433$ ) of Graduate/Professional Student respondents and 26% ( $n = 1,209$ ) of Undergraduate Student respondents “strongly agreed” that they felt valued by faculty in the classroom (Table 79). Forty-three percent ( $n = 172$ ) of Asian/Asian American Student respondents, 28% ( $n = 1,218$ ) of White Student respondents, 28% ( $n = 27$ ) of Other People of Color Student respondents, 27% ( $n = 27$ ) of Hispanic/Latin@/Chican@ Student respondents, 26% ( $n = 87$ ) of Multiracial Student respondents, and 24% ( $n = 95$ ) of Black/African American Student respondents “strongly agreed” that they felt valued by faculty in the classroom. Forty-three percent ( $n = 211$ ) of Non-U.S. Citizen Student respondents compared to 27% ( $n = 1,419$ ) of U.S. Citizen Student respondents “strongly agreed” that they felt valued by faculty in the classroom. No Disability Student respondents (29%,  $n = 1,473$ ) were significantly more likely to “strongly agree” that they felt valued by faculty in the classroom than Single Disability Student respondents ( $n = 25\%$ ,  $n = 124$ ) and Multiple Disabilities Student respondents (23%,  $n = 42$ ). Lastly, 49% ( $n = 2,006$ ) of Not-Low-Income Student respondents and 44% ( $n = 668$ ) of Low-Income Student respondents “agreed” that they felt valued by faculty in the classroom.

**Table 79. Student Respondents' Feelings of Being Valued in the Classroom**

	<b>Strongly agree</b>		<b>Agree</b>		<b>Neither agree nor disagree</b>		<b>Disagree</b>		<b>Strongly disagree</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel valued by faculty in the classroom.</b>	<b>1,642</b>	<b>28.7</b>	<b>2,735</b>	<b>47.8</b>	<b>939</b>	<b>16.4</b>	<b>332</b>	<b>5.8</b>	<b>75</b>	<b>1.3</b>
Student status <sup>clvii</sup>										
Undergraduate	1,209	25.9	2,290	49.1	832	17.8	285	6.1	52	1.1
Grad/Professional	433	41.0	445	42.2	107	10.1	47	4.5	23	2.2
Racial identity <sup>clviii</sup>										
Asian/Asian American	172	43.0	175	43.8	46	11.5	5	1.3	< 5	---
Black/African American	95	23.9	176	44.2	84	21.1	38	9.5	5	1.3
Hispanic/Latin@/Chican@	27	27.3	50	50.5	18	18.2	< 5	---	< 5	---
Other People of Color	27	27.6	47	48.0	18	18.4	< 5	---	< 5	---
White	1,218	28.1	2,122	48.9	684	15.8	254	5.9	58	1.3
Multiracial	87	26.0	142	42.5	75	22.5	24	7.2	6	1.8
Citizenship status <sup>clix</sup>										
U.S. Citizen	1,419	27.3	2,521	48.5	875	16.8	316	6.1	69	1.3
Non-U.S. Citizen	211	42.7	205	41.5	59	11.9	13	2.6	6	1.2
Disability status <sup>clx</sup>										
Single Disability	124	25.1	248	50.1	68	13.7	45	9.1	10	2.0
No Disability	1,473	29.3	2,392	47.6	833	16.6	268	5.3	60	1.2
Multiple Disabilities	42	23.1	82	45.1	34	18.7	19	10.4	5	2.7
Income status <sup>clxi</sup>										
Low-Income	455	30.3	668	44.4	256	17.0	103	6.9	21	1.4
Not-Low-Income	1,158	28.2	2,006	48.8	665	16.2	226	5.5	54	1.3

Note: Table includes Student respondents (*n* = 5,741) only.

Sixty-four percent ( $n = 3,619$ ) of Student respondents felt valued by other students in the classroom (Table 80). Significant differences emerged by student status revealing that 34% ( $n = 359$ ) of Graduate/Professional Student respondents and just 18% ( $n = 846$ ) of Undergraduate Student respondents “strongly agreed” that they felt valued by other students in the classroom. By gender identity, 43% ( $n = 753$ ) of Men Student respondents and 42% ( $n = 1,631$ ) of Women Student respondents compared to 32% ( $n = 29$ ) of Transspectrum Student respondents “agreed” they felt valued by other students in the classroom. Thirty-six percent ( $n = 141$ ) of Asian/Asian American Student respondents, 24% ( $n = 23$ ) of Other People of Color Student respondents, 21% ( $n = 888$ ) of White Student respondents, 19% ( $n = 19$ ) of Hispanic/Latin@/Chican@ Student respondents, 19%, ( $n = 62$ ) of Multiracial Student respondents, and 16% ( $n = 64$ ) of Black/African American Student respondents “strongly agreed” that they felt valued by other students in the classroom. By citizenship status, 36% ( $n = 174$ ) of Non-U.S. Citizen Student respondents compared to 20% ( $n = 1,021$ ) of U.S. Citizen Student respondents “strongly agreed” that they felt valued by other students in the classroom. Differences were also noted by sexual identity such that 26% ( $n = 95$ ) of Asexual/Other Student respondents compared to 21% ( $n = 948$ ) of Heterosexual Student respondents and 19% ( $n = 124$ ) of LGBTQ Student respondents “strongly agree” that they felt valued by other students in the classroom. Higher percentages of No Disability Student respondents (22%,  $n = 1,100$ ) than Single Disability Student respondents (16%,  $n = 80$ ) and Multiple Disabilities Student respondents (13%,  $n = 23$ ) “strongly agreed” that they felt valued by other students in the classroom. Slight, but significant differences emerged by first-generation status with 44% ( $n = 1,559$ ) of Not-First-Generation Student respondents compared to 41% ( $n = 853$ ) of First-Generation Student respondents “agreeing” that they felt valued by other students in the classroom. Slight, but significant differences were also observed by income status with 43% ( $n = 1,766$ ) of Not-Low-income Student respondents compared to 40% ( $n = 591$ ) of Low-income Student respondents “agreeing” that they felt valued by other students in the classroom.



**Table 80. Student Respondents' Feelings of Being Valued in the Classroom**

	<b>Strongly agree</b>		<b>Agree</b>		<b>Neither agree nor disagree</b>		<b>Disagree</b>		<b>Strongly disagree</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel valued by other students in the classroom.</b>	<b>1,205</b>	<b>21.2</b>	<b>2,414</b>	<b>42.4</b>	<b>1,587</b>	<b>27.9</b>	<b>417</b>	<b>7.3</b>	<b>74</b>	<b>1.3</b>
Student status <sup>clxii</sup>										
Undergraduate	846	18.2	1,948	41.9	1,414	30.4	375	8.1	64	1.4
Grad/Professional	359	34.2	466	44.4	173	16.5	72	4.0	10	1.0
Gender identity <sup>clxiii</sup>										
Woman	790	20.5	1,631	42.4	1,101	28.6	280	7.3	45	1.2
Man	398	22.7	753	43.0	452	25.8	125	7.1	25	1.4
Transspectrum	16	17.8	29	32.2	29	32.2	12	13.3	< 5	---
Racial identity <sup>clxiv</sup>										
Asian/Asian American	141	35.5	180	45.3	60	15.1	11	2.8	5	1.3
Black/African American	64	16.3	126	32.1	151	38.4	45	11.5	7	1.8
Hispanic/Latin@/Chican@	19	19.2	43	43.4	28	28.3	8	8.1	< 5	---
Other People of Color	23	23.5	44	44.9	25	25.5	5	5.1	< 5	---
White	888	20.6	1,882	43.6	1,189	27.5	308	7.1	53	1.2
Multiracial	62	18.7	118	35.5	114	34.3	3	9.9	5	1.5
Citizenship status <sup>clxv</sup>										
U.S. Citizen	1,021	19.7	2,199	42.5	1,493	28.8	396	7.6	69	1.3
Non-U.S. Citizen	174	35.5	206	42.0	87	17.8	18	3.7	5	1.0
Sexual identity <sup>clxvi</sup>										
LGBQ	124	19.0	254	39.0	187	28.7	67	10.3	19	2.9
Heterosexual	948	20.8	1,949	42.8	1,288	28.3	316	6.9	48	1.1
Asexual/Other	95	26.0	159	43.6	82	22.5	23	6.3	6	1.6
Disability status <sup>clxvii</sup>										
Single Disability	80	16.4	199	40.7	138	28.2	59	12.1	13	2.7
No Disability	1,100	22.0	2,137	42.7	1,381	27.6	338	6.8	50	1.0
Multiple Disabilities	23	12.6	67	36.8	61	33.5	20	11.0	11	6.0
First-generation status <sup>clxviii</sup>										
First-Generation	457	21.7	853	40.5	586	27.8	179	8.5	30	1.4
Not-First-Generation	746	20.8	1,559	43.5	1,000	27.9	238	6.6	43	1.2
Income status <sup>clxix</sup>										
Low-Income	329	22.1	591	39.6	410	27.5	132	8.9	29	1.9
Not-Low-Income	863	21.1	1,766	43.1	1,142	27.9	280	6.8	45	1.1

Note: Table includes Student respondents (*n* = 5,741) only.

Table 81 shows that 67% ( $n = 3,806$ ) of Student respondents thought that Kent State faculty were genuinely concerned with their welfare. Significance, again, occurred by student status; 35% ( $n = 370$ ) of Graduate/Professional Student respondents compared to 23% ( $n = 1,083$ ) of Undergraduate Student respondents “strongly agreed” that they thought that Kent State faculty were genuinely concerned with their welfare. By racial identity, 35% ( $n = 141$ ) of Asian/Asian American Student respondents, 26% ( $n = 1,116$ ) of White Student respondents, 24% ( $n = 24$ ) of Hispanic/Latin@/Chican@ Student respondents, 21%, ( $n = 71$ ) of Multiracial Student respondents, 18% ( $n = 72$ ) of Black/African American Student respondents, and 16% ( $n = 16$ ) of Other People of Color Student respondents “strongly agreed” that they thought that Kent State faculty were genuinely concerned with their welfare. Thirty-three percent ( $n = 164$ ) of Non-U.S. Citizen Student respondents compared to 25% ( $n = 1,276$ ) of U.S. Citizen Student respondents “strongly agreed” that they thought that Kent State faculty were genuinely concerned with their welfare. Slight, but significant differences were also observed by disability status with higher percentages of No Disability Student respondents (26%,  $n = 1,293$ ) compared to Multiple Disabilities Student respondents (24%,  $n = 44$ ) and Single Disability Student respondents (23%,  $n = 113$ ) “strongly agreeing” that they thought that Kent State faculty were genuinely concerned with their welfare. Lastly, 43% ( $n = 1,743$ ) of Not-Low-income Student respondents as opposed to 38% ( $n = 558$ ) of Low-income Student respondents “agreed” that they thought that Kent State faculty were genuinely concerned with their welfare.

Sixty-one percent ( $n = 3,440$ ) of Student respondents thought that Kent State staff were genuinely concerned with their welfare (Table 81). Twenty-nine percent ( $n = 298$ ) of Graduate/Professional Student respondents and 22% ( $n = 1,001$ ) of Undergraduate Student respondents “strongly agreed” that they thought that Kent State staff were genuinely concerned with their welfare. Thirty-five percent ( $n = 138$ ) of Asian/Asian American Student respondents, 23% ( $n = 991$ ) of White Student respondents, 20% ( $n = 20$ ) of Hispanic/Latin@/Chican@ Student respondents, 20%, ( $n = 66$ ) of Multiracial Student respondents, 15% ( $n = 60$ ) of Black/African American Student respondents, and 12% ( $n = 11$ ) of Other People of Color Student respondents “strongly agreed” that they thought that Kent State staff were genuinely concerned with their welfare. Once again, a significantly higher proportion of Non-U.S. Citizen Student respondents (30%,  $n = 147$ ) than U.S. Citizen Student respondents (22%,  $n = 1,141$ )

“strongly agreed” that they thought that Kent State staff were genuinely concerned with their welfare. By disability status, higher percentages of No Disability Student respondents (38%,  $n = 1,912$ ) than Single Disability Student respondents (34%,  $n = 163$ ) and Multiple Disabilities Student respondents (31%,  $n = 55$ ) “agreed” that they thought that Kent State staff were genuinely concerned with their welfare. Additionally, 39% ( $n = 1,602$ ) of Not-Low-income Student respondents and 33% ( $n = 495$ ) of Low-income Student respondents “agreed” that they thought that Kent State staff were genuinely concerned with their welfare.

**Table 81. Student Respondents' Perceptions of Faculty/Staff Student Welfare Concerns**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I think that Kent State faculty are genuinely concerned with my welfare.</b>	<b>1,453</b>	<b>25.5</b>	<b>2,353</b>	<b>41.3</b>	<b>1,224</b>	<b>21.5</b>	<b>514</b>	<b>9.0</b>	<b>147</b>	<b>2.6</b>
Student status <sup>clxx</sup>										
Undergraduate	1,083	23.4	1,953	42.1	1,036	22.3	448	9.7	118	2.5
Grad/Professional	370	35.1	400	38.0	188	17.9	66	6.3	29	2.8
Racial identity <sup>clxxi</sup>										
Asian/Asian American	141	35.4	157	39.4	85	21.4	10	2.5	5	1.3
Black/African American	72	18.4	153	39.0	100	25.5	55	14.0	12	3.1
Hispanic/Latin@/Chican@	24	24.2	47	47.5	19	19.2	9	9.1	< 5	---
Other People of Color	16	16.3	51	52.0	21	21.4	6	6.1	< 5	---
White	1,116	25.9	1,795	41.6	905	21.0	386	8.9	112	2.6
Multiracial	71	21.4	127	38.3	81	24.4	41	12.3	12	3.6
Citizenship status <sup>clxxii</sup>										
U.S. Citizen	1,276	24.7	2,151	41.6	1,114	21.5	493	9.5	136	2.6
Non-U.S. Citizen	164	33.3	195	39.6	103	20.9	20	4.1	10	2.0
Disability status <sup>clxxiii</sup>										
Single Disability	113	23.1	192	39.3	112	22.9	54	11.0	18	3.7
No Disability	1,293	25.8	2,082	41.6	1,069	21.4	440	8.8	118	2.4
Multiple Disabilities	44	24.4	68	37.8	38	21.1	19	10.6	11	6.1
Income status <sup>clxxiv</sup>										
Low-Income	409	27.5	558	37.5	326	21.9	149	10.0	47	3.2
Not-Low-Income	1,019	24.9	1,743	42.6	871	21.3	359	8.8	99	2.4
<b>I think that Kent State staff are genuinely concerned with my welfare.</b>	<b>1,299</b>	<b>23.0</b>	<b>2,141</b>	<b>37.8</b>	<b>1,630</b>	<b>28.8</b>	<b>440</b>	<b>7.8</b>	<b>148</b>	<b>2.6</b>
Student status <sup>clxxv</sup>										
Undergraduate	1,001	21.7	1,795	38.8	1,315	28.5	387	8.4	124	2.7
Grad/Professional	298	28.8	346	33.4	315	30.4	53	5.1	24	2.3
Racial identity <sup>clxxvi</sup>										
Asian/Asian American	138	34.8	150	37.9	86	21.7	19	4.8	< 5	---
Black/African American	60	15.3	133	33.8	141	35.9	44	11.2	15	3.8
Hispanic/Latin@/Chican@	20	20.4	46	46.9	24	24.5	8	8.2	< 5	---
Other People of Color	11	11.5	47	49.0	29	30.2	6	6.3	< 5	---
White	991	23.1	1,631	38.0	1,242	28.9	319	7.4	108	2.5
Multiracial	66	20.2	115	35.2	93	28.4	36	11.0	17	5.2
Citizenship status <sup>clxxvii</sup>										
U.S. Citizen	1,141	22.2	1,941	37.7	1,507	29.3	416	8.1	137	2.7
Non-U.S. Citizen	147	30.2	189	38.8	120	24.6	22	4.5	9	1.8
Disability status <sup>clxxviii</sup>										
Single Disability	94	19.4	163	33.6	165	34.0	42	8.7	21	4.3
No Disability	1,160	23.3	1,912	38.4	1,405	28.2	379	7.6	120	2.4
Multiple Disabilities	42	23.5	55	30.7	57	31.8	18	10.1	7	3.9
Income status <sup>clxxix</sup>										
Low-Income	355	23.9	495	33.3	455	30.6	142	9.6	39	2.6
Not-Low-Income	920	22.6	1,602	39.4	1,139	28.0	294	7.2	109	2.7

Note: Table includes Student respondents (*n* = 5,741) only.

Thirty-three percent ( $n = 1,872$ ) of Student respondents thought that faculty pre-judged their abilities based on perceptions of their identity or background (Table 82). Graduate/Professional Student respondents (14%,  $n = 147$ ) were significantly more likely than Undergraduate Student respondents (10%,  $n = 450$ ) to “strongly agree” that faculty pre-judged their abilities based on perceptions of their identity or background. By gender identity, 32% ( $n = 28$ ) of Transspectrum Student respondents “agreed” that they thought that faculty pre-judged their abilities based on perceptions of their identity or background compared to 24% ( $n = 419$ ) of Men Student respondents and 22% ( $n = 826$ ) of Women Student respondents. Once again, significance was observed by racial identity with 24% ( $n = 95$ ) of Asian/Asian American Student respondents, 17% ( $n = 17$ ) of Other People of Color Student respondents, 15% ( $n = 61$ ) of Black/African American Student respondents, 11%, ( $n = 36$ ) of Multiracial Student respondents, 9% ( $n = 9$ ) of Hispanic/Latin@/Chican@ Student respondents, and 9% ( $n = 370$ ) of White Student respondents “strongly agreeing” that they thought that faculty pre-judged their abilities based on perceptions of their identity or background. By citizenship status, 23% ( $n = 110$ ) of Non-U.S. Citizen Student respondents compared to 9% ( $n = 481$ ) of U.S. Citizen Student respondents “strongly agreed” that they thought that faculty pre-judged their abilities based on perceptions of their identity or background. Significantly higher percentages of Asexual/Other Student respondents (20%,  $n = 72$ ) than LGBTQ Student respondents (12%,  $n = 76$ ) or Heterosexual Student respondents (9%,  $n = 423$ ) “strongly agreed” that they thought that faculty pre-judged their abilities based on perceptions of their identity or background. Significant differences also emerged by first-generation status with 28% ( $n = 992$ ) of Not-First-Generation Student respondents compared to 24% ( $n = 514$ ) of First-Generation Student respondents “disagreeing” that they thought that faculty pre-judged their abilities based on perceptions of their identity or background. Additionally, 27% ( $n = 1,118$ ) of Not-Low-income Student respondents as opposed to 24% ( $n = 360$ ) of Low-income Student respondents “disagreed” that they thought that faculty pre-judged their abilities based on perceptions of their identity or background.

**Table 82. Student Respondents' Perceptions of Faculty Pre-Judgement**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I think that faculty pre-judge my abilities based on their perception of my identity/background.</b>	<b>597</b>	<b>10.5</b>	<b>1,275</b>	<b>22.4</b>	<b>1,642</b>	<b>28.8</b>	<b>1,508</b>	<b>26.5</b>	<b>672</b>	<b>11.8</b>
Student status <sup>clxxx</sup>										
Undergraduate	450	9.7	1,038	22.3	1,373	29.6	1,250	26.9	534	11.5
Grad/Professional	147	14.0	237	22.6	269	25.6	258	24.6	138	13.2
Gender identity <sup>clxxxi</sup>										
Woman	375	9.8	826	21.5	1,068	27.8	1,123	29.2	454	11.8
Man	212	12.1	419	23.9	545	31.1	369	21.1	206	11.8
Transspectrum	10	11.2	28	31.5	27	30.3	15	16.9	9	10.1
Racial identity <sup>clxxxii</sup>										
Asian/Asian American	95	24.0	127	32.1	99	25.0	53	13.4	22	5.6
Black/African American	6	15.4	120	30.2	117	29.5	73	18.4	26	6.5
Hispanic/Latin@/Chican@	9	9.2	30	30.6	34	34.7	16	16.3	9	9.2
Other People of Color	17	17.3	31	31.6	29	29.6	13	13.3	8	8.2
White	370	8.6	854	19.8	1,255	29.1	1,265	29.3	571	13.2
Multiracial	36	10.8	97	29.2	90	27.1	78	23.5	31	9.3
Citizenship status <sup>clxxxiii</sup>										
U.S. Citizen	481	9.3	1,105	21.3	1,507	29.1	1,444	27.9	639	12.3
Non-U.S. Citizen	110	22.5	163	33.3	126	25.8	59	12.1	31	6.3
Sexual identity <sup>clxxxiv</sup>										
LGBQ	76	11.7	152	23.5	189	29.2	159	24.6	71	11.0
Heterosexual	423	9.3	979	21.5	1,321	29.0	1,267	27.9	558	12.3
Asexual/Other	72	19.7	107	29.2	94	25.7	61	16.7	32	8.7
First-generation status <sup>clxxxv</sup>										
First-Generation	234	11.1	475	22.6	590	28.0	514	24.4	291	13.8
Not-First-Generation	361	10.1	799	22.3	1,051	29.3	992	27.7	381	10.6
Income status <sup>clxxxvi</sup>										
Low-Income	186	12.4	333	22.3	434	29.0	360	24.1	183	12.2
Not-Low-Income	400	9.8	922	22.6	1,167	28.6	1,118	27.4	480	11.7

Note: Table includes Student respondents (*n* = 5,741) only.

Sixty-nine percent (*n* = 3,945) of Student respondents believed that the campus climate encouraged free and open discussion of difficult topics (Table 83). Significant differences emerged by student position status with 45% (*n* = 2,095) of Undergraduate Student respondents compared to 40% (*n* = 417) of Graduate/Professional Student respondents “agreeing” that they believed that the campus climate encouraged free and open discussion of difficult topics.

Twenty-six percent (*n* = 455) of Men Student respondents and 25% (*n* = 960) of Women Student respondents compared to 17% (*n* = 15) of Transspectrum Student respondents “strongly agreed” that they believed that the campus climate encouraged free and open discussion of difficult

topics. By racial identity, 36% ( $n = 142$ ) of Asian/Asian American Student respondents, 25% ( $n = 370$ ) of White Student respondents, 22% ( $n = 22$ ) of Hispanic/Latin@/Chican@ Student respondents, 22% ( $n = 85$ ) of Black/African American Student respondents, 21%, ( $n = 69$ ) of Multiracial Student respondents, and 19% ( $n = 18$ ) of Other People of Color Student respondents “strongly agreed” that they believed that the campus climate encouraged free and open discussion of difficult topics. Once again, by citizenship status, 32% ( $n = 156$ ) of Non-U.S. Citizen Student respondents compared to 24% ( $n = 1,264$ ) of U.S. Citizen Student respondents “strongly agreed” that they believed that the campus climate encouraged free and open discussion of difficult topics. Additionally, significantly higher percentages of Asexual/Other Student respondents (30%,  $n = 111$ ) than Heterosexual Student respondents (25%,  $n = 1,125$ ) or LGBTQ Student respondents (24%,  $n = 157$ ) “strongly agreed” that they believed that the campus climate encouraged free and open discussion of difficult topics. Significant differences were also noticed by disability status with higher percentages of No Disability Student respondents (26%,  $n = 1,296$ ) than Multiple Disabilities Student respondents (21%,  $n = 38$ ) or Single Disability Student respondents (19%,  $n = 96$ ) “strongly agreeing” that they believed that the campus climate encouraged free and open discussion of difficult topics. In addition, significantly greater percentages of First-Generation Student respondents (27%,  $n = 580$ ) compared to Not-First-Generation Student respondents (24%,  $n = 850$ ) “strongly agreed” that they believed that the campus climate encouraged free and open discussion of difficult topics. Lastly, 45% ( $n = 1,840$ ) of Not-Low-Income Student respondents compared to 41% ( $n = 618$ ) of Low-Income Student respondents “agreed” that they believed that the campus climate encouraged free and open discussion of difficult topics.

**Table 83. Student Respondents' Perceptions of Campus Discussion Encouragement**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I believe that the campus climate encourages free and open discussion of difficult topics.</b>	<b>1,433</b>	<b>25.1</b>	<b>2,512</b>	<b>44.1</b>	<b>1,216</b>	<b>21.3</b>	<b>425</b>	<b>7.5</b>	<b>115</b>	<b>2.0</b>
Student status <sup>clxxxvii</sup>										
Undergraduate	1,134	24.4	2,095	45.0	995	21.4	335	7.2	93	2.0
Grad/Professional	299	28.5	417	39.8	221	21.1	90	8.6	22	2.1
Gender identity <sup>clxxxviii</sup>										
Woman	960	24.9	1,750	45.4	813	21.1	273	7.1	56	1.5
Man	455	26.0	726	41.5	377	21.5	139	7.9	54	3.1
Transspectrum	15	16.7	34	37.8	25	27.8	11	12.2	5	5.6
Racial identity <sup>clxxxix</sup>										
Asian/Asian American	142	35.8	167	42.1	67	16.9	13	3.3	8	2.0
Black/African American	85	21.5	146	37.0	106	26.8	46	11.6	12	3.0
Hispanic/Latin@/Chican@	22	22.2	46	46.5	24	24.2	6	6.1	< 5	---
Other People of Color	18	18.6	39	40.2	31	32.0	< 5	---	5	5.2
White	1,089	25.2	1,950	45.1	905	20.9	309	7.1	70	1.6
Multiracial	69	20.8	142	42.8	73	22.0	34	10.2	14	4.2
Citizenship status <sup>cxc</sup>										
U.S. Citizen	1,264	24.4	2,292	44.2	1,121	21.6	402	7.8	102	2.0
Non-U.S. Citizen	156	31.8	212	43.2	88	17.9	22	4.5	13	2.6
Sexual identity <sup>cxcii</sup>										
LGBQ	157	24.1	286	43.9	127	19.5	65	10.0	16	2.5
Heterosexual	1,125	24.7	2,012	44.2	993	21.8	333	7.3	88	1.9
Asexual/Other	111	30.3	163	44.5	68	18.6	19	5.2	5	1.4
Disability status <sup>cxciii</sup>										
Single Disability	96	19.4	219	44.3	100	20.2	66	13.4	13	2.6
No Disability	1,296	25.9	2,209	44.1	1,069	21.4	337	6.7	95	1.9
Multiple Disabilities	38	21.0	70	38.7	44	24.3	22	12.2	7	3.9
First-generation status <sup>cxciv</sup>										
First-Generation	580	27.4	898	42.5	430	20.4	162	7.7	43	2.0
Not-First-Generation	850	23.7	1,612	45.0	786	21.9	263	7.3	71	2.0
Income status <sup>cxcv</sup>										
Low-Income	358	23.9	618	41.3	332	22.2	151	10.1	39	2.6
Not-Low-Income	1,050	25.7	1,840	45.0	862	21.1	267	6.5	73	1.8

Note: Table includes Student respondents (*n* = 5,741) only.

Table 84 highlights Student respondents' perception of faculty and staff as role models. Many Student respondents (72%, *n* = 4,121) indicated that they had faculty whom they perceived as role models. By student status, 44% (*n* = 456) of Graduate/Professional Student respondents compared to 34% (*n* = 1,581) of Undergraduate Student respondents "strongly agreed" that they had faculty whom they perceived as role models. Thirty-eight percent (*n* = 126) of Multiracial Student respondents, 37% (*n* = 1,583) of White Student respondents, 36% (*n* = 143) of



Asian/Asian American Student respondents, 31% ( $n = 31$ ) of Hispanic/Latin@/Chican@ Student respondents, 28% ( $n = 111$ ) of Black/African American Student respondents, and 26% ( $n = 25$ ) of Other People of Color Student respondents “strongly agreed” that they had faculty whom they perceived as role models. By citizenship status, 37% ( $n = 1,906$ ) of U.S. Citizen Student respondents compared to 35% ( $n = 170$ ) of Non-U.S. Citizen Student respondents “agreed” that they had faculty whom they perceived as role models. Significantly greater percentages of LGBTQ Student respondents (42%,  $n = 275$ ) than both Heterosexual Student respondents (35%,  $n = 1,576$ ) and Asexual/Other Student respondents (35%,  $n = 128$ ) “strongly agreed” that they had faculty whom they perceived as role models. Lastly, slight but significant differences were also observed by income status with 37% ( $n = 1,516$ ) of Not-Low-Income Student respondents compared to 35% ( $n = 522$ ) of Low-Income Student respondents “agreeing” that they had faculty whom they perceived as role models.

However, unlike their perception of faculty, only 57% ( $n = 3,209$ ) of Student respondents indicated that they had staff whom they perceived as role models. Once again, significant differences emerged by student status with 28% ( $n = 288$ ) of Graduate/Professional Student respondents compared to 25% ( $n = 1,141$ ) “strongly agreeing” that they had staff whom they perceived as role models. By racial identity, Asian/Asian American Student respondents (31%,  $n = 123$ ) were significantly more likely to “strongly agree” that they had staff whom they perceived as role models compared to Multiracial Student respondents (28%,  $n = 91$ ), Black/African American Student respondents (25%,  $n = 98$ ), White Student respondents (25%,  $n = 1,068$ ), Hispanic/Latin@/Chican@ Student respondents (22%,  $n = 91$ ), or Other People of Color Student respondents (17%,  $n = 17$ ). Similar results, again, emerged by citizenship status with 36% ( $n = 175$ ) of Non-U.S. Citizen Student respondents compared to 31% ( $n = 1,600$ ) “agreeing” that they had staff whom they perceived as role models. By sexual identity, 31% ( $n = 118$ ) of Asexual/Other Student respondents, 28% ( $n = 181$ ) of LGBTQ Student respondents, and 24% ( $n = 1,085$ ) of Heterosexual Student respondents “strongly agreed” that they had staff whom they perceived as role models. Again, slight but significant difference emerged by income status with 32% ( $n = 1,295$ ) of Not-Low-Income Student respondents compared to 30% ( $n = 451$ ) of Low-Income student respondents “agreeing” that they had staff whom they perceived as role models.

**Table 84. Student Respondents' Perceptions of Faculty and Staff as Role Models**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I have faculty whom I perceive as role models.</b>	<b>2,037</b>	<b>35.7</b>	<b>2,084</b>	<b>36.6</b>	<b>1,062</b>	<b>18.6</b>	<b>393</b>	<b>6.9</b>	<b>124</b>	<b>2.2</b>
Student status <sup>cxv</sup>										
Undergraduate	1,581	34.0	1,733	37.3	910	19.6	331	7.1	97	2.1
Grad/Professional	456	43.5	351	33.5	152	14.5	62	5.9	27	2.6
Racial identity <sup>cxvi</sup>										
Asian/Asian American	143	36.1	144	36.4	79	19.9	21	5.3	9	2.3
Black/African American	111	28.3	131	33.4	94	24.0	39	9.9	17	4.3
Hispanic/Latin@/Chican@	31	31.3	36	36.4	24	24.2	7	7.1	< 5	---
Other People of Color	25	25.8	31	32.0	28	28.9	8	8.2	5	5.2
White	1,583	36.6	1,613	37.3	760	17.6	286	6.6	84	1.9
Multiracial	126	38.0	110	33.1	62	18.7	28	8.4	6	1.8
Citizenship status <sup>cxvii</sup>										
U.S. Citizen	1,858	35.9	1,906	36.8	951	18.4	363	7.0	104	2.0
Non-U.S. Citizen	168	34.4	170	34.8	102	20.9	29	5.9	20	4.1
Sexual identity <sup>cxviii</sup>										
LGBQ	275	42.3	213	32.8	98	15.1	51	7.8	13	2.0
Heterosexual	1,576	34.6	1,699	37.3	874	19.2	309	6.8	97	2.1
Asexual/Other	128	35.3	135	37.2	64	18.5	24	6.6	9	2.5
Income status <sup>cxix</sup>										
Low-Income	559	37.3	522	34.9	269	18.0	101	6.7	46	3.1
Not-Low-Income	1,445	35.3	1,516	37.0	768	18.8	287	7.0	76	1.9
<b>I have staff whom I perceive as role models.</b>	<b>1,429</b>	<b>25.2</b>	<b>1,780</b>	<b>31.4</b>	<b>1,745</b>	<b>30.8</b>	<b>545</b>	<b>9.6</b>	<b>168</b>	<b>3.0</b>
Student status <sup>cc</sup>										
Undergraduate	1,141	24.6	1,477	31.9	1,421	30.7	462	10.0	130	2.8
Grad/Professional	288	27.8	303	29.2	324	31.3	83	8.0	38	3.7
Racial identity <sup>cci</sup>										
Asian/Asian American	123	31.3	141	35.9	92	23.4	26	6.6	11	2.8
Black/African American	98	25.1	111	28.4	124	31.7	43	11.0	15	3.8
Hispanic/Latin@/Chican@	21	21.6	39	40.2	27	27.8	9	9.3	< 5	---
Other People of Color	17	17.3	36	36.7	31	31.6	9	9.2	5	5.1
White	1,068	24.8	1,347	31.3	1,355	31.5	402	9.4	127	3.0
Multiracial	91	27.5	87	26.3	99	29.9	47	14.2	7	2.1
Citizenship status <sup>ccii</sup>										
U.S. Citizen	1,284	24.9	1,600	31.0	1,614	31.3	508	9.9	147	2.9
Non-U.S. Citizen	135	27.8	175	36.0	120	24.7	35	7.2	21	4.3
Sexual identity <sup>cciii</sup>										
LGBQ	181	27.9	177	27.3	185	28.5	79	12.2	26	4.0
Heterosexual	1,085	24.0	1,440	31.9	1,441	31.9	425	9.4	129	2.9
Asexual/Other	118	31.3	128	34.9	88	24.0	27	7.4	9	2.5
Income status <sup>cciv</sup>										
Low-Income	371	24.9	451	30.3	458	30.7	147	9.9	63	4.2
Not-Low-Income	1,030	25.3	1,295	31.8	1,251	30.8	389	9.6	103	2.5

Note: Table includes Student respondents (*n* = 5,741) only.

Student respondents were also asked about their perception of specific interactions with their advisers. Sixty-seven percent ( $n = 3,823$ ) of Student respondents indicated that they had advisers who provided them with career advice (Table 85). Thirty-seven percent ( $n = 645$ ) of Men Student respondents and 37% ( $n = 1,410$ ) of Women Student respondents compared to 32% ( $n = 29$ ) of Transspectrum Student respondents “agreed” that they had advisers who provided them with career advice. By racial identity, 34% ( $n = 136$ ) of Asian/Asian American Student respondents, 32% ( $n = 107$ ) of Multiracial Student respondents, 31% ( $n = 1,320$ ) of White Student respondents, 28% ( $n = 109$ ) of Black/African American Student respondents, 26% ( $n = 25$ ) of Other People of Color Student respondents, and 25% ( $n = 24$ ) of Hispanic/Latin@/Chican@ Student respondents “strongly agreed” that they had advisers who provided them with career advice. By disability status, 37% ( $n = 1,866$ ) of No Disability Student respondents compared to 31% ( $n = 154$ ) of Single Disability Student respondents and 31% ( $n = 56$ ) of Multiple Disabilities Student respondents “agreed” that they had advisers who provided them with career advice. Lastly, by income status, 38% ( $n = 1,545$ ) of Not-Low-Income Student respondents compared to 33% ( $n = 495$ ) of Low-Income Student respondents “agreed” that they had advisers who provided them with career advice.

Seventy-four percent ( $n = 4,194$ ) of Student respondents indicated that they had advisers who provided them with advice on core class selection (Table 85). Undergraduate Student respondents (41%,  $n = 1,920$ ) more so than Graduate/Professional Student respondents (36%,  $n = 370$ ) “agreed” that they had advisers who provided them advice on core class selection. Thirty-five percent ( $n = 1,328$ ) of Women Student respondents compared to 31% ( $n = 547$ ) of Men Student respondents and 28% ( $n = 25$ ) of Transspectrum Student respondents “strongly agreed” that they had advisers who provided them advice on core class selection. Thirty-seven percent ( $n = 145$ ) of Asian/Asian American Student respondents, 36% ( $n = 120$ ) of Multiracial Student respondents, 34% ( $n = 1,442$ ) of White Student respondents, 33% ( $n = 131$ ) of Black/African American Student respondents, 27% ( $n = 26$ ) of Other People of Color Student respondents, and 23% ( $n = 22$ ) of Hispanic/Latin@/Chican@ Student respondents “strongly agreed” that they had advisers who provided them advice on core class selection. By citizenship status, U.S. Citizen Student respondents (7%,  $n = 357$ ) were significantly more likely to “disagree” that they had advisers who provided them advice on core class selection than Non-U.S. Citizen Student respondents (4%,  $n = 18$ ). Higher percentages of No Disability Student respondents (34%,  $n = 1,702$ ) than Single Disability Student respondents (30%,  $n = 147$ ) or Multiple Disabilities Student respondents (28%,  $n = 51$ ) “strongly agreed” that they had advisers who provided them advice on core class selection. Additionally, significantly greater percentages of Not-Low-Income Student respondents (42%,  $n = 1,697$ ) “agreed” that they had advisers who provided them with advice on core class selection than Low-Income Student respondents (36%,  $n = 541$ ).

**Table 85. Student Respondents' Perceptions of Advisers**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I have advisers who provide me with career advice.</b>	<b>1,738</b>	<b>30.6</b>	<b>2,085</b>	<b>36.7</b>	<b>1,003</b>	<b>17.7</b>	<b>534</b>	<b>9.4</b>	<b>320</b>	<b>5.6</b>
Gender identity <sup>ccv</sup>										
Woman	1,222	31.9	1,410	36.8	641	16.7	356	9.3	207	5.4
Man	488	27.9	645	36.9	344	19.7	164	9.4	105	6.0
Transspectrum	25	27.8	29	32.2	15	16.7	13	14.4	8	8.9
Racial identity <sup>ccvi</sup>										
Asian/Asian American	136	34.2	158	39.7	68	17.1	20	5.0	16	4.0
Black/African American	109	27.5	150	37.8	82	20.7	34	8.6	22	5.5
Hispanic/Latin@/Chican@	24	24.7	39	40.2	26	26.8	5	5.2	< 5	---
Other People of Color	25	25.5	30	30.6	30	30.6	8	8.2	5	5.1
White	1,320	30.7	1,570	36.5	735	17.1	423	9.8	254	5.9
Multiracial	107	32.3	118	35.6	46	13.9	41	12.4	19	5.7
Disability status <sup>ccvii</sup>										
Single Disability	139	28.3	154	31.3	81	16.5	73	14.8	45	9.1
No Disability	1,545	31.0	1,866	37.4	879	17.6	436	8.7	261	5.2
Multiple Disabilities	50	27.6	56	30.9	38	21.0	23	12.7	14	7.7
Income status <sup>ccviii</sup>										
Low-Income	464	31.2	495	33.2	263	17.7	165	11.1	102	6.9
Not-Low-Income	1,248	30.6	1,545	37.9	710	17.4	362	8.9	216	5.3
<b>I have advisers who provide me with advice on core class selection.</b>	<b>1,904</b>	<b>33.5</b>	<b>2,290</b>	<b>40.3</b>	<b>853</b>	<b>15.0</b>	<b>376</b>	<b>6.6</b>	<b>260</b>	<b>4.6</b>
Student status <sup>ccix</sup>										
Undergraduate	1,579	34.0	1,920	41.3	646	13.9	296	6.4	206	4.4
Grad/Professional	325	31.4	370	35.7	207	20.0	80	7.7	54	5.2
Gender identity <sup>ccx</sup>										
Woman	1,328	34.5	1,571	40.9	536	13.9	244	6.3	165	4.3
Man	547	31.4	682	39.2	302	17.3	124	7.1	87	5.0
Transspectrum	25	28.1	34	38.2	15	16.9	7	7.9	8	9.0

<b>Table 85 (cont.)</b>	<b><i>n</i></b>	<b>%</b>	<b><i>n</i></b>	<b>%</b>	<b><i>n</i></b>	<b>%</b>	<b><i>n</i></b>	<b>%</b>	<b><i>n</i></b>	<b>%</b>
Racial identity <sup>ccxi</sup>										
Asian/Asian American	145	36.6	157	39.6	65	16.4	15	3.8	14	3.5
Black/African American	131	33.2	163	41.3	61	15.4	18	4.6	22	5.6
Hispanic/Latin@/Chican@	22	23.2	42	44.2	22	23.2	7	7.4	< 5	---
Other People of Color	26	26.5	33	33.7	29	29.6	< 5	---	6	6.1
White	1,442	33.5	1,742	40.4	624	14.5	306	7.1	196	4.5
Multiracial	120	36.3	131	39.6	41	12.4	20	3.0	19	5.7
Citizenship status <sup>ccxii</sup>										
U.S. Citizen	1,724	33.4	2,087	40.4	759	14.7	357	6.9	241	4.7
Non-U.S. Citizen	170	34.8	191	39.1	91	18.6	18	3.7	19	3.9

Disability status <sup>ccxiii</sup>											
Single Disability	147	30.1	191	39.1	67	13.7	48	9.8	35	7.2	
No Disability	1,702	34.1	2,018	40.4	756	15.1	309	6.2	210	4.2	
Multiple Disabilities	51	28.2	70	38.7	26	14.4	19	10.5	15	8.3	
Income status <sup>ccxiv</sup>											
Low-Income	495	33.2	541	36.3	254	17.0	120	8.0	82	5.5	
Not-Low-Income	1,379	33.8	1,697	41.6	581	14.2	250	6.1	175	4.3	

Note: Table includes Student respondents ( $n = 5,741$ ) only.

Table 86 highlights Student respondents' perceptions of the value of their voice in campus dialogues. Approximately half (52%,  $n = 2,963$ ) of the Student respondents indicated that their voice was valued in campus dialogues. A slightly higher proportion of Graduate/Professional student respondents (19%,  $n = 202$ ) compared to Undergraduate Student respondents (17%,  $n = 786$ ) "strongly agreed" that their voice was valued in campus dialogues. Twenty-seven percent ( $n = 24$ ) of Transspectrum Student respondents compared to 35% ( $n = 1,345$ ) of Women Student respondents and 35% ( $n = 603$ ) of Men Student respondents "agreed" that their voice was valued in campus dialogues. Forty-two percent ( $n = 22$ ) of Hispanic/Latin@/Chican@ Student respondents and 41% ( $n = 161$ ) of Asian/Asian American Student respondents compared to 35% ( $n = 1,517$ ) of White Student respondents, 30% ( $n = 118$ ) of Black/African American Student respondents, 29% ( $n = 95$ ) of Multiracial Student respondents, and 28% ( $n = 27$ ) of Other People of Color Student respondents "strongly agreed" that their voice was valued in campus dialogues. Non-U.S. Citizen Student respondents (24%,  $n = 118$ ) were significantly more likely to "strongly agree" that their voice was valued in campus dialogues compared to U.S. Citizen Student respondents (17%,  $n = 866$ ). By sexual identity, Asexual/Other Student respondents (25%,  $n = 91$ ) were also significantly more likely to "strongly agree" that their voice was valued in campus dialogues compared to both LGBTQ Student respondents (19%,  $n = 121$ ) and Heterosexual Student respondents (17%,  $n = 753$ ). Significantly higher percentages of No Disability Student respondents (35%,  $n = 1,759$ ) than Single Disability Student respondents (32%,  $n = 155$ ) and Multiple Disabilities Student respondents (29%,  $n = 53$ ) "agreed" that their voice was valued in campus dialogues. Nineteen percent ( $n = 405$ ) of First-Generation Student respondents as opposed to 16% ( $n = 582$ ) of Not-First-Generation Student respondents "strongly agreed" that their voice was valued in campus dialogues. Lastly, 36% ( $n = 1,449$ ) of Not-Low-Income Student respondents compared 33% ( $n = 487$ ) of Low-Income Student respondents "agreed" that their voice was valued in campus dialogues.

**Table 86. Student Respondents' Perceptions of Value of their Voice in Campus Dialogues**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>My voice is valued in campus dialogues.</b>	<b>988</b>	<b>17.4</b>	<b>1,975</b>	<b>34.7</b>	<b>2,078</b>	<b>36.5</b>	<b>444</b>	<b>7.8</b>	<b>207</b>	<b>3.6</b>
Student status <sup>ccxv</sup>										
Undergraduate	786	16.9	1,599	34.4	1,723	37.1	378	8.1	163	3.5
Grad/Professional	202	19.4	376	36.0	355	34.0	66	6.3	44	4.2
Gender identity <sup>ccxvi</sup>										
Woman	671	17.4	1,345	34.9	1,424	37.0	290	7.5	121	3.1
Man	302	17.3	603	34.6	619	35.5	141	8.1	79	4.5
Transpectrum	13	14.6	24	27.0	33	37.1	12	13.5	7	7.9
Racial identity <sup>ccxvii</sup>										
Asian/Asian American	98	24.7	161	40.7	115	29.0	15	3.8	7	1.8
Black/African American	59	14.8	118	29.6	164	41.2	44	11.1	13	3.3
Hispanic/Latin@/Chican@	15	15.3	41	41.8	36	36.7	5	5.1	< 5	---
Other People of Color	16	16.7	27	28.1	40	41.7	8	8.3	5	5.2
White	737	17.1	1,517	35.2	1,577	36.5	331	7.7	153	3.5
Multiracial	55	16.6	95	28.7	129	39.0	30	9.1	22	6.6
Citizenship status <sup>ccxviii</sup>										
U.S. Citizen	866	16.7	1,779	34.4	1,915	37.0	425	8.2	191	3.7
Non-U.S. Citizen	115	23.6	183	37.6	156	32.0	17	3.5	16	3.3
Sexual identity <sup>ccxix</sup>										
LGBQ	121	18.7	207	32.0	230	35.5	55	8.5	34	5.3
Heterosexual	753	16.6	1,605	35.3	1,680	36.9	363	8.0	148	3.3
Asexual/Other	91	25.0	123	33.8	113	31.0	20	5.5	17	4.7
Disability status <sup>ccxx</sup>										
Single Disability	63	12.9	155	31.8	188	38.5	49	10.0	33	6.8
No Disability	896	17.9	1,759	35.2	1,817	36.3	371	7.4	159	3.2
Multiple Disabilities	27	14.8	53	29.1	64	35.2	23	12.6	15	8.2
First-Generation status <sup>ccxxi</sup>										
First-Generation	405	19.2	694	33.0	771	36.6	151	7.2	85	4.0
Not-First-Generation	582	16.3	1,278	35.7	1,306	36.5	293	8.2	121	3.1
Income status <sup>ccxxii</sup>										
Low-Income	263	17.6	487	32.6	534	35.7	129	8.6	82	5.5
Not-Low-Income	714	17.5	1,449	35.5	1,493	36.5	308	7.5	123	3.0

Note: Table includes Student respondents (*n* = 5,741) only.

### **Students Who Have Seriously Considered Leaving Kent State University**

Thirty-six percent ( $n = 3,038$ ) of all respondents (Faculty, Staff, Administrator with Faculty rank, and Students) had seriously considered leaving Kent State. With regard to student status, 30% ( $n = 1,408$ ) of Undergraduate Student respondents and 22% ( $n = 227$ ) of Graduate/Professional Student respondents had seriously considered leaving Kent State. Of the Student respondents who considered leaving, 66% ( $n = 1,076$ ) considered leaving in their first year as a student, 38% ( $n = 618$ ) in their second year, 17% ( $n = 271$ ) in their third year, and 8% ( $n = 126$ ) in their fourth year.

Subsequent analyses were run for Undergraduate Student respondents who had considered leaving Kent State ( $n = 1,408$ ) by gender identity, racial identity, sexual identity, disability status, first-generation status, and income status. Significant results for Undergraduate Student respondents indicated that:

- By racial identity, 38% ( $n = 135$ ) of Black/African American Undergraduate Student respondents, 37% ( $n = 29$ ) of Hispanic/Latin@/Chican@ Undergraduate Student respondents, 37% ( $n = 111$ ) of Multiracial Undergraduate Student respondents, 31% ( $n = 21$ ) of Other Persons of Color Undergraduate Student respondents, 29% ( $n = 1,057$ ) of White Undergraduate Student respondents, 24% ( $n = 31$ ) of Asian/Asian American Undergraduate Student respondents considered leaving the institution.<sup>ccxxiii</sup>
- By disability status, 41% ( $n = 172$ ) of Undergraduate Student respondents with a Single Disability, 34% ( $n = 54$ ) of Undergraduate Student respondents with Multiple Disabilities, and 29% ( $n = 1,179$ ) of Undergraduate Student respondents with No Disability considered leaving the institution.<sup>ccxxiv</sup>

Subsequent analyses were run for Graduate/Professional Student respondents who had considered leaving Kent State ( $n = 227$ ) by gender identity, racial identity, sexual identity, disability status, first-generation status, and income status. Significant results for Graduate/Professional Student respondents indicated that:

- By disability status, 46% ( $n = 10$ ) of Graduate/Professional Student respondents with Multiple Disabilities, 32% ( $n = 23$ ) of Graduate/Professional Student respondents with a

Single Disability, and 20% ( $n = 192$ ) of Graduate/Professional Student respondents with No Disability considered leaving the institution.<sup>ccxxv</sup>

- By income status, 25% ( $n = 110$ ) of Low-Income Graduate/Professional Student respondents and 19% ( $n = 112$ ) of Not-Low-Income Graduate/Professional Student respondents considered leaving the institution.<sup>ccxxvi</sup>

Forty-five percent ( $n = 732$ ) of Student respondents who seriously considered leaving suggested that they lacked a sense of belonging at Kent State (Table 87). Others considered leaving because of financial reasons (25%,  $n = 416$ ), unwelcoming campus climate (22%,  $n = 355$ ), being homesick (21%,  $n = 347$ ), for personal reasons (21%,  $n = 321$ ), and/or a lack of a support group (21%,  $n = 342$ ).

**Table 87. Reasons Why Student Respondents Considered Leaving Kent State**

<b>Reason</b>	<b><i>n</i></b>	<b>%</b>
Lack of a sense of belonging	732	44.8
Financial reasons	416	25.4
Campus climate was not welcoming	355	21.7
Homesick	347	21.2
Personal reasons (e.g., medical, mental health, family emergencies)	347	21.2
Lack of support group	342	20.9
Didn't like major	294	18.0
Coursework was too difficult	171	10.5
My marital/relationship status	87	5.3
Never intended to graduate from Kent State	76	4.6
Didn't meet the selection criteria for a major	75	4.6
Immigration compliance issues (e.g., VISA status)	13	0.8
A reason not listed above	518	31.7

Note: Table includes only those Student respondents who indicated that they considered leaving Kent State ( $n = 1,635$ ). Percentages may not sum to 100 as a result of multiple responses.



Figure 45 illustrates that 92% ( $n = 4,272$ ) of Undergraduate Student respondents and 96% ( $n = 997$ ) of Graduate/Professional Student respondents thought that it was likely that they would graduate from Kent State.<sup>ccxxvii</sup> Subsequent analyses were run for Student respondents who thought that it was likely that they would graduate from Kent State by student status, gender identity,<sup>ccxxviii</sup> racial identity, sexual identity, disability status,<sup>ccxxix</sup> first-generation status, and income status. Analyses which yielded significant results are presented in the figure.

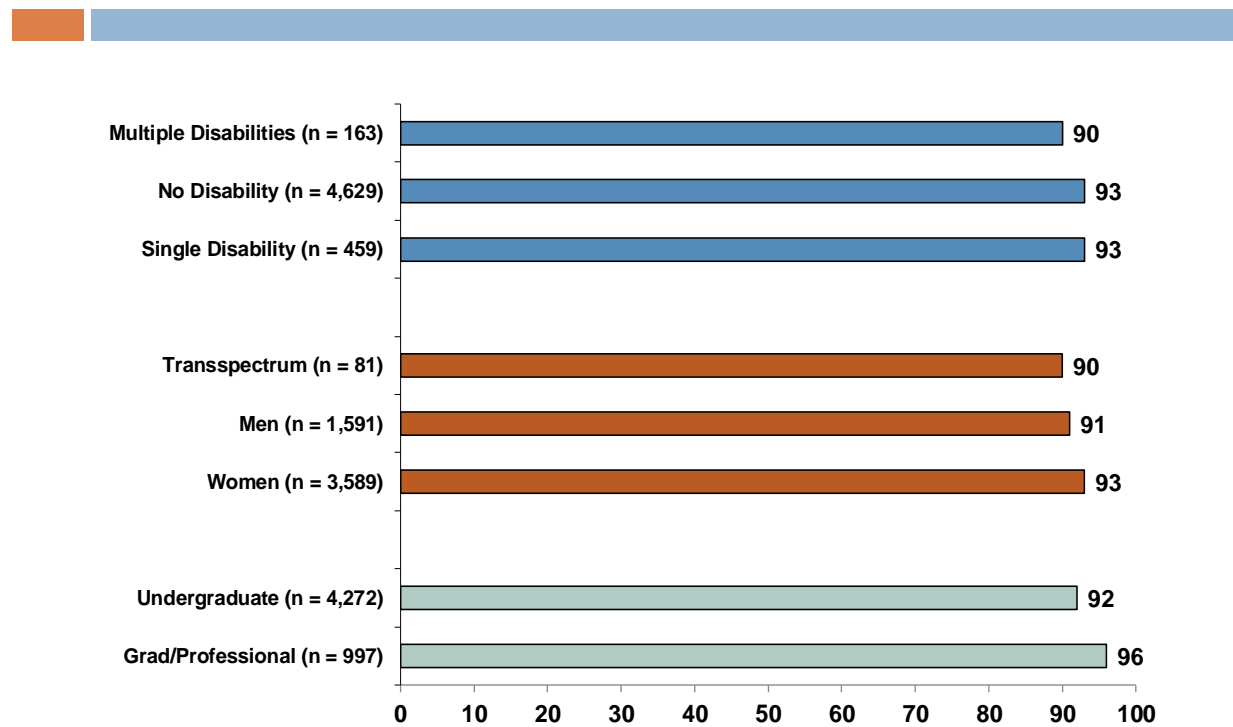
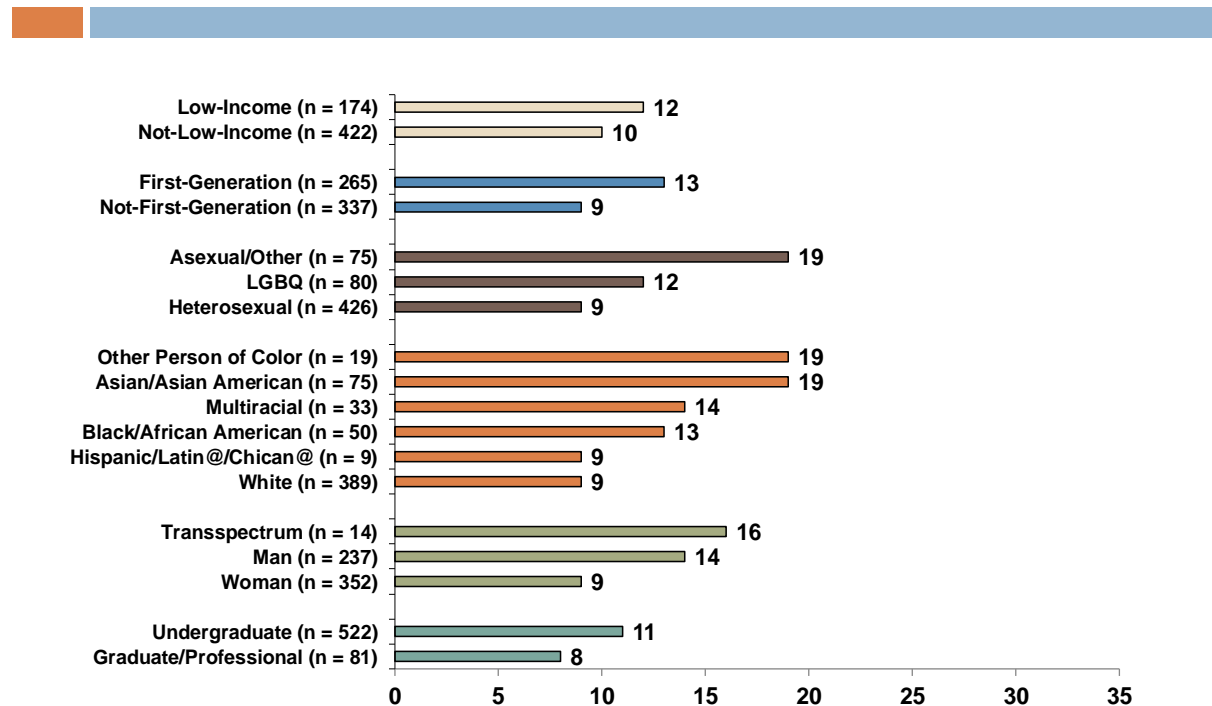


Figure 45. Student Respondents “Strongly Agreed” or “Agreed” That They Intended to Graduate from Kent State (%)

Figure 46 illustrates that 11% ( $n = 522$ ) of Undergraduate Student respondents and 8% ( $n = 81$ ) of Graduate/Professional Student respondents indicated that they were considering transferring to another institution for academic reasons.<sup>ccxxx</sup> Subsequent analyses were run for Student respondents who were considering transferring to another institution for academic reasons by gender identity,<sup>ccxxxi</sup> racial identity,<sup>ccxxxii</sup> sexual identity,<sup>ccxxxiii</sup> disability status, first-generation status,<sup>ccxxxiv</sup> and income status.<sup>ccxxxv</sup> Analyses which yielded significant results are presented in the figure.



*Figure 46.* Student Respondents “Strongly Agreed” or “Agreed” That They were Considering Transferring for Academic Reasons (%)

<sup>clvii</sup> A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt valued by faculty in the classroom by student status:  $\chi^2(4, N = 5,723) = 119.7, p < .001$ .

- clviii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt valued by faculty in the classroom by racial identity:  $\chi^2(20, N = 5,665) = 92.3, p < .001$ .
- clix A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt valued by faculty in the classroom by citizenship status:  $\chi^2(4, N = 5,694) = 58.0, p < .001$ .
- clx A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt valued by faculty in the classroom by disability status:  $\chi^2(8, N = 5,703) = 31.7, p < .001$ .
- clxi A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt valued by faculty in the classroom by income status:  $\chi^2(4, N = 5,612) = 10.1, p < .05$ .
- clxii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt valued by other students in the classroom by student status:  $\chi^2(4, N = 5,697) = 185.1, p < .001$ .
- clxiii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt valued by other students in the classroom by gender identity:  $\chi^2(8, N = 5,690) = 21.7, p < .01$ .
- clxiv A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt valued by other students in the classroom by racial identity:  $\chi^2(20, N = 5,639) = 131.1, p < .001$ .
- clxv A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt valued by other students in the classroom by citizenship status:  $\chi^2(4, N = 5,668) = 82.7, p < .001$ .
- clxvi A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt valued by other students in the classroom by sexual identity:  $\chi^2(8, N = 5,565) = 36.7, p < .001$ .
- clxvii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt valued by other students in the classroom by disability status:  $\chi^2(8, N = 5,677) = 79.5, p < .001$ .
- clxviii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt valued by other students in the classroom by first-generation status:  $\chi^2(4, N = 5,691) = 10.1, p < .05$ .
- clxix A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt valued by other students in the classroom by income status:  $\chi^2(4, N = 5,587) = 15.6, p < .01$ .
- clxx A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that Kent State faculty were genuinely concerned with their welfare by student status:  $\chi^2(4, N = 5,691) = 69.3, p < .001$ .
- clxxi A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that Kent State faculty were genuinely concerned with their welfare by racial identity:  $\chi^2(20, N = 5,633) = 81.7, p < .001$ .
- clxxii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that Kent State faculty were genuinely concerned with their welfare by citizenship status:  $\chi^2(4, N = 5,662) = 29.2, p < .001$ .
- clxxiii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that Kent State faculty were genuinely concerned with their welfare by disability status:  $\chi^2(8, N = 5,671) = 17.9, p < .05$ .
- clxxiv A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that Kent State faculty were genuinely concerned with their welfare by income status:  $\chi^2(4, N = 5,580) = 140, p < .01$ .
- clxxv A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that Kent State staff were genuinely concerned with their welfare by student status:  $\chi^2(4, N = 5,658) = 38.3, p < .001$ .
- clxxvi A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that Kent State staff were genuinely concerned with their welfare by racial identity:  $\chi^2(20, N = 5,601) = 98.0, p < .001$ .
- clxxvii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that Kent State staff were genuinely concerned with their welfare by citizenship status:  $\chi^2(4, N = 5,629) = 24.4, p < .001$ .
- clxxviii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that Kent State staff were genuinely concerned with their welfare by disability status:  $\chi^2(8, N = 5,640) = 23.0, p < .01$ .
- clxxix A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that Kent State staff were genuinely concerned with their welfare by income status:  $\chi^2(4, N = 5,550) = 21.5, p < .001$ .

<sup>clxxx</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that faculty pre-judged their abilities based on perceptions of their identity or background by student status:  $\chi^2(4, N = 5,694) = 23.6, p < .001$ .

<sup>clxxxi</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that faculty pre-judged their abilities based on perceptions of their identity or background by gender identity:  $\chi^2(8, N = 5,686) = 51.1, p < .001$ .

<sup>clxxxii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that faculty pre-judged their abilities based on perceptions of their identity or background by racial identity:  $\chi^2(20, N = 5,636) = 248.8, p < .001$ .

<sup>clxxxiii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that faculty pre-judged their abilities based on perceptions of their identity or background by citizenship status:  $\chi^2(4, N = 5,665) = 160.9, p < .001$ .

<sup>clxxxiv</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that faculty pre-judged their abilities based on perceptions of their identity or background by sexual identity:  $\chi^2(8, N = 5,561) = 69.2, p < .001$ .

<sup>clxxxv</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that faculty pre-judged their abilities based on perceptions of their identity or background by first-generation status:  $\chi^2(4, N = 5,688) = 19.0, p < .01$ .

<sup>clxxxvi</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they thought that faculty pre-judged their abilities based on perceptions of their identity or background by income status:  $\chi^2(4, N = 5,583) = 12.1, p < .05$ .

<sup>clxxxvii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they believed that the campus climate encouraged free and open discussion of difficult topics by student status:  $\chi^2(4, N = 5,701) = 13.5, p < .01$ .

<sup>clxxxviii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they believed that the campus climate encouraged free and open discussion of difficult topics by gender identity:  $\chi^2(8, N = 5,693) = 35.6, p < .001$ .

<sup>clxxxix</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they believed that the campus climate encouraged free and open discussion of difficult topics by racial identity:  $\chi^2(20, N = 5,643) = 89.8, p < .001$ .

<sup>cxc</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they believed that the campus climate encouraged free and open discussion of difficult topics by citizenship status:  $\chi^2(4, N = 5,672) = 20.2, p < .001$ .

<sup>cxc</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they believed that the campus climate encouraged free and open discussion of difficult topics by sexual identity:  $\chi^2(8, N = 5,568) = 17.0, p < .05$ .

<sup>cxcii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they believed that the campus climate encouraged free and open discussion of difficult topics by disability status:  $\chi^2(8, N = 5,681) = 47.2, p < .001$ .

<sup>cxciii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they believed that the campus climate encouraged free and open discussion of difficult topics by first-generation status:  $\chi^2(4, N = 5,695) = 11.0, p < .05$ .

<sup>cxciv</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they believed that the campus climate encouraged free and open discussion of difficult topics by income status:  $\chi^2(4, N = 5,590) = 27.6, p < .001$ .

<sup>cxcv</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by student status:  $\chi^2(4, N = 5,700) = 39.5, p < .001$ .

<sup>cxcvi</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by racial identity:  $\chi^2(20, N = 5,642) = 53.2, p < .001$ .

<sup>cxcvii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by citizenship status:  $\chi^2(4, N = 5,671) = 11.9, p < .05$ .

<sup>cxcviii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by sexual identity:  $\chi^2(8, N = 5,568) = 19.1, p < .05$ .

<sup>cxcix</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by income status:  $\chi^2(4, N = 5,589) = 10.6, p < .05$ .

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<sup>cc</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by student status:  $\chi^2(4, N = 5,667) = 10.9, p < .05$ .

<sup>cci</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by racial identity:  $\chi^2(20, N = 5,609) = 44.1, p < .01$ .

<sup>ccii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by citizenship status:  $\chi^2(4, N = 5,639) = 17.7, p < .01$ .

<sup>cciii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by sexual identity:  $\chi^2(8, N = 5,535) = 32.8, p < .001$ .

<sup>cciv</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by income status:  $\chi^2(4, N = 5,558) = 11.5, p < .05$ .

<sup>ccv</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had advisers who provided them with career advice by gender identity:  $\chi^2(8, N = 5,672) = 17.9, p < .05$ .

<sup>ccvi</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had advisers who provided them with career advice by racial identity:  $\chi^2(20, N = 5,623) = 45.2, p < .01$ .

<sup>ccvii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had advisers who provided them with career advice by disability status:  $\chi^2(8, N = 5,660) = 42.9, p < .001$ .

<sup>ccviii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had advisers who provided them with career advice by income status:  $\chi^2(4, N = 5,570) = 16.8, p < .01$ .

<sup>ccix</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had advisers who provided them with advice on core class selection by student status:  $\chi^2(4, N = 5,683) = 32.6, p < .001$ .

<sup>ccx</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had advisers who provided them with advice on core class selection by gender identity:  $\chi^2(8, N = 5,675) = 21.1, p < .01$ .

<sup>ccxi</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had advisers who provided them with advice on core class selection by racial identity:  $\chi^2(20, N = 5,625) = 43.6, p < .01$ .

<sup>ccxii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had advisers who provided them with advice on core class selection by citizenship status:  $\chi^2(4, N = 5,657) = 12.6, p < .05$ .

<sup>ccxiii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had advisers who provided them with advice on core class selection by disability status:  $\chi^2(8, N = 5,664) = 31.8, p < .001$ .

<sup>ccxiv</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had advisers who provided them with advice on core class selection by income status:  $\chi^2(4, N = 5,574) = 23.0, p < .001$ .

<sup>ccxv</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their voice was valued in campus dialogues by student status:  $\chi^2(4, N = 5,692) = 10.5, p < .05$ .

<sup>ccxvi</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their voice was valued in campus dialogues by gender identity:  $\chi^2(8, N = 5,684) = 17.7, p < .05$ .

<sup>ccxvii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their voice was valued in campus dialogues by racial identity:  $\chi^2(20, N = 5,634) = 67.8, p < .001$ .

<sup>ccxviii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their voice was valued in campus dialogues by citizenship status:  $\chi^2(4, N = 5,663) = 29.4, p < .001$ .

<sup>ccxix</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their voice was valued in campus dialogues by sexual identity:  $\chi^2(8, N = 5,560) = 30.5, p < .001$ .

<sup>ccxx</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their voice was valued in campus dialogues by disability status:  $\chi^2(8, N = 4,692) = 43.2, p < .001$ .

<sup>ccxxi</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their voice was valued in campus dialogues by first-generation status:  $\chi^2(4, N = 5,686) = 13.0, p < .05$ .

<sup>ccxxii</sup>A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that their voice was valued in campus dialogues by income status:  $\chi^2(4, N = 5,582) = 22.8, p < .001$ .

<sup>ccxxiii</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Kent State by racial identity:  $\chi^2(5, N = 4,634) = 24.8, p < .001$ .

<sup>ccxxiv</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Kent State by disability status:  $\chi^2(2, N = 4,667) = 26.5, p < .001$ .

<sup>ccxxv</sup>A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving Kent State by disability status:  $\chi^2(2, N = 1,048) = 12.9, p < .01$ .

<sup>ccxxvi</sup>A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving Kent State by income status:  $\chi^2(1, N = 1,027) = 4.2, p < .05$ .

<sup>ccxxvii</sup>A chi-square test was conducted to compare percentages of Student respondents who think it is likely they graduate from Kent State by student status:  $\chi^2(4, N = 5,695) = 18.7, p < .01$ .

<sup>ccxxviii</sup>A chi-square test was conducted to compare percentages of Student respondents who think it is likely they graduate from Kent State by gender identity:  $\chi^2(8, N = 5,687) = 26.7, p < .01$ .

<sup>ccxxix</sup>A chi-square test was conducted to compare percentages of Student respondents who think it is likely they graduate from Kent State by disability status:  $\chi^2(8, N = 5,675) = 21.4, p < .01$ .

<sup>ccxxx</sup>A chi-square test was conducted to compare percentages of Student respondents who were considering transferring to another institution for academic reasons by student status:  $\chi^2(4, N = 5,724) = 20.8, p < .001$ .

<sup>ccxxxi</sup>A chi-square test was conducted to compare percentages of Student respondents who were considering transferring to another institution for academic reasons by gender identity:  $\chi^2(8, N = 5,716) = 83.1, p < .001$ .

<sup>ccxxxii</sup>A chi-square test was conducted to compare percentages of Student respondents who were considering transferring to another institution for academic reasons by racial identity:  $\chi^2(20, N = 5,665) = 119.9, p < .001$ .

<sup>ccxxxiii</sup>A chi-square test was conducted to compare percentages of Student respondents who were considering transferring to another institution for academic reasons by sexual identity:  $\chi^2(8, N = 5,590) = 64.8, p < .001$ .

<sup>ccxxxiv</sup>A chi-square test was conducted to compare percentages of Student respondents who were considering transferring to another institution for academic reasons by first-generation status:  $\chi^2(4, N = 5,717) = 14.9, p < .01$ .

<sup>ccxxxv</sup>A chi-square test was conducted to compare percentages of Student respondents who were considering transferring to another institution for academic reasons by income status:  $\chi^2(4, N = 5,614) = 12.6, p < .05$ .

## Summary

For the most part, Students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at Kent State University in a very positive light. The majority of Student respondents felt valued by faculty and other students in the classroom. Student respondents also thought that Kent State University faculty and staff were genuinely concerned with their welfare. Additionally, many student respondents believed the campus climate encouraged free and open discussion of difficult topics. Thirty percent ( $n = 1,408$ ) of Undergraduate Student respondents and 22% ( $n = 227$ ) of Graduate/Professional Student respondents had seriously considered leaving Kent State.

Two hundred sixty-eight Student respondents indicated on the survey that they experienced unwanted sexual contact while members of the Kent State community. Forty-two percent ( $n = 110$ ) of the Student respondents who experienced unwanted sexual contact indicated that the incidents occurred during their first semester at Kent State. Of note, the greatest percentage of occurrences of unwanted sexual assault happened within the last year.

## **Institutional Actions**

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which Kent State University does, and should, promote diversity to shape campus climate.

The survey asked Faculty respondents to indicate how they thought that various initiatives influenced the climate at Kent State if they were currently available and how those initiatives would influence the climate if they were not currently available (Table 88). Respondents were asked to decide whether certain institutional actions positively or negatively influenced the climate, or if they have no influence on the climate.

Fifty-two percent ( $n = 385$ ) of the Faculty respondents thought that providing flexibility for computing the probationary period for tenure (e.g., tolling) was available and felt that it positively influenced climate, while 18% ( $n = 133$ ) thought that it would positively influence the climate if it was available.

Thirty-six percent ( $n = 290$ ) of the Faculty respondents thought that providing recognition and rewards for including diversity issues in courses across the curriculum were available and felt that they positively influenced climate, while 29% ( $n = 229$ ) thought that they would positively influence the climate if they were available.

Fifty-four percent ( $n = 443$ ) of the Faculty respondents thought that diversity and equity training for faculty was available and felt that it positively influenced climate, while 16% ( $n = 130$ ) thought that it would positively influence the climate if it were available.

Sixty-eight percent ( $n = 564$ ) of the Faculty respondents thought that providing access to counseling for people who have experienced harassment was available and felt that such an environment positively influenced climate, while 20% ( $n = 164$ ) thought that such access would positively influence the climate if it were available.



Sixty-two percent ( $n = 535$ ) of the Faculty respondents thought that providing mentorship for new faculty was available and felt that it positively influenced climate, while 29% ( $n = 250$ ) thought that it would positively influence the climate if mentorship were available.

Sixty percent ( $n = 494$ ) of the Faculty respondents thought that providing a clear process to resolve conflicts was available and felt that it positively influenced climate, while 30% ( $n = 252$ ) thought that it would positively influence the climate if it were available.

Sixty-one percent ( $n = 502$ ) of the Faculty respondents thought that providing a fair process to resolve conflicts was available and felt that it positively influenced climate, while 29% ( $n = 235$ ) thought that it would positively influence the climate if it were available.

Thirty percent ( $n = 243$ ) of the Faculty respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and felt that it positively influenced climate, while 21% ( $n = 171$ ) thought that it would positively influence the climate if it were available.

Forty-seven percent ( $n = 379$ ) of the Faculty respondents thought that equity and diversity training for search, promotion, and tenure committees was available and felt that it positively influenced climate, while 19% ( $n = 151$ ) thought that it would positively influence the climate if it were available.

Forty-nine percent ( $n = 403$ ) of the Faculty respondents thought that career-span development opportunities for faculty at all ranks was available and felt that they positively influenced climate, while 40% ( $n = 326$ ) thought that it would positively influence the climate if they these opportunities were available.

Thirty-nine percent ( $n = 321$ ) of the Faculty respondents thought that providing adequate child care was available and felt that it positively influenced climate, while 47% ( $n = 390$ ) thought that it would positively influence the climate if it were available.

**Table 88. Faculty Respondents' Perceptions of Institutional Initiatives**

Institutional initiative	Initiative Available at Kent State						Initiative NOT available at Kent State					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for computing the probationary period for tenure (e.g., tolling)	385	51.5	141	18.9	42	5.6	133	17.8	34	4.5	13	1.7
Providing recognition and rewards for including diversity issues in courses across the curriculum	290	36.4	146	18.3	40	5.0	229	28.8	73	9.2	18	2.3
Providing diversity and equity training for faculty	443	53.6	179	21.7	22	2.7	130	15.7	43	5.2	9	1.1
Providing access to counseling for people who have experienced harassment	564	68.0	77	9.3	< 5	---	164	19.8	17	2.1	< 5	---
Providing mentorship for new faculty	535	61.7	56	6.5	10	1.2	250	28.8	10	1.2	6	0.7
Providing a clear process to resolve conflicts	494	59.6	63	7.6	5	0.6	252	30.4	11	1.3	< 5	---
Providing a fair process to resolve conflicts	502	61.4	59	7.2	7	0.9	235	28.8	10	1.2	< 5	---
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	243	30.0	152	18.8	81	10.0	171	21.1	114	14.1	48	5.9

*Table 88 (cont.)*

Institutional initiative	Initiative Available at Kent State						Initiative NOT available at Kent State					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing equity and diversity training to search, promotion and tenure committees	379	46.7	180	22.2	46	5.7	151	18.6	46	5.7	9	1.1
Providing career span development opportunities for faculty at all ranks	403	48.8	70	8.5	5	0.6	326	39.5	22	2.7	0	0.0
Providing adequate child care	321	38.6	76	9.1	6	0.7	390	46.9	34	4.1	5	0.6

Note: Table includes Faculty responses (*n* = 1,081) only.

The survey asked Staff respondents ( $n = 1,632$ ) to respond regarding similar initiatives, which are listed in Table 89. Seventy percent ( $n = 1,070$ ) of the Staff respondents thought that diversity and equity training for staff was available and felt that it positively influenced climate, while 6% ( $n = 95$ ) thought that it would positively influence the climate if it were available.

Seventy-six percent ( $n = 1,157$ ) of the Staff respondents thought that providing access to counseling for people who had experienced harassment was available and felt that it positively influenced climate, while 11% ( $n = 161$ ) thought that it would positively influence the climate if it were available.

Forty-five percent ( $n = 682$ ) of the Staff respondents thought that mentorship for new staff was available and felt that it positively influenced climate, while 44% ( $n = 662$ ) thought that the mentorship would positively influence the climate if it were available.

Fifty-six percent ( $n = 840$ ) of the Staff respondents thought that a clear process to resolve conflicts was available and felt that it positively influenced climate, while 30% ( $n = 441$ ) thought that it would positively influence the climate if it were available.

Fifty-seven percent ( $n = 841$ ) of the Staff respondents thought that a fair process to resolve conflicts was available and felt that it positively influenced climate, while 29% ( $n = 426$ ) thought that it would positively influence the climate if it were available.

Thirty-nine percent ( $n = 574$ ) of the Staff respondents thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and felt that it positively influenced climate, while 17% ( $n = 242$ ) thought that it would positively influence the climate if it were available.

Sixty-seven percent ( $n = 1,027$ ) of the Staff respondents thought that career development opportunities for staff were available and felt that they positively influenced climate, while 20% ( $n = 309$ ) thought that it would positively influence the climate if they were available.

Forty-one percent ( $n = 614$ ) of the Staff respondents thought that adequate child care was available and felt that it positively influenced climate, while 39% ( $n = 578$ ) thought that it would positively influence the climate if it were available.

**Table 89. Staff Respondents' Perceptions of Institutional Initiatives**

Institutional initiative	Initiative Available at Kent State						Initiative NOT available at Kent State					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for staff	1,070	69.8	283	18.5	30	2.0	95	6.2	38	2.5	17	1.1
Providing access to counseling for people who have experienced harassment	1,157	76.3	138	9.1	14	0.9	161	10.6	24	1.6	23	1.5
Providing mentorship for new staff	682	44.8	108	7.1	9	0.6	662	43.5	42	2.8	19	1.2
Providing a clear process to resolve conflicts	840	56.1	156	10.4	16	1.1	441	29.5	25	1.7	19	1.3
Providing a fair process to resolve conflicts	841	57.1	148	10.0	16	1.1	426	28.9	23	1.6	19	1.3
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	574	39.2	340	23.2	121	8.3	242	16.5	129	8.8	60	4.1
Providing career development opportunities for staff	1,027	67.3	139	9.1	8	0.5	309	20.3	23	1.5	19	1.2
Providing adequate child care	614	41.4	175	11.8	12	0.8	578	39.0	82	5.5	21	1.4

Note: Table includes Staff responses (*n* = 1,632) only.

Student respondents ( $n = 5,741$ ) also were asked in the survey to respond regarding a similar list of initiatives, provided in Table 90. Fifty-eight percent ( $n = 3,091$ ) of the Student respondents thought that diversity and equity training for students was available and felt that it positively influenced climate, while 19% ( $n = 1,037$ ) thought that it would positively influence the climate if it were available.

Sixty-two percent ( $n = 3,307$ ) of the Student respondents thought that diversity and equity training for staff was available and felt that it positively influenced climate, while 18% ( $n = 934$ ) thought that it would positively influence the climate if it were available.

Sixty-three percent ( $n = 3,302$ ) of the Student respondents thought that diversity and equity training for faculty was available and felt that it positively influenced climate, while 18% ( $n = 942$ ) thought that it would positively influence the climate if it were available.

Fifty-seven percent ( $n = 2,992$ ) of the Student respondents thought that a person to address student complaints of classroom inequity was available and felt that it positively influenced climate, while 23% ( $n = 1,199$ ) thought that it would positively influence the climate if it were available.

Fifty-eight percent ( $n = 3,025$ ) of the Student respondents thought that increasing opportunities for cross-cultural dialogue among students was available and felt that it positively influenced climate, while 22% ( $n = 1,175$ ) thought that it would positively influence the climate if it were available.

Fifty-six percent ( $n = 2,976$ ) of the Student respondents thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students was available and felt that it positively influenced climate, while 24% ( $n = 1,282$ ) thought that it would positively influence the climate if it were available.

Fifty-five percent ( $n = 2,884$ ) of the Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available and

felt that it positively influenced climate, while 21% ( $n = 1,085$ ) thought that it would positively influence the climate if it were available.

Sixty-four percent ( $n = 3,365$ ) of the Student respondents thought that effective faculty mentorship of students was available and felt that it positively influenced climate, while 20% ( $n = 1,025$ ) thought that it would positively influence the climate if it were available.

Seventy-one percent ( $n = 3,749$ ) of the Student respondents thought that effective academic advising was available and felt that it positively influenced climate, while 14% ( $n = 753$ ) thought that it would positively influence the climate if it were available.

Sixty percent ( $n = 3,155$ ) of the Student respondents thought that diversity training for student staff was available and felt that it positively influenced climate, while 19% ( $n = 1,003$ ) thought that it would positively influence the climate if it were available.

Fifty percent ( $n = 2,632$ ) of the Student respondents thought that adequate child care resources were available and felt that the resources positively influenced climate, while 25% ( $n = 1,322$ ) thought that they would positively influence the climate if it were available.



**Table 90. Student Respondents' Perceptions of Institutional Initiatives**

Institutional initiative	Initiative Available at Kent State						Initiative NOT available at Kent State					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for students	3,091	57.7	742	13.9	99	1.8	1037	19.4	330	6.2	55	1.0
Providing diversity and equity training for staff	3,307	62.4	711	13.4	75	1.4	934	17.6	229	4.3	46	0.9
Providing diversity and equity training for faculty	3,302	62.7	670	12.7	89	1.7	942	17.9	219	4.2	44	0.8
Providing a person to address student complaints of classroom inequity	2,992	56.8	695	13.2	89	1.7	1,199	22.8	235	4.5	56	1.1
Increasing opportunities for cross-cultural dialogue among students	3,025	57.5	712	13.5	92	1.7	1,175	22.3	220	4.2	41	0.8
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	2,976	56.4	671	12.7	93	1.8	1,282	24.3	215	4.1	40	0.8
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	2,884	54.9	785	15.0	136	2.6	1,085	20.7	279	5.3	80	1.5
Providing effective faculty mentorship of students	3,365	64.1	604	11.5	67	1.3	1,025	19.5	151	2.9	35	0.7
Providing effective academic advising	3,749	71.3	543	10.3	60	1.1	753	14.3	118	2.2	33	0.6
Providing diversity training for student staff (e.g., student union, resident assistants)	3,155	60.0	718	13.7	89	1.7	1,003	19.1	239	4.5	50	1.0
Providing adequate child care	2,632	50.4	850	16.3	66	1.3	1,322	25.3	298	5.7	56	1.1

Note: Table includes Student responses (*n* = 5,741) only.

## **Summary**

Perceptions of actions taken by Kent State help to shape the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agree that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, substantial numbers of Faculty, Staff, and Student respondents indicated that many of the initiatives were not available at Kent State. If, in fact, these initiatives are available, Kent State would benefit from better publicizing all that the institution offers to positively influence the campus climate.

## **Next Steps**

Embarking on this campus-wide assessment is further evidence of Kent State University's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the climate within Kent State University, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the Kent State University community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered to Kent State University community members when the project was initiated. Also, as recommended by Kent State University's senior leadership, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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## **Appendices**

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Survey: *Kent State University Assessment of Climate for Learning, Working, and Living*

## Appendix A

### Cross Tabulations by Selected Demographics

		Undergraduate Student		Graduate Student		Faculty/Admin with Faculty Rank		Staff		Total	
		n	%	n	%	n	%	n	%	n	%
Gender Identity	Unknown/Missing	6	0.13%	2	0.19%	12	1.11%	13	0.80%	33	0.39%
	Woman	3250	69.37%	629	59.56%	609	56.34%	1082	66.30%	5570	65.89%
	Man	1350	28.82%	414	39.20%	453	41.91%	534	32.72%	2751	32.54%
	Transspectrum (including “Other”)	79	1.69%	11	1.04%	7	0.65%	3	0.18%	100	1.18%
Racial Identity	Unknown/Missing/Other	48	1.02%	11	1.04%	44	4.07%	48	2.94%	151	1.79%
	Asian/Asian American	130	2.77%	271	25.66%	45	4.16%	20	1.23%	466	5.51%
	Black/African American	360	7.68%	41	3.88%	35	3.24%	117	7.17%	553	6.54%
	Hispanic/Latin@/Chican@	78	1.66%	21	1.99%	14	1.30%	15	0.92%	128	1.51%
	Other People of Color	67	1.43%	33	3.13%	6	0.56%	7	0.43%	113	1.34%
	White People	3702	79.02%	645	61.08%	902	83.44%	1360	83.33%	6609	78.18%
	Multiracial	300	6.40%	34	3.22%	35	3.24%	65	3.98%	434	5.13%
Sexual Identity	Unknown/Missing/Other	83	1.77%	51	4.83%	57	5.27%	64	3.92%	255	3.02%
	LGBQ including Pansexual	511	10.91%	144	13.64%	79	7.31%	85	5.21%	819	9.69%
	Heterosexual	3795	81.00%	789	74.72%	924	85.48%	1436	87.99%	6944	82.14%
	Asexual	296	6.32%	72	6.82%	21	1.94%	47	2.88%	436	5.16%

		Student		Faculty/Librarian/ Administrator with Faculty Rank		Administrator without Faculty Rank		Staff		Total	
		n	%	n	%	n	%	n	%	n	%
Citizenship Status	Unknown/Missing	24	0.51%	6	0.57%	11	1.02%	8	0.49%	49	0.58%
	U.S. Citizen	4484	95.71%	730	69.13%	1020	94.36%	1596	97.79%	7830	92.62%
	Non-U.S. Citizen	177	3.78%	320	30.30%	50	4.63%	28	1.72%	575	6.80%
Disability Status	Unknown/Missing/Other	13	0.28%	7	0.66%	14	1.30%	18	1.10%	52	0.62%
	Single Disability	423	9.03%	73	6.91%	71	6.57%	95	5.82%	662	7.83%
	No Disability	4089	87.28%	954	90.34%	964	89.18%	1484	90.93%	7491	88.61%
	Multiple Disabilities	160	3.42%	22	2.08%	32	2.96%	35	2.14%	249	2.95%
Religious/ Spiritual Identity	Unknown/Missing	38	0.81%	12	1.14%	52	4.81%	57	3.49%	159	1.88%
	Christian Affiliation	2690	57.42%	410	38.83%	535	49.49%	1088	66.67%	4723	55.87%
	Other Religious/Spiritual Affiliation	193	4.12%	251	23.77%	83	7.68%	40	2.45%	567	6.71%
	No Affiliation	1551	33.11%	316	29.92%	354	32.75%	379	23.22%	2600	30.75%
	Multiple Affiliations	213	4.55%	67	6.34%	57	5.27%	68	4.17%	405	4.79%

Note: % is the percent of each column for that demographic category (e.g., percent of faculty that are male)

## Appendix B – Data Tables

### PART I: Demographics

*The demographic information tables contain actual percentages except where noted.*

**Table B1. What is your primary position at Kent State? (Question 1)**

Position	<i>n</i>	%
<b>Undergraduate student</b>	<b>4,685</b>	<b>55.4</b>
Started at Kent State as a first-year student	3,127	78.3
Transferred from another institution	720	18.0
Post-secondary	136	3.4
ESL	12	0.3
<b>Graduate student</b>	<b>1,056</b>	<b>12.5</b>
Non-degree	14	1.5
Certificate	4	0.4
Master's degree candidate	659	68.6
Doctoral degree candidate	224	23.3
Professional student (College of Podiatric Medicine)	60	6.2
<b>Faculty</b>	<b>940</b>	<b>11.1</b>
Tenure-Track (full-time)	426	45.3
<i>Assistant professor</i>	<i>114</i>	<i>32.9</i>
<i>Associate professor</i>	<i>163</i>	<i>47.1</i>
<i>Professor</i>	<i>69</i>	<i>19.9</i>
Non-Tenure Track	283	30.1
<i>Assistant professor</i>	<i>75</i>	<i>33.5</i>
<i>Associate professor</i>	<i>44</i>	<i>19.6</i>
<i>Professor</i>	<i>11</i>	<i>4.9</i>
<i>Lecturer</i>	<i>56</i>	<i>25.0</i>

<i>Associate Lecturer</i>	19	8.5
<i>Senior Lecturer</i>	18	8.0
<i>Visiting Professor</i>	1	0.4
Adjunct/Part-Time	231	24.6
<b>Administrator with faculty rank</b> (Dean, Chair, Director)	<b>141</b>	<b>1.7</b>
<b>Staff</b>	<b>1,632</b>	<b>19.3</b>
Classified	557	34.1
<i>Non-represented</i>	457	82.3
Clerical/Secretarial Worker	280	71.4
Service/Maintenance Worker	37	9.4
Skilled Crafts Worker	6	1.5
Technical or Paraprofessional	69	17.6
<i>Represented (in the AFSCME bargaining unit)</i>	98	17.7
Clerical/Secretarial Worker	11	12.6
Service/Maintenance Worker	57	65.5
Skilled Crafts Worker	19	21.8
Technical or Paraprofessional	0	0.0
Unclassified	1,075	65.9
<i>Professional (Non-Faculty Supervisory)</i>	519	48.6
<i>Professional (Non-Faculty Non-Supervisory)</i>	549	51.4

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer. There are missing data for the sub-categories, as indicated.

**Table B2. Are you full-time or part-time in that primary status? (Question 2)**

Status	<i>n</i>	%
Full-time	6,996	82.8
Part-time	828	9.8
Missing	630	7.5

**Table B3. What is your primary Kent State campus affiliation? (Question 3)**

Campus	<i>n</i>	%
Kent Campus (including the College of Podiatric Medicine)	6,867	81.2
Stark Campus	423	5.0
Ashtabula Campus	271	3.2
Trumbull Campus	239	2.8
Salem Campus	206	2.4
Geauga Campus (including the Regional Academic Center in Twinsburg)	179	2.1
Tuscarawas Campus	147	1.7
East Liverpool Campus	122	1.4
Missing	0	0.0

**Table B4. What is your birth sex (assigned)? (Question 40)**

Birth sex	<i>n</i>	%
Female	5,629	66.6
Male	2,781	32.9
Intersex	2	0.0
Missing	42	0.5

**Table B5. What is your gender/gender identity? (Question 41)**

Gender identity	<i>n</i>	%
Woman	5,570	65.9
Man	2,751	32.5
Genderqueer	55	0.7
Transgender	16	0.2
A gender not listed here	29	0.3
Missing	33	0.4

**Table B6. What is your current gender expression? (Question 42)**

Gender expression	<i>n</i>	%
Feminine	5,457	64.5
Masculine	2,678	31.7
Androgynous	172	2.0
A gender expression not listed here	60	0.7
Missing	87	1.0

**Table B7. What is your citizenship status in the U.S.? (Question 43)**

Citizenship status	<i>n</i>	%
U.S. citizen	7,830	92.6
A visa holder (F-1, J-1, H1-B, A, L, G, E, and TN)	474	5.6
Permanent resident	92	1.1
Other legally documented status	9	0.1
Undocumented resident	0	0.0
Missing	49	0.6

**Table B8. What is your racial/ethnic identity? (If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply.) (Question 44)**

Racial/ethnic identity	<i>n</i>	%
White	6,976	82.5
Black or African American	709	8.4
Asian or Asian American	516	6.1
Hispanic/Latin@/Chican@ or Latin American	249	2.9
American Indian	172	2.0
Middle Eastern	132	1.6
Pacific Islander	37	0.4
Native Hawaiian	12	0.1
Alaskan Native	8	0.1
A racial/ethnic identity not listed here	69	0.8

Note. Percentages may not sum to 100% due to multiple responses.



**Table B9. Which term best describes your sexual identity? (Question 45)**

Sexual identity	<i>n</i>	%
Heterosexual	6,944	82.1
Asexual	436	5.2
Bisexual	369	4.4
Gay	177	2.1
Lesbian	92	1.1
Questioning	81	1.0
Queer	67	0.8
Pansexual	33	0.4
A sexual identity not listed here	74	0.9
Missing	181	2.1

**Table B10. What is your age? (Question 46)**

Age	<i>n</i>	%
22 and under	3,828	45.3
23-34	1,880	22.2
35-48	1,204	14.2
49-65	1,329	15.7
66 and over	145	1.7
Missing	68	0.8

**Table B11. Do you have substantial parenting or caregiving responsibility?  
 (Question 47)**

Caregiving responsibility	<i>n</i>	%
<b>No</b>	<b>6,503</b>	<b>76.9</b>
<b>Yes (Mark all that apply)</b>	<b>1,905</b>	<b>22.5</b>
Children 18 years of age or under	1,411	74.1
Children over 18 years of age, but still legally dependent (e.g., in college, disabled)	395	20.7
Independent adult children over 18 years of age	175	9.2
Sick or disabled partner	85	4.5
Senior or other family member	483	25.4
A parenting or caregiving responsibility not listed here	52	2.7
<b>Missing</b>	<b>46</b>	<b>0.5</b>

Note: Percentages may not sum to 100% due to multiple responses.

**Table B12. Are/were you a member of the U.S. Armed Forces? (Question 48)**

Military status	<i>n</i>	%
I have not been in the military	8,036	95.1
Veteran	196	2.3
Reservist/National Guard	64	0.8
ROTC	47	0.6
Active military	20	0.2
Missing	91	1.1

**Table B13. Students only: What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 49)**

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	80	1.4	114	2.0
Some high school	211	3.7	265	4.6
Completed high school/GED	1,243	21.7	1,382	24.1
Some college	916	16.0	831	14.5
Business/technical certificate/degree	269	4.7	351	6.1
Associate's degree	443	7.7	399	7.0
Bachelor's degree	1,364	23.8	1,341	23.4
Some graduate work	84	1.5	94	1.6
Master's degree (e.g., M.A., M.S., MBA)	793	13.8	522	9.1
Specialist degree (e.g., Ed.S.)	17	0.3	9	0.2
Doctoral degree (e.g., Ph.D., Ed.D.)	152	2.6	66	1.1
Professional degree (e.g., MD, JD)	99	1.7	70	1.2
Unknown	32	0.6	90	1.6
Not applicable	30	0.5	181	3.2
Missing	8	0.1	26	0.5

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 5,741).

**Table B14. Staff only: What is your highest level of education? (Question 50)**

Level of education	<i>n</i>	%
No high school	0	0.0
Some high school	2	0.1
Completed high school/GED	98	6.0
Some college	212	13.0
Business/Technical certificate/degree	63	3.9
Associate's degree	135	8.3
Bachelor's degree	341	20.9
Some graduate work	160	9.8
Master's degree (e.g., MA, MS, MBA)	540	33.1
Specialist degree (e.g., Ed.S.)	3	0.2
Doctoral degree (e.g., Ph.D., Ed.D.)	55	3.4
Professional degree (e.g., MD, JD)	9	0.6
Missing	14	0.9

Note: Table includes answers only from only those respondents who indicated that they were Staff in Question 1 (*n* = 1,632).

**Table B15. Undergraduate Students only: What year did you begin at Kent State? (Question 51)**

Year begun	<i>n</i>	%
2009 or before	152	3.2
2010	70	1.5
2011	222	4.7
2012	644	13.7
2013	842	18.0
2014	1,097	23.4
2015	1,651	35.2
Missing	7	0.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 4,685).

**Table B16. Graduate Students Only: Where are you in your graduate career? (Question 52)**

Year in graduate career	<i>n</i>	%
<b>Master's student</b>	<b>750</b>	<b>71.0</b>
First year	345	51.3
Second year	243	36.2
Third (or more) year	84	12.5
<b>Doctoral student/Professional/Ed.S.</b>	<b>303</b>	<b>28.7</b>
First year	69	24.3
Second year	68	23.9
Third (or more) year	64	22.5
All but dissertation (ABD)	83	29.2
<b>Missing</b>	<b>3</b>	<b>0.3</b>

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 1,056).

**Table B17. Faculty only: With which academic unit/department are you primarily affiliated at this time?  
(Question 53)**

Academic unit/department	<i>n</i>	%
<b>College of Applied Engineering, Sustainability &amp; Technology</b>	<b>36</b>	<b>3.3</b>
<b>College of Architecture &amp; Environmental Design</b>	<b>22</b>	<b>2.3</b>
<b>College of the Arts</b>	<b>74</b>	<b>6.8</b>
<i>School of Art</i>	7	14.6
<i>School of Fashion Design &amp; Merchandising</i>	11	22.9
<i>School of Music</i>	18	37.5
<i>School of Theatre &amp; Dance</i>	12	25.0
<b>College of Arts and Sciences</b>	<b>379</b>	<b>35.1</b>
<i>Department of Anthropology</i>	5	1.8
<i>Department of Biological Sciences</i>	33	12.0
<i>Department of Chemistry &amp; Biochemistry</i>	14	5.1
<i>Department of Computer Science</i>	4	1.5
<i>Department of English</i>	62	22.5
<i>Department of Geography</i>	7	2.5
<i>Department of Geology</i>	10	3.6
<i>Department of History</i>	12	4.4
<i>Department of Mathematical Sciences</i>	28	10.2
<i>Department of Modern &amp; Classical Language Studies</i>	15	5.5
<i>Department of Pan-African Studies</i>	4	1.5
<i>Department of Philosophy</i>	10	3.6
<i>Department of Physics</i>	8	2.9
<i>Department of Political Science</i>	9	3.3
<i>Department of Psychology</i>	26	9.5
<i>Department of Sociology</i>	26	9.5
<i>School of Biomedical Sciences</i>	1	0.4
<i>Chemical Physics Interdisciplinary Program (Grad Program Only)</i>	1	0.4
<i>Integrated Life Sciences - Bachelor of Science/Doctor of Medicine Degree Program</i>	0	0.0
<b>College of Business Administration</b>	<b>78</b>	<b>7.2</b>
<i>Department of Accounting</i>	7	13.5
<i>Department of Economics</i>	5	9.6
<i>Department of Finance</i>	6	11.5
<i>Department of Management &amp; Information Systems</i>	25	48.1

<i>Department of Marketing &amp; Entrepreneurship</i>	9	17.3
<b>College of Communication and Information</b>	<b>74</b>	<b>6.8</b>
<i>School of Communication Studies</i>	18	32.1
<i>School of Journalism &amp; Mass Communication</i>	15	26.8
<i>School of Library &amp; Information Science</i>	16	28.6
<i>School of Visual Communication Design</i>	7	12.5
<b>College of Education, Health, &amp; Human Services</b>	<b>164</b>	<b>15.2</b>
<i>School of Health Sciences</i>	28	21.7
<i>School of Foundations, Leadership &amp; Administration</i>	36	27.9
<i>School of Lifespan Development &amp; Educational Sciences</i>	29	22.5
<i>School of Teaching, Learning &amp; Curriculum Studies</i>	36	27.9
<b>College of Nursing</b>	<b>69</b>	<b>6.4</b>
<b>College of Podiatric Medicine</b>	<b>18</b>	<b>1.7</b>
<b>College of Public Health</b>	<b>26</b>	<b>2.4</b>
<b>School of Digital Sciences</b>	<b>2</b>	<b>0.2</b>
<b>University Libraries</b>	<b>30</b>	<b>2.8</b>
<b>Missing</b>	<b>109</b>	<b>10.1</b>

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 ( $n = 1,081$ ).

**Table B18. Staff only: With which work unit are you primarily affiliated at this time? (Question 54)**

Work unit	<i>n</i>	%
Athletics	58	3.6
Business and Finance	187	11.5
College of Applied Engineering, Sustainability & Technology	15	0.9
College of Architecture & Environmental Design	8	0.5
College of The Arts	33	2.0
College of Arts and Sciences	83	5.1
College of Business Administration	29	1.8
College of Communication and Information	42	2.6
College of Education, Health, & Human Services	48	2.9
College of Nursing	20	1.2
College of Podiatric Medicine	23	1.4
College of Public Health	10	0.6
Diversity, Equity and Inclusion	22	1.3
Enrollment Management and Student Affairs	245	15.0
Human Resources	29	1.8
Information Services	112	6.9
Institutional Advancement	85	5.2
Provost Office	155	9.5
Regional Campuses	177	10.8
School of Digital Sciences	2	0.1
University Counsel/Government Affairs	4	0.2
University Libraries	31	1.9
University Relations	67	4.1
Missing	147	9.0

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,632).



**Table B19. Undergraduate Students only: What is your academic major? First choose your college, then choose your major. (You may choose up to 2 choices in each college and in each department)**  
**(Question 55)**

Academic major	<i>n</i>	%
<b>College of Applied Engineering, Sustainability and Technology</b>	<b>351</b>	<b>7.5</b>
Aeronautics	220	62.7
Applied Engineering	78	22.2
Construction Management	10	2.8
Technology	45	12.8
<b>College of Architecture and Environmental Design</b>	<b>68</b>	<b>1.5</b>
Architecture/Architectural Studies	29	42.6
Architecture and Environmental Design - General	8	11.8
Interior Design	24	35.3
<b>College of the Arts</b>	<b>435</b>	<b>9.3</b>
Art Education/Art History	12	2.8
College of the Arts - General	8	1.8
Crafts	9	2.1
Dance/Dance Studies	8	1.8
Fashion Design/Fashion Merchandising	306	70.3
Fine Arts	18	4.1
Music/Music Education/Music Technology	23	5.3
Theater Studies	46	10.6
<b>College of Arts and Sciences</b>	<b>1,176</b>	<b>25.1</b>
American Sign Language	10	0.9
Anthropology	18	1.5
Applied Conflict Management	17	1.4
Applied Mathematics	6	0.5
Archaeology	2	0.2
Biology/Biochemistry/Biotechnology	150	12.8
Botany	7	0.6
Chemistry	41	3.5
Classics	3	0.3
Computer Science	57	4.8
Criminology and Justice Studies	124	10.5
Earth Science	3	0.3
Economics	7	0.6
English	51	4.3
Environmental and Conservation Biology	16	1.4
French Literature, Culture and Translation	2	0.2
Geography	22	1.9

Geology	19	1.6
German Literature, Translation and Culture	2	0.2
History	35	3.0
Horticulture/Horticulture Technology	15	1.3
Integrated Life Sciences	9	0.8
Integrative Studies	15	1.3
International Relations/Comparative Politics	28	2.4
Mathematics	23	2.0
Medical Technology	8	0.7
Pan-African Studies	6	0.5
Paralegal Studies	23	2.0
Philosophy	12	1.0
Physics	11	0.9
Political Science	65	5.5
Pre-Medicine/Pre-Osteopathy/Pre-Dentistry/Pre-Pharmacy/Pre-Veterinary Medicine	82	7.0
Psychology	293	24.9
Russian Literature, Culture and Translation	1	0.1
Sociology	32	2.7
Spanish Literature, Culture and Translation	18	1.5
Teaching English as a Second Language	13	1.1
Translation	5	0.4
Zoology	73	6.2
<b>College of Business Administration</b>	<b>592</b>	<b>12.6</b>
Accounting	103	17.4
Business Management	170	28.7
Business Undeclared	15	2.5
Computer Information Systems	48	8.1
Economics	35	5.9
Entrepreneurship	32	5.4
Finance	90	15.2
Marketing/Managerial Marketing	143	24.2
<b>College of Communication and Information</b>	<b>499</b>	<b>10.7</b>
Advertising	30	6.0
College of Communication and Information - General	22	4.4
Communication Studies	182	36.5
Digital Media Production	42	8.4
Journalism	95	19.0
Photo Illustration	7	1.4
Public Relations	63	12.6
Visual Communication Design	71	14.2

<b>School of Digital Sciences</b>	<b>40</b>	<b>0.9</b>
Digital Sciences	37	92.5
<b>College of Education, Health and Human Services</b>	<b>803</b>	<b>17.1</b>
Athletic Training	14	1.7
Community Health Education	3	0.4
Early Childhood Education	136	16.9
Education/Health/Human Service General	15	1.9
Educational Studies	9	1.1
Exercise Science	54	6.7
Hospitality Management	42	5.2
Human Development and Family Studies	121	15.1
Integrated Health Studies	31	3.9
Integrated Language Arts	36	4.5
Integrated Mathematics	13	1.6
Integrated Science	10	1.2
Integrated Social Studies	27	3.4
Life Science	1	0.1
Middle Childhood Education	49	6.1
Nutrition	35	4.4
Physical Education	8	1.0
Physical Science	1	0.1
Pre-Human Development Family Studies	0	0.0
Pre-Speech Pathology Audiology	3	0.4
Recreation, Park and Tourism Management	16	2.0
School Health Education	1	0.1
Special Education	80	10.0
Speech Pathology and Audiology	76	9.5
Sport Administration	26	3.2
Trade and Industrial Education	0	0.0
<b>College of Nursing</b>	<b>366</b>	<b>7.8</b>
Nursing	205	56.0
Pre-Nursing	160	43.7
<b>College of Public Health</b>	<b>171</b>	<b>3.6</b>
Public Health	147	86.0
<b>Regional College Bachelor's Degree Majors</b>	<b>57</b>	<b>1.2</b>
Engineering Technology	6	10.5
Exploratory	3	5.3
Insurance Studies	1	1.8
Magnetic Resonance Imaging	1	1.8
Radiologic Imaging Sciences	15	26.3
Technical and Applied Studies	29	50.9

<b>Regional College Associate Degree Majors</b>	<b>115</b>	<b>2.5</b>
Accounting Technology	1	0.9
Allied Health Management Technology	0	0.0
Associate of Technical Study	1	0.9
Aviation Maintenance Technology	1	0.9
Business Management Technology	3	2.6
Computer Design, Animation and Game Design	1	0.9
Computer Technology	12	10.4
Early Childhood Education Technology	1	0.9
Electrical/Electronic Engineering Technology	1	0.9
Emergency Medical Services Technology	0	0.0
Engineering of Information Technology	1	0.9
Enology	0	0.0
Environment Management	0	0.0
Environmental Health and Safety	0	0.0
Human Services Technology	6	5.2
Individualized Program	0	0.0
Industrial Trades Technology	0	0.0
Information Technology for Administrative Professionals	3	2.6
Justice Studies	3	2.6
Legal Assisting	1	0.9
Manufacturing Engineering Technology	0	0.0
Mechanical Engineering Technology	0	0.0
Nursing ADN	2	1.7
Occupational Therapy Assistant Technology	14	12.2
Physical Therapist Assistant Technology	37	32.2
Radiologic Technology	14	12.2
Respiratory Therapy Technology	4	3.5
Systems/Industrial Engineering Technology	0	0.0
Veterinary Technology	10	8.7
Viticulture	0	0.0
<b>University College (Exploratory)</b>	<b>135</b>	<b>2.9</b>

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 ( $n = 4,685$ ).

**Table B20. Graduate Students only: What is your academic degree program? First choose your degree, then choose your college, then choose your major. (Question 56)**

Academic degree program	<i>n</i>	%
<b>Master's Degrees</b>		
<b>College of Applied Engineering, Sustainability and Technology</b>	<b>32</b>	<b>3.0</b>
<i>Technology</i>	28	100.0
<b>College of Architecture and Environmental Design</b>	<b>16</b>	<b>1.5</b>
<i>Architecture</i>	9	64.3
<i>Architecture and Environmental Design</i>	4	28.6
<i>Health Care Design</i>	0	0.0
<i>Landscape Architecture</i>	0	0.0
<i>Urban Design</i>	1	7.1
<b>College of the Arts</b>	<b>29</b>	<b>2.7</b>
<i>Art Education</i>	0	0.0
<i>Art History</i>	1	3.8
<i>Conducting</i>	2	7.7
<i>Crafts</i>	3	11.5
<i>Ethnomusicology</i>	2	7.7
<i>Fine Arts</i>	5	19.2
<i>Music Composition/Music Theory/Musicology</i>	1	3.8
<i>Music Education</i>	5	19.2
<i>Performance</i>	6	23.1
<i>Theatre Studies</i>	1	3.8
<b>College of Arts and Sciences</b>	<b>134</b>	<b>12.7</b>
<i>Anthropology</i>	4	3.3
<i>Applied Mathematics</i>	1	0.8
<i>Biology</i>	4	3.3
<i>Biomedical Sciences</i>	4	3.3
<i>Chemistry</i>	1	0.8
<i>Chemical Physics</i>	1	0.8
<i>Clinical Psychology</i>	0	0.0
<i>Computer Science</i>	37	30.3
<i>Creative Writing</i>	1	0.8
<i>Criminology and Criminal Justice</i>	6	4.9
<i>English</i>	6	4.9
<i>Experimental Psychology</i>	1	0.8
<i>French</i>	0	0.0
<i>Geography</i>	6	4.9
<i>Geology</i>	7	5.7

<i>German</i>	0	0.0
<i>History</i>	3	2.5
<i>Latin</i>	1	0.8
<i>Liberal Studies</i>	2	1.6
<i>Mathematics for Secondary Teachers</i>	1	0.8
<i>Philosophy</i>	1	0.8
<i>Physics</i>	2	1.6
<i>Political Science</i>	1	0.8
<i>Public Administration</i>	6	4.9
<i>Pure Mathematics</i>	3	2.5
<i>Sociology</i>	6	4.9
<i>Spanish</i>	0	0.0
<i>Teaching English as Second Language</i>	5	4.1
<i>Translation</i>	12	9.8
<b>College of Business Administration</b>	<b>44</b>	<b>4.2</b>
<i>Accounting</i>	5	12.2
<i>Business Administration</i>	29	70.7
<i>Economics</i>	7	17.1
<b>College of Communication and Information</b>	<b>107</b>	<b>10.1</b>
<i>Communication Studies</i>	18	17.1
<i>Information Architecture and Knowledge Management</i>	12	11.4
<i>Journalism and Mass Communication</i>	10	9.5
<i>Library and Information Science</i>	60	57.1
<i>Visual Communication Design</i>	5	4.8
<b>School of Digital Sciences</b>	<b>112</b>	<b>10.6</b>
<i>Digital Sciences</i>	90	100.0
<b>College of Education, Health and Human Services</b>	<b>152</b>	<b>14.4</b>
<i>Career-Technical Teacher Education</i>	0	0.0
<i>Clinical Mental Health Counseling</i>	19	13.0
<i>Cultural Foundations</i>	5	3.4
<i>Curriculum and Instruction</i>	2	1.4
<i>Early Childhood Education</i>	0	0.0
<i>Educational Administration</i>	2	1.4
<i>Educational Psychology</i>	0	0.0
<i>Evaluation and Measurement</i>	4	2.7
<i>Exercise Physiology</i>	5	3.4
<i>Health Education and Promotion</i>	2	1.4
<i>Higher Education and Student Personnel</i>	50	34.2
<i>Hospitality and Tourism Management</i>	7	4.8
<i>Human Development and Family Studies</i>	5	3.4
<i>Instructional Technology</i>	4	2.7

<i>Nutrition</i>	3	2.1
<i>Reading Specialization</i>	3	2.1
<i>Rehabilitation Counseling</i>	5	3.4
<i>School Counseling/School Psychology</i>	9	6.2
<i>Secondary Education</i>	1	0.7
<i>Special Education</i>	2	1.4
<i>Speech Language Pathology</i>	8	5.5
<i>Sport and Recreation Management</i>	10	6.8
<b>College of Nursing</b>	<b>20</b>	<b>1.9</b>
<i>Nursing</i>	15	100.0
<b>College of Public Health</b>	<b>35</b>	<b>3.3</b>
<i>Public Health</i>	32	100.0
<b>Professional Degrees</b>		
Advanced Nursing Practice	21	2.0
Audiology	2	0.2
Podiatric Medicine	66	6.3
<b>Educational Specialist</b>		
Counseling	7	0.7
Curriculum and Instruction	4	0.4
Educational Administration	6	0.6
School Psychology	3	0.3
Special Education	1	0.1
<b>PhD Doctoral Degrees</b>		
Applied Geology	1	0.1
Applied Mathematics	2	0.2
Audiology	2	0.2
Biology/Biological Sciences	27	2.6
Business Administration	10	0.9
Chemistry/Chemical Physics	9	0.9
Clinical Psychology	13	1.2
Communication and Information	4	0.4
Computer Science	4	0.4
Counseling and Human Development Services	12	1.1
Cultural Foundations	5	0.5
Curriculum and Instruction	14	1.3
Educational Administration	6	0.6
Educational Psychology	1	0.1
English	12	1.1
Evaluation and Measurement	6	0.6
Exercise Physiology	3	0.3
Experimental Psychology	10	0.9

Geography	9	0.9
Health Education and Promotion	4	0.4
History	5	0.5
Music Education/Music Theory	5	0.5
Nursing	6	0.6
Physics	5	0.5
Political Science	7	0.7
Public Health	11	1.0
Pure Mathematics	2	0.2
School Psychology	4	0.4
Sociology	7	0.7
Special Education	1	0.1
Speech Language Pathology	1	0.1
Translation Studies	11	1.0
<b>Certificate and Non-Degree Programs</b>		
Adult Gerontology Nursing	1	0.1
Advanced Practice Registered Nurse	0	0.0
Advanced Study in Library and Information Science	0	0.0
ASL/English Interpreting (Non-degree)	0	0.0
Autism Spectrum Disorders	0	0.0
Behavioral Intervention Specialist	2	0.2
Career-Technical Teacher Education	2	0.2
College Teaching	6	0.6
Community College Leadership	0	0.0
Deaf Education (Non-degree)	0	0.0
Deaf Education Multiple Disabilities	0	0.0
Disability Studies and Community Inclusion	1	0.1
Early Childhood Deaf Education	1	0.1
Early Childhood Intervention Specialist (Non-degree)	2	0.2
Early Intervention	0	0.0
Enterprise Architecture	1	0.1
Gerontology	2	0.2
Health Care Facilities	0	0.0
Health Informatics	1	0.1
Institutional Research and Assessment	3	0.3
Internationalization of Higher Education	7	0.7
Mild/Moderate Educational Needs (Non-degree)	0	0.0
Moderate/Intensive Educational Needs (Non-degree)	2	0.2
Music Composition/Music Conducting/Music Performance	0	0.0
Nursing and Health Care Management	0	0.0
Nursing Education	2	0.2



Online Learning and Teaching	1	0.1
PMH Family NP for PMH Child/Adolescent Clinical Nurse Specialist	0	0.0
Primary Care Pediatric Clinical Nurse Specialist	0	0.0
Primary Care Pediatric Nurse Practitioner	0	0.0
Psychiatric Mental Health Family Nurse Practitioner	2	0.2
Teaching English as a Second/Foreign Language	2	0.2
Web-Enabled E-Learning Knowledge Management	0	0.0
Women's Health Nurse Practitioner	1	0.1

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 1,056).

**Table B21. Do you have a condition/disability that influences your learning, working, or living activities? (Question 57)**

Condition/Disability	<i>n</i>	%
No	7,491	88.6
Yes	936	11.1
Missing	27	0.3

**Table B22. Which, of the following condition(s)/disability(s) do you have that impact your learning, working or living activities? (Mark all that apply.) (Question 58)**

Condition	<i>n</i>	%
Mental Health/Psychological Condition	372	39.7
Learning Disability	288	30.8
Chronic Diagnosis or Medical Condition	209	22.3
Physical/Mobility condition that affects walking	77	8.2
Physical/Mobility condition that does not affect walking	68	7.3
Deaf/Hard of Hearing	60	6.4
Asperger's/Autism Spectrum Disorder	40	4.3
Acquired/Traumatic Brain Injury	33	3.5
Blind/Visually Impaired	30	3.2
Speech/Communication Condition	17	1.8
A disability/condition not listed here	28	3.0

Note: Table includes answers from only those respondents who indicated that they have a disability in Question 57 (*n* = 936). Percentages may not sum to 100% due to multiple responses.

**Table B23. Is English your native language? (Question 59)**

	<i>n</i>	%
Yes	7,678	90.8
No	718	8.5
Missing	58	0.7

**Table B24. What is (are) the language(s) spoken in your home? (Question 60)**

	<i>n</i>	%
English only	7,389	87.4
Other than English	393	4.6
English and other language	611	7.2
Missing	61	0.7

**Table B25. What is your religious or spiritual identity? (Mark all that apply.) (Question 61)**

Spiritual identity	<i>n</i>	%		<i>n</i>	%
<b>Agnostic</b>	<b>782</b>	<b>9.3</b>	United Methodist	385	8.1
<b>Atheist</b>	<b>575</b>	<b>6.8</b>	United Church of Christ	109	2.3
<b>Baha'i</b>	<b>7</b>	<b>0.1</b>	A Christian affiliation not listed above	133	2.8
<b>Buddhist</b>	<b>138</b>	<b>1.6</b>	<b>Confucianist</b>	<b>15</b>	<b>0.2</b>
<b>Christian</b>	<b>5,015</b>	<b>59.3</b>	<b>Druid</b>	<b>14</b>	<b>0.2</b>
African Methodist Episcopal (AME)	19	0.4	<b>Hindu</b>	<b>208</b>	<b>2.5</b>
AME Zion	3	0.1	<b>Jain</b>	<b>5</b>	<b>0.1</b>
Assembly of God	51	1.1	<b>Jehovah's Witness</b>	<b>16</b>	<b>0.2</b>
Baptist	369	7.7	<b>Jewish</b>	<b>143</b>	<b>1.7</b>
Catholic/Roman Catholic	1,806	37.8	Conservative	28	21.4
Christian Orthodox	33	0.7	Orthodox	14	10.7
Christian Methodist Episcopal	35	0.7	Reformed	89	67.9
Christian Reformed Church	13	0.3	<b>Muslim</b>	<b>140</b>	<b>1.7</b>
Church of Christ	123	2.6	Ahmadi	6	4.7
Church of God in Christ	44	0.9	Shi'ite	14	10.9
Disciples of Christ	36	0.8	Sufi	5	3.9
Episcopalian	58	1.2	Sunni	103	80.5
Evangelical	67	1.4	<b>Native American Traditional Practitioner or Ceremonial</b>	<b>17</b>	<b>0.2</b>
Greek Orthodox	42	0.9	<b>Pagan</b>	<b>41</b>	<b>0.5</b>
Lutheran	264	5.5	<b>Rastafarian</b>	<b>9</b>	<b>0.1</b>
Mennonite	19	0.4	<b>Scientologist</b>	<b>1</b>	<b>0.0</b>
Moravian	6	0.1	<b>Secular Humanist</b>	<b>54</b>	<b>0.6</b>
Nondenominational Christian	653	13.7	<b>Shinto</b>	<b>8</b>	<b>0.1</b>
Pentecostal	87	1.8	<b>Sikh</b>	<b>8</b>	<b>0.1</b>
Presbyterian	172	3.6	<b>Taoist</b>	<b>28</b>	<b>0.3</b>
Protestant	168	3.5	<b>Tenrikyo</b>	<b>2</b>	<b>0.0</b>
Protestant Reformed Church	3	0.1	<b>Unitarian Universalist</b>	<b>47</b>	<b>0.6</b>
Quaker	15	0.3	<b>Wiccan</b>	<b>36</b>	<b>0.4</b>
Reformed Church of America	9	0.2	<b>Spiritual, but no religious affiliation</b>	<b>711</b>	<b>8.4</b>
Russian Orthodox	17	0.4	<b>No affiliation</b>	<b>934</b>	<b>11.0</b>
Seventh Day Adventist	13	0.3	<b>A religious affiliation or spiritual identity not listed above</b>	<b>134</b>	<b>1.6</b>
The Church of Jesus Christ of Latter-day Saints	24	0.5			

Note: Percentages may not sum to 100% due to multiple responses.

**Table B26. Students only: Are you currently financially dependent (family/guardian assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)? (Question 62)**

Dependency status	<i>n</i>	%
Dependent	3,977	69.3
Independent	1,645	28.7
Missing	119	2.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 5,741).

**Table B27. Students only: What is your best estimate of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 63)**

Income	<i>n</i>	%
Below \$29,999	1,508	26.3
\$30,000 - \$49,999	860	15.0
\$50,000 - \$69,999	787	13.7
\$70,000 - \$99,999	955	16.6
\$100,000 - \$149,999	810	14.1
\$150,000 - \$199,999	340	5.9
\$200,000 - \$249,999	181	3.2
\$250,000 - \$499,999	131	2.3
\$500,000 or more	57	1.0
Missing	112	2.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 5,741).

**Table B28. Students only: Where do you live? (Question 64)**

Residence	<i>n</i>	%
<b>Campus housing</b>	<b>1,599</b>	<b>27.9</b>
Koonce Hall	112	9.5
Johnson Hall	86	7.3
Wright Hall	86	7.3
Leebrick Hall	62	5.2
Fletcher Hall	55	4.6
Allyn Hall	53	4.5
Dunbar Hall	53	4.5
Stopher Hall	52	4.4
Verder Hall	46	3.9
Centennial Court B	45	3.8
Centennial Court E	45	3.8
Clark Hall	43	3.6
Korb Hall	43	3.6
Centennial Court A	42	3.6
Olson Hall	42	3.6
McDowell Hall	41	3.5
Prentice Hall	41	3.5
Beall Hall	40	3.4
Lake Hall	38	3.2
Centennial Court D	37	3.1
Centennial Court C	33	2.8
Manchester Hall	31	2.6
Centennial Court F	29	2.5
Engleman Hall	18	1.5
Van Campen Hall	10	0.8
<b>Non-campus housing</b>	<b>4,080</b>	<b>71.1</b>
Independently in an apartment/house	2,216	65.7
Living with family member/guardian	1,048	31.1
Fraternity/Sorority housing	108	3.2
<b>Transient housing (e.g., couch surfing, sleeping in car, shelter)</b>	<b>20</b>	<b>0.3</b>
<b>Missing</b>	<b>42</b>	<b>0.7</b>

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 5,741). Percentages for sub-categories are valid percentages and do not include missing responses.

**Table B29. Students only: Do you participate in any of the following at Kent State? (Mark all that apply.) (Question 65)**

Clubs/organizations	<i>n</i>	%
I do not participate in any clubs/organizations	2,431	42.3
Honorary/Academic/Professional/Educational (e.g., American Association of Airport Executives, Financial Management Association, Rotaract, Ceramics Club, Chi Sigma Iota, May 4th Task Force, etc.)	1,152	20.1
Greek (e.g., fraternity & sorority)	934	16.3
Sports & Recreation (e.g., Club Sports, Golden Reflections, Kayak Club, CHAARG, etc.)	458	8.0
Special Interest (e.g., Magical Arts Society, Kent State Pokemon League, Legacy Dance Team, PRIDE! Kent, Silver Eagles Drill Team)	406	7.1
Service (e.g., UNICEF KSU, Relay for Life Committee, Circle K International, Students Against Sexual Assault)	360	6.3
Religious (e.g., Muslim Student Association, United Christian Ministries, Hillel, Chinese and American Friends East – CAFÉ)	322	5.6
Cultural/International (e.g., Native American Student Association, Chinese Culture Club, Cultural Diversity Association, Kent African Student Association, Nepalese Student Association, Russian Club, Students for Justice in Palestine, etc.)	280	4.9
Student Government (e.g., Undergraduate Student Government, Kent Interhall Council, Graduate Student Association, etc.)	257	4.5
Media (e.g., Uhuru Magazine, Daily Kent Stater, The Burr, Black Squirrel Radio, National Association of Black Journalists, etc.)	203	3.5
Political (e.g., Black United Students, Model United Nations, College Republicans, Political Science Club)	203	3.5
Performing Arts (e.g., Graduate Student Theatre Forum, participation in theatrical and musical productions)	144	2.5
Intercollegiate Athletics	105	1.8
A type of club/organization not listed here	500	8.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 5,741). Percentages may not sum to 100% due to multiple responses.

**Table B30. Students only: At the end of your last semester, what was your cumulative grade point average? (Question 66)**

GPA	<i>n</i>	%
3.50 - 4.00	2,697	47.0
3.00 – 3.49	1,672	29.1
2.50 – 2.99	876	15.3
2.00 – 2.49	313	5.5
1.50 – 1.99	99	1.7
1.00 – 1.49	25	0.4
0.0 – 0.99	12	0.2
Missing	47	0.8

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 5,741).

**Table B31. Students only: Have you experienced financial hardship while attending Kent State? (Question 67)**

Financial hardship	<i>n</i>	%
No	2,768	48.2
Yes	2,919	50.8
Missing	54	0.9

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 5,741).



**Table B32. Students only: How have you experienced the financial hardship? (Mark all that apply.) (Question 68)**

Experience	<i>n</i>	%
Difficulty affording tuition	1,718	29.9
Difficulty purchasing my books	1,583	27.6
Difficulty affording housing	1,456	25.4
Difficulty affording educational materials (e.g., computer, lab equipment, software)	1,361	23.7
Difficulty affording food	1,133	19.7
Difficulty affording other campus fees	1,116	19.4
Difficulty affording health care	643	11.2
Difficulty participating in social events	614	10.7
Difficulty commuting to campus	566	9.9
Difficulty participating in co-curricular events or activities (e.g., alternative spring breaks, class trips)	516	9.0
Difficulty affording study abroad	468	8.2
Difficulty traveling home during Kent State breaks	431	7.5
Difficulty affording professional association fees/conferences	268	4.7
Difficulty affording childcare	110	1.9
A financial hardship not listed above	170	3.0

Note: Table includes answers only from those Students who indicated that they experienced financial hardship in Question 72 (*n* = 5,741). Percentages may not sum to 100% due to multiple responses.

**Table B33. Students only: How are you currently paying for your education at Kent State? (Mark all that apply.) (Question 69)**

Source of funding	<i>n</i>	%
Loans	3,323	57.9
Family contribution	2,213	38.5
Grants/need based scholarships (Pell, etc.)	1,705	29.7
Merit based scholarship (e.g., athletic, honors, music, Trustees)	1,501	26.1
Job/personal contribution	1,418	24.7
Credit card	448	7.8
Graduate assistantship/fellowship	348	6.1
KSU Tuition waiver	293	5.1
Work Study	219	3.8
GI Bill	117	2.0
Agency/Employer reimbursement (non-KSU)	108	1.9
Resident assistant	79	1.4
International government scholarship	77	1.3
A method of payment not listed here	233	4.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 5,741). Percentages may not sum to 100% due to multiple responses.

**Table B34. Graduate Students only: Do you receive a graduate student stipend for a graduate assistantship with the university? (Question 70)**

Receive a graduate stipend	<i>n</i>	%
No	684	64.8
Yes	366	34.7
Missing	6	0.6

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 1,056).

**Table B35. Students only: Are you employed either on campus or off-campus during the academic year?**  
**(Mark all that apply.) (Question 71)**

Employed	<i>n</i>	%
<b>No</b>	<b>2,086</b>	<b>36.3</b>
<b>Yes, I work on-campus</b>	<b>1,624</b>	<b>28.3</b>
1-10 hours/week	439	28.6
11-20 hours/week	743	48.4
21-30 hours/week	305	19.9
31-40 hours/week	30	2.0
More than 40 hours/week	18	1.2
<b>Yes, I work off-campus</b>	<b>2,242</b>	<b>39.1</b>
1-10 hours/week	382	18.2
11-20 hours/week	679	32.3
21-30 hours/week	521	24.8
31-40 hours/week	332	15.8
More than 40 hours/week	187	8.9

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 5,741). Percentages may not sum to 100% due to multiple responses.

## PART II: Findings

*The tables in this section contain valid percentages except where noted.*

**Table B36. Overall, how comfortable are you with the climate in at Kent State? (Question 4)**

Comfort	<i>n</i>	%
Very comfortable	2,356	27.9
Comfortable	4,285	50.7
Neither comfortable nor uncomfortable	1,213	14.4
Uncomfortable	492	5.8
Very uncomfortable	99	1.2

**Table B37. Faculty/Staff/Administrator only: Overall, how comfortable are you with the climate in your department/work unit? (Question 5)**

Comfort	<i>n</i>	%
Very comfortable	863	31.8
Comfortable	1,008	37.2
Neither comfortable nor uncomfortable	394	14.5
Uncomfortable	311	11.5
Very uncomfortable	134	4.9

Note: Table includes answers only from those respondents who indicated that they were Faculty, Staff, or Administrator in Question 1 (*n* = 1,403).

**Table B38. Students/Faculty only: Overall, how comfortable are you with the climate in your classes? (Question 6)**

Comfort	<i>n</i>	%
Very comfortable	2,054	30.8
Comfortable	3,524	52.9
Neither comfortable nor uncomfortable	765	11.5
Uncomfortable	289	4.3
Very uncomfortable	30	0.5

Note: Table includes answers only from those respondents who indicated that they were Students and Faculty in Question 1 (*n* = 6,681).

**Table B39. Have you ever seriously considered leaving Kent State? (Question 7)**

Considered leaving	<i>n</i>	%
No	5,402	63.9
Yes	3,038	35.9
Missing	14	0.2

**Table B40. Students only: When did you seriously consider leaving Kent State? (Mark all that apply.) (Question 7)**

Year	<i>n</i>	%
During my first year as a student	1,076	65.8
During my second year as a student	618	37.8
During my third year as a student	271	16.6
During my fourth year as a student	126	7.7
During my fifth year as a student	39	2.4
After my fifth year as a student	38	2.3

Note: Table includes answers only from those students who indicated that they considered leaving in Question 7 (*n* = 1,635). Percentages may not sum to 100% due to multiple responses.

**Table B41. Students only: Why did you seriously consider leaving Kent State?  
(Mark all that apply.) (Question 9)**

Reasons	<i>n</i>	%
Lack of a sense of belonging	732	44.8
Financial reasons	416	25.4
Campus climate was not welcoming	355	21.7
Homesick	347	21.2
Personal reasons (e.g., medical, mental health, family emergencies)	347	21.2
Lack of support group	342	20.9
Didn't like major	294	18.0
Coursework was too difficult	171	10.5
My marital/relationship status	87	5.3
Never intended to graduate from Kent State	76	4.6
Didn't meet the selection criteria for a major	75	4.6
Immigration compliance issues (e.g., VISA status)	13	0.8
A reason not listed above	518	31.7

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 7 (*n* = 1,635). Percentages may not sum to 100% due to multiple responses.

**Table B42. Faculty/Staff/Administrator only: Why did you seriously consider leaving Kent State?**  
**(Mark all that apply.) (Question 10)**

Reasons	<i>n</i>	%
Financial reasons (e.g., salary, resources)	681	48.5
Limited opportunities for advancement	626	44.6
Tension with supervisor/manager	487	34.7
Increased workload	404	28.8
Interested in a position at another institution	357	25.4
Tension with coworkers	322	23.0
Campus climate was unwelcoming	299	21.3
Recruited or offered a position at another institution	213	15.2
Wanted to move to a different geographical location	163	11.6
Family responsibilities	101	7.2
Lack of benefits	91	6.5
Personal reasons (e.g., medical, mental health, family emergencies)	60	4.3
Local community did not meet my (my family) needs	53	3.8
Spouse or partner unable to find suitable employment	52	3.7
Revised retirement plans	33	2.4
Offered position in government or industry	26	1.9
Spouse or partner relocated	24	1.7
A reason not listed above	270	19.2

Note: Table includes answers only from those Faculty/Staff/Administrator who indicated that they considered leaving in Question 7 (*n* = 1,403). Percentages may not sum to 100% due to multiple responses.

**Table B43. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Kent State. (Question 12)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	1,876	32.7	2,816	49.1	550	9.6	448	7.8	41	0.7
Few of my courses this year have been intellectually stimulating.	945	16.6	2,021	35.4	893	15.7	1,392	24.4	451	7.9
I am satisfied with my academic experience at Kent State.	1,530	26.9	2,987	52.5	759	13.3	348	6.1	65	1.1
I am satisfied with the extent of my intellectual development since enrolling in Kent State.	1,731	30.3	2,929	51.3	717	12.6	275	4.8	55	1.0
I have performed academically as well as I anticipated I would.	1,668	29.2	2,497	43.7	822	14.4	627	11.0	108	1.8
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	2,058	36.1	2,750	48.3	621	10.9	213	3.7	57	1.0
My interest in ideas and intellectual matters has increased since coming to Kent State.	2,088	36.6	2,549	44.7	778	13.6	237	4.2	50	0.9
I intend to graduate from Kent State.	3,862	67.8	1,407	24.7	297	5.2	71	1.2	58	1.0
I am considering transferring to another institution for academic reasons.	231	4.0	372	6.5	552	9.6	1,453	25.4	3,116	54.4

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 5,741).



**Table B44.** Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and/or hostile conduct (bullied, harassed) that has interfered with your ability to work or learn at Kent State? (Question 13)

Experienced conduct	<i>n</i>	%
No	7,033	83.3
Yes	1,408	16.7

**Table B45. What do you believe was the basis of the conduct? (Mark all that apply.) (Question 14)**

Basis	<i>n</i>	%
Position (staff, faculty, student)	325	23.1
Gender/Gender identity	262	18.6
Age	261	18.5
Don't know	194	13.8
Ethnicity	168	11.9
Philosophical views	163	11.6
Faculty status (tenure track, non-tenure track, adjunct)	153	10.9
Racial identity	144	10.2
Academic performance	142	10.1
Educational credentials (e.g., MS, PhD)	140	9.9
Major field of study	134	9.5
Physical characteristics	110	7.8
Political views	103	7.3
Religious/Spiritual views	103	7.3
Participation in an organization/team	93	6.6
Mental health/Psychological disability/condition	91	6.5
Living arrangement	88	6.3
Sexual identity	86	6.1
Socioeconomic status	63	4.5
Gender expression	59	4.2
Marital status (e.g., single, married, partnered)	57	4.0
English language proficiency/accent	52	3.7
International status	52	3.7
Parental status (e.g., having children)	45	3.2
Learning disability/condition	43	3.1
Immigrant/Citizen status	39	2.8
Medical disability/condition	39	2.8
Physical disability/condition	26	1.8
Pregnancy	15	1.1
Military/Veteran status	12	0.9
A reason not listed above	357	25.4

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,408). Percentages may not sum to 100% due to multiple responses.

**Table B46. How did you experience the conduct? (Mark all that apply.) (Question 15)**

Form	<i>n</i>	%
I was disrespected.	881	62.6
I was ignored or excluded.	675	47.9
I was isolated or left out.	536	38.1
I was intimidated/bullied.	527	37.4
I was the target of derogatory verbal remarks.	280	19.9
I was the target of workplace incivility.	265	18.8
I observed others staring at me.	211	15.0
I was the target of retaliation.	139	9.9
I was singled out as the spokesperson for my identity group.	137	9.7
I feared getting a poor grade because of a hostile classroom environment.	120	8.5
I received a low performance evaluation.	115	8.2
I received derogatory phone calls/text messages/email.	108	7.7
I received derogatory written comments.	81	5.8
I was the target of racial/ethnic profiling.	79	5.6
I feared for my physical safety.	75	5.3
Someone implied I was admitted/hired/promoted due to my identity group.	60	4.3
I was the target of stalking.	43	3.1
I was the target of unwanted sexual contact.	41	2.9
Someone implied I was not admitted/hired/promoted due to my identity group.	40	2.8
I received derogatory/unsolicited messages through social media	35	2.5
I was the target of graffiti/vandalism.	20	1.4
I feared for my family's safety.	20	1.4
I received threats of physical violence.	18	1.3
I was the target of physical violence.	13	0.9
An experience not listed above	224	15.9

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,408). Percentages may not sum to 100% due to multiple responses.

**Table B47. Where did the conduct occur? (Mark all that apply.) (Question 16)**

Location	<i>n</i>	%
While working at a Kent State job	427	30.3
In a meeting with a group of people	362	25.7
In a class/lab/clinical setting	325	23.1
In a public space at Kent State	274	19.5
In a Kent State administrative office	269	19.1
In a meeting with one other person	231	16.4
In a faculty office	143	10.2
In campus housing	129	9.2
At a Kent State event	126	8.9
While walking on campus	108	7.7
Off campus	100	7.1
In a Kent State dining facility	70	5.0
On social networking sites/Facebook/Twitter/Yik-Yak	59	4.2
In off-campus housing	52	3.7
In athletic/recreational facilities	37	2.6
In a Kent State library	31	2.2
In an experiential learning environment (e.g., internships, service learning, study abroad, student teaching)	29	2.1
In a Kent State health care setting (e.g., University Health Services, Psychological Services)	19	1.3
On Kent State media (e.g., Kent Stater, Kentwired.com, TV2)	16	1.1
On Kent State transportation (e.g., PARTA)	10	0.7
A location not listed above	117	8.3

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,408). Percentages may not sum to 100% as a result of multiple responses.

**Table B48. Who/what was the source of this conduct? (Mark all that apply.) (Question 17)**

Source	<i>n</i>	%
Student	425	30.2
Faculty member	392	27.8
Coworker	343	24.4
Supervisor	240	17.0
Department chair/head/director	219	15.6
Staff member	209	14.8
Friend	157	11.2
Senior administration (e.g., president, provost, dean, vice provost, vice president)	117	8.3
Stranger	95	6.7
Academic adviser	60	4.3
Student employee	53	3.8
Teaching assistant/Graduate assistant/Lab assistant/Tutor	48	3.4
Don't know source	40	2.8
Person whom I supervise	33	2.3
Off-campus community member	31	2.2
Social networking site (e.g., Facebook, Twitter, Yik-Yak)	22	1.6
Health/Counseling services	20	1.4
Kent State media (e.g., Kent Stater, TV2, flyers, websites)	14	1.0
Donor	9	0.6
Kent State Public Safety	9	0.6
Alumni	6	0.4
Athletic coach/trainer	4	0.3
A source not listed above	80	5.7

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,408). Percentages may not sum to 100% as a result of multiple responses.

**Table B49. What was your response to experiencing the conduct? (Mark all that apply.) (Question 18)**

Response	<i>n</i>	%
I felt uncomfortable	982	69.7
I was angry	781	55.5
I felt embarrassed	560	39.8
I told a family member	514	36.5
I told a friend	503	35.7
I avoided the harasser	454	32.2
I ignored it	313	22.2
I didn't report it for fear that my complaint would not be taken seriously	275	19.5
I reported it to or sought support from an on-campus resource	262	18.6
<i>Senior administration (e.g., president, provost, dean, vice provost, vice president)</i>	90	34.4
<i>Staff person</i>	69	26.3
<i>Faculty member</i>	69	26.3
<i>Dean of Students or Student Ombuds</i>	43	16.4
<i>Center for Adult and Veteran Services</i>	38	14.5
<i>LGBTQ Student Center</i>	27	10.3
<i>Student Conduct</i>	25	9.5
<i>Office of Equal Opportunity &amp; Affirmative Action (or a facilitator)</i>	18	6.9
<i>Teaching assistant/graduate assistant</i>	18	6.9
<i>My supervisor</i>	17	6.5
<i>On-campus counseling service</i>	16	6.1
<i>Kent State Public Safety/KSUPD</i>	14	5.3
<i>Employee Relations</i>	14	5.3
<i>Coach or athletic trainer</i>	12	4.6
<i>Campus security</i>	10	3.8
<i>The Office of Global Education</i>	6	2.3
<i>Student staff (e.g., residence hall staff, peer mentor)</i>	4	1.5
<i>Title IX Coordinator</i>	3	1.1
<i>The Office of Sexual and Relationship Violence Support Services (SRVSS)</i>	3	1.1
<i>My academic advisor</i>	3	1.1
<i>Student Accessibility Services</i>	3	1.1
<i>My union representative</i>	0	0.0

<i>Other</i>	0	0.0
I felt somehow responsible	240	17.0
I was afraid	230	16.3
I confronted the harasser at the time	188	13.4
I didn't know whom to go to	184	13.1
I did report it, but I did not feel the complaint was taken seriously	155	11.0
I confronted the harasser later	139	9.9
I sought information online	65	4.6
I reported it to or sought support from an off-campus resource	48	3.4
<i>Off-campus counseling service</i>	27	56.3
<i>A spiritual adviser (e.g., imam, pastor, rabbi, priest, layperson)</i>	12	25.0
<i>Local law enforcement (other than KSUPD)</i>	11	22.9
<i>I filed a complaint with an external agency (e.g., Ohio Civil Rights Commission, EEOC, U.S. Department of Education)</i>	4	8.3
<i>Hotline/advocacy services</i>	3	6.3
A response not listed above	100	7.1

Note: Table includes answers only from those respondents who indicated that they experienced conduct ( $n = 1,408$ ). Percentages may not sum to 100% as a result of multiple responses.

**Table B50. While a member of Kent State community, have you experienced unwanted sexual contact (including interpersonal violence, stalking, sexual assault, sexual assault with an object, forcible fondling, forcible rape, use of drugs to incapacitate, forcible sodomy or gang rape)? (Question 20)**

Experienced unwanted sexual contact	<i>n</i>	%
No	8,144	96.3
Yes	304	3.6
Missing	6	0.1

**Table B51. When did the unwanted sexual contact occur? (Question 21)**

When experienced unwanted sexual contact	<i>n</i>	%
Within the last year	152	50.0
2-4 years ago	118	38.8
5-10 years ago	13	4.3
11-20 years	10	3.3
More than 20 years ago	5	1.6
Missing	6	2.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 304). Percentages may not sum to 100% as a result of multiple responses.

**Table B52. Students only: What semester were you in when you experienced the unwanted sexual contact? (Mark all that apply.) (Question 22)**

Semester	<i>n</i>	%
First	112	41.8
Second	81	30.2
Third	56	20.9
Fourth	52	19.4
Fifth	22	8.2
Sixth	12	4.5
Seventh	10	3.7
Eighth	4	1.5
After eighth semester	3	1.1
While a graduate/professional student	4	1.5

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual contact (*n* = 268). Percentages may not sum to 100% as a result of multiple responses.



**Table B53. Who did this to you? (Mark all that apply.) (Question 23)**

Source	<i>n</i>	%
Kent State student	145	47.7
Acquaintance/friend	116	38.2
Stranger	60	19.7
Current or former dating/intimate partner	37	12.2
Kent State staff member	24	7.9
Kent State faculty member	13	4.3
Family member	5	1.6
Other role/relationship not listed above	8	2.6

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 304). Percentages may not sum to 100% as a result of multiple responses.

**Table B54. Where did the incident(s) occur? (Mark all that apply.) (Question 24)**

Location	<i>n</i>	%
Off campus	162	43.3
On campus	151	49.7

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 304). Percentages may not sum to 100% as a result of multiple responses.

**Table B55. What was your response to experiencing the incident(s)?**  
**(Mark all that apply.) (Question 25)**

Response	<i>n</i>	%
I felt uncomfortable	225	74.0
I told a friend	172	56.6
I felt embarrassed	143	47.0
I felt somehow responsible	132	43.4
I was angry	129	42.4
I was afraid	122	40.1
I avoided the harasser	120	39.5
I did nothing	95	31.3
I ignored it	95	31.3
I left the situation immediately	68	22.4
I didn't report it for fear that my complaint would not be taken seriously	66	21.7
I told a family member	59	19.4
I didn't know whom to go to	47	15.5
I confronted the harasser at the time	44	14.5
I confronted the harasser later	44	14.5
I reported it to or sought support from an on-campus resource	38	12.5
<i>Kent State Public Safety/KSUPD</i>	<i>12</i>	<i>31.6</i>
<i>My supervisor</i>	<i>8</i>	<i>21.1</i>
<i>Title IX Coordinator</i>	<i>7</i>	<i>18.4</i>
<i>Student Conduct</i>	<i>6</i>	<i>15.8</i>
<i>Kent State counseling center or campus counseling staff</i>	<i>6</i>	<i>15.8</i>
<i>Staff person</i>	<i>5</i>	<i>13.2</i>
<i>Campus security</i>	<i>4</i>	<i>10.5</i>
<i>Faculty member</i>	<i>4</i>	<i>10.5</i>
<i>Other</i>	<i>4</i>	<i>10.5</i>
<i>Office of Equal Opportunity &amp; Affirmative Action (or a facilitator)</i>	<i>3</i>	<i>7.9</i>
<i>The Office of Sexual and Relationship Violence Support Services (SRVSS)</i>	<i>3</i>	<i>7.9</i>
<i>Student staff (e.g., residence hall staff, peer mentor)</i>	<i>3</i>	<i>7.9</i>
<i>Coach or athletic training staff member</i>	<i>2</i>	<i>5.3</i>
<i>Dean of Students or Student Ombuds</i>	<i>2</i>	<i>5.3</i>

<i>LGBTQ Student Center</i>	<i>1</i>	<i>2.6</i>
<i>Employee Relations</i>	<i>1</i>	<i>2.6</i>
<i>Student Accessibility Services</i>	<i>1</i>	<i>2.6</i>
<i>Senior administration (e.g., president, provost, dean, vice provost, vice president)</i>	<i>1</i>	<i>2.6</i>
<i>My union representative</i>	<i>1</i>	<i>2.6</i>
<i>Employee Assistance Program (IMPACT)</i>	<i>0</i>	<i>0.0</i>
<i>Teaching assistant/graduate assistant</i>	<i>0</i>	<i>0.0</i>
<i>My academic advisor</i>	<i>0</i>	<i>0.0</i>
<i>The Office of Global Education</i>	<i>0</i>	<i>0.0</i>
<i>Center for Adult and Veteran Services</i>	<i>0</i>	<i>0.0</i>
It didn't affect me at the time	27	8.9
I sought information online	24	7.9
I did report it, but I did not feel the complaint was taken seriously	19	6.3
I reported it to or sought support from an off-campus resource	18	5.9
<i>Local law enforcement (other than KSUPD)</i>	<i>11</i>	<i>61.1</i>
<i>Off-campus counseling service</i>	<i>5</i>	<i>27.8</i>
<i>I filed a complaint with an external agency (e.g., Ohio Civil Rights Commission, EEOC, US Department of Education)</i>	<i>2</i>	<i>11.1</i>
<i>A spiritual adviser (e.g., imam, pastor, rabbi, priest, layperson)</i>	<i>1</i>	<i>5.6</i>
<i>Local or national hotline</i>	<i>0</i>	<i>0.0</i>
<i>Local rape crisis center</i>	<i>0</i>	<i>0.0</i>
A response not listed above	21	6.9

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact ( $n = 304$ ). Percentages may not sum to 100% as a result of multiple responses.

**Table B56. Staff/Faculty only: Please respond to the following statements. (Question 28)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am reluctant to bring up issues that concern me for fear that doing so will affect my performance evaluation/review or tenure/merit/promotion decision.	375	14.0	591	22.0	965	36.0	752	28.0
My colleagues/coworkers expect me to represent “the point of view” of my identity (e.g., ability, ethnicity, gender, race, religion, sexual identity).	150	5.8	666	25.8	1,119	43.3	649	25.1
The process for determining salaries/merit raises is clear.	238	8.9	958	35.9	934	35.0	538	20.2
I am comfortable taking leave that I am entitled to without fear that doing so may affect my job/career.	697	26.2	1,280	48.2	485	18.3	194	7.3
I have to work harder than I believe my colleagues/coworkers do to achieve the same recognition.	409	15.4	598	22.5	1,247	47.0	400	15.1

Note: Table includes answers only from those respondents who indicated that they were Staff, Faculty, or Administrator in Question 1 (*n* = 2,713).

**Table B57. Tenured and Tenure-Track Faculty only: As a faculty member... (Question 30)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the tenure/promotion process is clear.	73	17.2	228	53.8	98	23.1	25	5.9
I believe that the tenure/promotion process is reasonable.	66	15.7	210	50.0	107	25.5	37	8.8
I feel that my service contributions are important to tenure/promotion.	42	10.1	168	40.3	136	32.6	71	17.0
I feel pressured to change my research agenda to achieve tenure/promotion.	45	10.8	117	28.1	188	45.1	67	16.1
I believe that my teaching load is equitable compared to my colleagues.	54	13.0	220	52.9	98	23.6	44	10.6
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments).	69	16.4	140	33.2	190	45.0	23	5.5
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues with similar performance expectations.	47	11.3	124	29.9	207	49.9	37	8.9
In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.	15	3.8	63	16.0	227	57.6	89	22.6
I believe the tenure standards/promotion standards are applied equally to all faculty.	44	10.7	135	32.8	137	33.3	96	23.3
I find that Kent State is supportive of the use of sabbatical/faculty professional improvement leave.	71	17.5	240	59.1	63	15.5	32	7.9
I find that my department is supportive of my taking leave.	79	20.0	239	60.5	64	16.2	13	3.3
I feel that my point of views are taken into account for course assignments and scheduling.	104	25.4	218	53.2	54	13.2	34	8.3
I have used Kent State policies on taking leave for childbearing or adoption.	23	6.4	35	9.7	145	40.2	158	43.8
I believe that Faculty Excellence Awards (merit raises) are awarded fairly.	25	6.2	137	34.0	142	35.2	99	24.6

Note: Table includes answers only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 426).

**Table B58. Non-Tenure Track Faculty only: As a faculty member...  
(Question 32)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the renewal of appointment/promotion process is clear.	29	10.2	134	47.3	93	32.9	27	9.5
I believe that the renewal of appointment/promotion process is reasonable.	26	9.4	162	58.3	69	24.8	21	7.6
I feel pressured to do service and research.	32	11.4	104	37.1	129	46.1	15	5.4
I feel pressured to do work and/or service without compensation.	53	19.0	116	41.6	98	35.1	12	4.3
I believe that my teaching load is equitable compared to my colleagues.	26	9.5	140	50.9	68	24.7	41	14.9
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments).	30	10.9	65	23.7	159	58.0	20	7.3
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues with similar performance expectations.	25	9.2	47	17.3	178	65.7	21	7.7
In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.	5	2.0	18	7.3	171	69.8	51	20.8
I believe the renewal of appointment/promotion standards are applied equally to all faculty.	11	4.1	119	44.2	93	34.6	46	17.1
I feel that my point of views are taken into account for course assignments and scheduling.	53	19.4	159	58.2	42	15.4	19	7.0

Table B58 cont.	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have used Kent State policies on taking leave for childbearing or adoption.	11	4.7	17	7.3	93	39.9	112	48.1
I believe the process for obtaining professional development funds is fair and accessible.	26	9.9	154	58.8	63	24.0	19	7.3
I feel that my tenured and tenure-track colleagues understand the nature of my work.	10	3.6	95	34.4	107	38.8	64	23.2
I feel that full-time non-tenure track faculty (FTNTTs) are equitably represented at the departmental level (e.g. representatives on committees that reflects adequately the number of FTNTTs in the unit).	16	5.9	106	39.4	80	29.7	67	24.9
I feel that FTNTTs are equitably represented at the university level.	4	1.5	80	30.1	102	38.3	80	30.1
I believe that my workload is equitable compared to my tenured or tenure-track colleagues.	10	3.7	103	38.4	78	29.1	77	28.7

Note: Table includes answers only from those respondents who indicated that they were Non-Tenure-Track Faculty in Question 1 (*n* = 283).

**Table B59. Faculty only: As a faculty member... (Question 34)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	182	17.7	596	58.1	176	17.2	72	7.0
I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/thesis committees, helping with student groups and activities, providing other support) beyond those of my colleagues with similar performance expectations.	201	20.0	340	33.8	424	42.2	40	4.0
I feel that my diversity-related research/teaching/service contributions have been/will be valued for promotion, tenure, or performance review (if not applicable, please skip).	48	9.1	275	52.0	147	27.8	59	11.2
I believe that campus and college awards, stipends, grants and development funds are awarded fairly.	49	5.4	533	58.3	238	26.0	94	10.3
I have peers/mentors who provide me career advice or guidance when I need it.	182	18.1	539	53.7	191	19.0	92	9.2
I believe that my workload is reasonable.	117	11.3	608	58.9	225	21.8	82	7.9

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 1,081).



**Table B60. Staff only: Please respond to the following statements. (Question 36)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I find that Kent State is supportive of staff taking leave.	414	25.7	1,019	63.3	149	9.3	28	1.7
I find that my supervisor is supportive of my taking leave.	623	38.9	792	49.4	142	8.9	46	2.9
I find that Kent State is supportive of flexible work schedules.	253	15.9	718	45.2	427	26.9	191	12.0
I find that my supervisor is supportive of flexible work schedules.	418	26.6	709	45.1	309	19.7	135	8.6
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children.	116	7.3	194	12.3	904	57.3	365	23.1
I have used Kent State policies on taking leave for childbearing or adoption.	135	9.6	156	11.1	545	38.6	575	40.8
I have used Kent State policies on military active service-modified duties.	13	1.0	40	2.9	629	46.0	984	50.1
I have supervisors who provide me job/career advice or guidance when I need it.	298	19.2	718	46.4	365	23.6	168	10.8
I have colleagues/coworkers who provide me job/career advice or guidance when I need it.	326	21.1	857	55.4	275	17.8	90	5.8
My supervisor provides me with resources to pursue professional development opportunities.	406	25.7	738	46.8	298	18.9	136	8.6
Kent State provides me with resources to pursue professional development opportunities.	401	25.2	896	56.2	224	14.1	73	4.6
My supervisor provides ongoing feedback to help me improve my performance.	339	21.4	782	49.3	331	20.9	134	8.4
I have adequate access to administrative support to do my job.	310	19.7	904	57.4	250	15.9	112	7.1
My supervisor provides adequate resources to help me manage work-life balance.	279	18.4	761	50.2	362	23.9	115	7.6
Kent State provides adequate resources to help me manage work-life balance.	248	16.2	904	59.1	284	18.6	94	6.1

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,632).

**Table B61. Faculty only: Please respond to the following statements. (Question 38)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children.	60	6.0	152	15.2	561	56.0	229	22.9
I have used Kent State policies on military active service-modified duties.	6	0.8	18	2.5	339	47.4	352	49.2
My department provides me with resources to pursue professional development opportunities.	137	13.5	536	52.7	247	24.3	97	9.5
I have adequate access to administrative support to do my job.	166	16.0	587	56.6	211	20.3	73	7.0
My department provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation, etc.).	71	7.9	405	44.8	296	32.7	132	14.6

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 1,081).

**Table B62. Within the past year, have you OBSERVED any conduct, directed toward a person or group of people at Kent State that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullying, harassing) working or learning environment? (Question 72)**

Observed conduct	<i>n</i>	%
No	6,546	77.7
Yes	1,875	22.3

**Table B63. Who or what was the target of this conduct? (Mark all that apply.) (Question 73)**

Target	<i>n</i>	%
Student	943	50.3
Co-worker	445	23.7
Friend	365	19.5
Faculty member	291	15.5
Staff member	238	12.7
Stranger	214	11.4
Student employee (e.g., peer mentor)	110	5.9
Don't know target	85	4.5
Department chair/head/director	51	2.7
Social networking site	50	2.7
Teaching assistant/Graduate assistant/Lab assistant/Tutor	50	2.7
Off-campus community member	44	2.3
Supervisor	42	2.2
Academic adviser	39	2.1
Senior administration	36	1.9
Person whom I supervise	30	1.6
Kent State media	20	1.1
Alumni	19	1.0
Athletic coach/trainer	10	0.5
Donor	7	0.4
Kent State Public Safety	7	0.4
Health/Counseling services	5	0.3
A target not listed above	111	5.9

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,875). Percentages may not sum to 100% as a result of multiple responses.

**Table B64. Who/what was the source of this conduct? (Mark all that apply.) (Question 74)**

Source	<i>n</i>	%
Student	683	36.4
Faculty member	439	23.4
Co-worker	247	13.2
Stranger	232	12.4
Supervisor	230	12.3
Staff member	218	11.6
Department chair/head/director	170	9.1
Senior administration	143	7.6
Don't know source	108	5.8
Friend	85	4.5
Off-campus community member	81	4.3
Social networking site	69	3.7
Student employee (e.g., peer mentor)	61	3.3
Academic adviser	56	3.0
Teaching assistant/Graduate assistant/Lab assistant/Tutor	38	2.0
Kent State media	25	1.3
Person whom I supervise	12	0.6
Health/Counseling services	11	0.6
Alumni	10	0.5
Athletic coach/trainer	10	0.5
Kent State Public Safety	9	0.5
Donor	4	0.2
A source not listed above	94	5.0

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,875). Percentages may not sum to 100% as a result of multiple responses.

**Table B65. How did you experience the conduct? (Mark all that apply.) (Question 75)**

Experience	<i>n</i>	%
Person was disrespected.	1,209	64.5
Person was intimidated/bullied.	749	39.9
Person was ignored or excluded.	640	34.1
Person was isolated or left out.	554	29.5
The person was the target of derogatory verbal remarks.	420	22.4
The person was the target of workplace incivility.	314	16.7
The person was the target of racial/ethnic profiling.	270	14.4
I observed others staring at the person.	259	13.8
The person was singled out as the spokesperson for his/her identity group.	229	12.2
The person received derogatory written comments.	168	9.0
The person received a low performance evaluation/review.	131	7.0
The person was the target of retaliation.	127	6.8
Someone implied the person was admitted/hired/promoted due to his/her identity group.	104	5.5
The person feared getting a poor grade because of a hostile classroom environment.	101	5.4
The person received derogatory phone calls/text messages/email.	94	5.0
The person received derogatory/unsolicited messages through social media	94	5.0
The person was the target of unwanted sexual contact.	80	4.3
The person feared for his/her physical safety.	79	4.2
The person was the target of stalking.	54	2.9
Someone implied the person was not admitted/hired/promoted due to his/her identity group.	50	2.7
The person received threats of physical violence.	43	2.3
The person was the target of graffiti/vandalism.	37	2.0
The person was the target of physical violence.	23	1.2
The person feared for his/her family's safety.	18	1.0
An experience not listed above	158	8.4

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,875). Percentages may not sum to 100% as a result of multiple responses.

**Table B66. What do you believe was the basis for the conduct? (Mark all that apply.) (Question 76)**

Basis of conduct	<i>n</i>	%
Ethnicity	405	21.6
Gender/Gender identity	368	19.6
Don't know	317	16.7
Racial identity	315	16.8
Position (staff, faculty, student)	275	14.7
Sexual identity	252	13.4
Religious/Spiritual views	203	10.8
Gender expression	200	10.7
Age	163	8.7
Political views	160	8.5
Physical characteristics	146	7.8
International status	131	7.0
Philosophical views	128	6.8
Faculty Status (tenure Track, Non-Tenure Track, Adjunct)	124	6.6
English language proficiency/accent	118	6.3
Academic performance	107	5.7
Immigrant/Citizen status	103	5.5
Educational credentials (M.S., Ph.D., etc.)	90	4.8
Mental health/Psychological disability/condition	84	4.5
Socioeconomic status	83	4.4
Participation in an organization/team	81	4.3
Learning disability/condition	72	3.8
Physical disability/condition	59	3.1
Major field of study	54	2.9
Medical disability/condition	46	2.5
Parental status (e.g., having children)	33	1.8
Marital status (e.g., single, married, partnered)	26	1.4
Living arrangement	19	1.0
Pregnancy	18	1.0
Military/Veteran status	12	0.6
A reason not listed above	304	16.2

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,875). Percentages do not sum to 100% as a result of multiple responses.

**Table B67. Where did this conduct occur? (Mark all that apply.) (Question 77)**

Location	<i>n</i>	%
In a public space at Kent State	543	29.0
In a class/lab/clinical setting	409	21.8
While working at a Kent State job	366	19.5
In a meeting with a group of people	339	18.1
In a Kent State administrative office	238	12.7
At a Kent State event	225	12.0
While walking on campus	206	11.0
On social networking sites (e.g., Facebook/Twitter/Yik-Yak)	141	7.5
In a faculty office	139	7.4
Off campus	134	7.1
In campus housing	132	7.0
In a Kent State dining facility	127	6.8
In a meeting with one other person	121	6.5
In off-campus housing	59	3.1
In a Kent State library	48	2.6
In athletic/recreational facilities	48	2.6
On Kent State media (e.g., Kent Stater, Kentwired.com, TV2)	34	1.8
In an experiential learning environment (e.g., internships, service learning, study abroad, student teaching)	18	1.0
In a Kent State health care setting (e.g., University Health Services, Psychological Services)	17	0.9
On Kent State transportation (e.g., PARTA)	15	0.8
A location not listed above	96	5.1

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 1,875). Percentages may not sum to 100% as a result of multiple responses.



**Table B68. What was your response to observing the conduct? (Mark all that apply.)  
(Question 78)**

Response	<i>n</i>	%
I felt uncomfortable	1,175	62.7
I was angry	879	46.9
I felt embarrassed	491	26.2
I told a friend	412	22.0
I told a family member	300	16.0
I avoided the harasser	255	13.6
I confronted the harasser at the time	219	11.7
I didn't know whom to go to	213	11.4
I didn't report it for fear that my complaint would not be taken seriously	211	11.3
I reported it to or sought support from an on-campus resource	208	11.1
<i>My supervisor</i>	62	29.8
<i>Faculty member</i>	48	23.1
<i>Staff person</i>	41	19.7
<i>Senior administration (e.g., president, provost, dean, vice provost, vice president)</i>	39	18.8
<i>Employee Relations</i>	21	10.1
<i>Dean of Students or Student Ombuds</i>	19	9.1
<i>Title IX Coordinator</i>	18	8.7
<i>Office of Equal Opportunity &amp; Affirmative Action (or a facilitator)</i>	15	7.2
<i>Kent State Public Safety/KSUPD</i>	14	6.7
<i>Campus security</i>	12	5.8
<i>LGBTQ Student Center</i>	12	5.8
<i>Student Conduct</i>	11	5.3
<i>On-campus counseling service</i>	10	4.8
<i>Student staff (e.g., residence hall staff, peer mentor)</i>	9	4.3

<i>My union representative</i>	9	4.3
<i>My academic advisor</i>	8	3.8
<i>The Office of Sexual and Relationship Violence Support Services (SRVSS)</i>	3	1.4
<i>Teaching assistant/graduate assistant</i>	3	1.4
<i>Student Accessibility Services</i>	3	1.4
<i>The Office of Global Education</i>	1	0.5
<i>Center for Adult and Veteran Services</i>	1	0.5
I ignored it	205	10.9
I felt somehow responsible	155	8.3
I confronted the harasser later	140	7.5
I was afraid	128	6.8
I did report it, but I did not feel the complaint was taken seriously	97	5.2
I sought information online	59	3.1
I reported it to or sought support from an off-campus resource	21	1.1
<i>Off-campus counseling service</i>	7	33.3
<i>A spiritual adviser (e.g., imam pastor, rabbi, priest, layperson)</i>	4	19.0
<i>Local law enforcement (other than KSUPD)</i>	3	14.3
<i>I filed a complaint with an external agency (e.g., Ohio Civil Rights Commission, EEOC, US Department of Education)</i>	3	14.3
<i>Hotline/advocacy services</i>	2	9.5
A response not listed above	170	9.1

Note: Table includes answers from only those respondents who indicated that they observed conduct ( $n = 1,875$ ). Percentages may not sum to 100% as a result of multiple responses.

**Table B69. Faculty/Staff only: Have you observed hiring practices at Kent State that you perceive to be unjust or that would inhibit diversifying the community (e.g. hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool)? (Question 80)**

	<i>n</i>	%
No	2,034	75.5
Yes	661	24.5

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 2,713).

**Table B70. Faculty/Staff only: I believe that the unjust hiring practices were based upon:  
 (Mark all that apply.) (Question 81)**

Characteristic	<i>n</i>	%
Ethnicity	167	25.3
Racial identity	139	21.0
Nepotism	133	20.1
Gender/gender identity	101	15.3
Position (staff, faculty, student)	95	14.4
Age	93	14.1
Educational credentials (e.g., BS, MS, PhD)	75	11.3
Don't know	37	5.6
Philosophical views	27	4.1
Major field of study	26	3.9
International status	25	3.8
Physical characteristics	24	3.6
Immigrant/citizen status	23	3.5
Political views	23	3.5
English language proficiency/accent	19	2.9
Sexual identity	16	2.4
Marital status (e.g., single, married, partnered)	14	2.1
Gender expression	13	2.0
Socioeconomic status	12	1.8
Religious/spiritual views	11	1.7
Parental status (e.g., having children)	10	1.5
Participation in an organization/team	10	1.5
Physical disability/condition	10	1.5
Living arrangement	6	0.9
Medical disability/condition	6	0.9
Learning disability/condition	5	0.8
Military/veteran status	5	0.8
Mental Health/Psychological disability/condition	4	0.6
Pregnancy	3	0.5
A reason not listed above	156	23.6

Note: Table includes answers only from those respondents who indicated that they observed discriminatory practices (*n* = 661). Percentages may not sum to 100% as a result of multiple responses.

**Table B71. Faculty/Staff only: Have you have observed at Kent State employment-related discipline or action, up to and including dismissal that you perceive to be unjust or that would inhibit diversifying the community? (Question 83)**

Observed	<i>n</i>	%
No	2,369	88.2
Yes	318	11.8

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 2,713).

**Table B72. Staff/Faculty only: I believe that the unjust employment-related disciplinary actions were based upon... (Mark all that apply.) (Question 84)**

Characteristic	<i>n</i>	%
Position (staff, faculty, student)	61	19.2
Age	59	18.6
Ethnicity	55	17.3
Gender/gender identity	45	14.2
Faculty status	37	11.6
Don't know	37	11.6
Racial identity	36	11.3
Philosophical views	33	10.4
Educational credentials (e.g., BS, MS, PhD)	21	6.6
Medical disability/condition	19	6.0
Parental status (e.g., having children)	15	4.7
Mental Health/Psychological disability/condition	14	4.4
Political views	13	4.1
Participation in an organization/team	11	3.5
Major field of study	10	3.1
Physical characteristics	10	3.1
International status	9	2.8
Physical disability/condition	8	2.5
Religious/spiritual views	8	2.5
English language proficiency/accent	7	2.2
Sexual identity	7	2.2
Gender expression	6	1.9
Marital status (e.g., single, married, partnered)	6	1.9
Pregnancy	6	1.9
Socioeconomic status	5	1.6
Immigrant/citizen status	4	1.3
Learning disability/condition	4	1.3
Living arrangement	1	0.3
Military/veteran status	1	0.3
A reason not listed above	105	33.0

Note: Table includes answers only from those respondents who indicated that they observed unjust disciplinary actions (*n* = 318). Percentages may not sum to 100% as a result of multiple responses.

**Table B73. Faculty/Staff only: Have you observed promotion/tenure/reappointment/renewal of appointment/reclassification practices at Kent State that you perceive to be unjust? (Question 86)**

Observed	<i>n</i>	%
No	1,846	69.1
Yes	826	30.9

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 2,713).

**Table B74. Faculty/Staff only: I believe that the unjust behaviors, procedures, or employment practices related to promotion/tenure/reappointment/renewal of appointment/reclassification were based upon: (Question 87)**

Characteristic	<i>n</i>	%
Position (staff, faculty, student)	148	17.9
Gender/gender identity	119	14.4
Don't know	109	13.2
Ethnicity	96	11.6
Nepotism	87	10.5
Age	86	10.4
Racial identity	85	10.3
Educational credentials (e.g., BS, MS, PhD)	78	9.4
Philosophical views	50	6.1
Major field of study	36	4.4
Political views	28	3.4
Medical disability/condition	26	3.1
Parental status (e.g., having children)	26	3.1
International status	23	2.8
Gender expression	17	2.1
Immigrant/citizen status	16	1.9
Participation in an organization/team	16	1.9
Physical characteristics	16	1.9
Socioeconomic status	15	1.8
Sexual identity	13	1.6
Marital status (e.g., single, married, partnered)	13	1.6
English language proficiency/accent	9	1.1
Physical disability/condition	9	1.1
Pregnancy	8	1.0
Religious/spiritual views	8	1.0
Mental Health/Psychological disability/condition	7	0.8
Learning disability/condition	4	0.5
Living arrangement	3	0.4
Military/veteran status	2	0.2
A reason not listed above	277	33.5

Note: Table includes answers only from those respondents who indicated that they observed unjust practices (*n* = 826). Percentages may not sum to 100% as a result of multiple responses.



**Table B75. Using a scale of 1-5, please rate the overall climate on campus on the following dimensions: (Question 89)**

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Friendly/Hostile	3,357	40.0	3,453	41.1	1,301	15.5	237	2.8	55	0.7	<b>1.8</b>	<b>0.8</b>
Improving/Regressing	2,558	30.7	3,340	40.1	1,896	22.8	408	4.9	127	1.5	<b>2.1</b>	<b>0.9</b>
Inclusive/Not inclusive	2,204	26.6	3,159	38.1	2,215	26.7	557	6.7	146	1.8	<b>2.2</b>	<b>1.0</b>
Positive for persons with disabilities/Negative	2,832	34.0	3,176	38.2	1,833	22.0	393	4.7	88	1.1	<b>2.0</b>	<b>0.9</b>
Positive for people who identify as lesbian, gay, bisexual, or transgender/Negative	3,043	36.7	3,164	38.1	1,743	21.0	275	3.3	74	0.9	<b>1.9</b>	<b>0.9</b>
Positive for people of Christian faiths/Negative	2,749	33.2	2,776	33.5	2,202	26.6	417	5.0	148	1.8	<b>2.1</b>	<b>1.0</b>
Positive for people of other than Christian faith backgrounds/Negative	2,182	26.3	2,805	33.8	2,644	31.9	521	6.3	139	1.7	<b>2.2</b>	<b>1.0</b>
Positive for people of color/Negative	2,833	34.0	3,143	37.7	1,740	20.9	482	5.8	129	1.5	<b>2.0</b>	<b>1.0</b>
Positive for men/Negative	3,766	45.3	2,856	34.3	1,433	17.2	176	2.1	90	1.1	<b>1.8</b>	<b>0.9</b>
Positive for women/Negative	3,210	38.5	3,144	37.7	1,573	18.9	341	4.1	69	0.8	<b>1.9</b>	<b>0.9</b>
Positive for non-native English speakers/Negative	1,979	23.9	2,650	32.0	2,588	31.2	874	10.5	201	2.4	<b>2.4</b>	<b>1.0</b>
Positive for people who are not U.S. citizens/Negative	2,123	25.6	2,724	32.9	2,576	31.1	688	8.3	168	2.0	<b>2.3</b>	<b>1.0</b>
Welcoming/Not welcoming	3,433	41.0	3,375	40.3	1,167	13.9	309	3.7	86	1.0	<b>1.8</b>	<b>0.9</b>
Respectful/Disrespectful	3,030	36.3	3,399	40.7	1,396	16.7	385	4.6	133	1.6	<b>1.9</b>	<b>0.9</b>
Positive for people of high socioeconomic status/Negative	3,469	41.9	2,791	33.7	1,834	22.1	133	1.6	60	0.7	<b>1.9</b>	<b>0.9</b>
Positive for people of low socioeconomic status/Negative	2,128	25.7	2,608	31.5	2,436	29.4	848	10.2	254	3.1	<b>2.3</b>	<b>1.1</b>
Positive for people in active military or veterans status/Negative	3,129	37.8	2,908	35.2	2,044	24.7	142	1.7	50	0.6	<b>1.9</b>	<b>0.9</b>

**Table B76. Using a scale of 1-5, please rate the overall climate on campus on the following dimensions: (Question 90)**

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Not racist/Racist	2,426	29.1	3,119	37.4	2,031	24.3	624	7.5	141	1.7	<b>2.2</b>	<b>1.0</b>
Not sexist/Sexist	2,400	28.8	3,082	37.0	2,037	24.5	656	7.9	145	1.7	<b>2.2</b>	<b>1.0</b>
Not homophobic/Homophobic	2,549	30.9	3,150	38.1	2,031	24.6	441	5.3	86	1.0	<b>2.1</b>	<b>0.9</b>
Not age biased/Age biased	2,692	32.5	2,828	34.1	1,939	23.4	682	8.2	145	1.7	<b>2.1</b>	<b>1.0</b>
Not classist (socioeconomic status)/Classist	2,366	28.8	2,855	34.7	2,084	25.3	742	9.0	178	2.2	<b>2.2</b>	<b>1.0</b>
Not classist (position: faculty, staff, student)/Classist	2,293	27.8	2,581	31.3	2,163	26.2	873	10.6	336	4.1	<b>2.3</b>	<b>1.1</b>
Not ablest/Ablest	2,621	32.4	2,747	33.9	2,272	28.0	366	4.5	95	1.2	<b>2.1</b>	<b>0.9</b>
Not xenophobic/Xenophobic	2,345	28.5	2,844	34.6	2,337	28.4	564	6.9	137	1.7	<b>2.2</b>	<b>1.0</b>
Not ethnocentric (international)/Ethnocentric	2,329	28.3	2,755	33.5	2,330	28.3	648	7.9	172	2.1	<b>2.2</b>	<b>1.0</b>

**Table B77. Students only: Please indicate the extent to which you agree with each of the following statements: (Question 91)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom.	1,642	28.7	2,735	47.8	939	16.4	332	5.8	75	1.3
I feel valued by other students in the classroom.	1,205	21.2	2,414	42.4	1,587	27.9	417	7.3	74	1.3
I think that Kent State faculty are genuinely concerned with my welfare.	1,453	25.5	2,353	41.3	1,224	21.5	514	9.0	147	2.6
I think that Kent State staff are genuinely concerned with my welfare (e.g., residence hall staff).	1,299	23.0	2,141	37.8	1,630	28.8	440	7.8	148	2.6
I think that faculty pre-judge my abilities based on their perception of my identity/background (e.g. age, race, disability, gender).	597	10.5	1,275	22.4	1,642	28.8	1,508	26.5	672	11.8
I believe that the campus climate encourages free and open discussion of difficult topics.	1,433	25.1	2,512	44.1	1,216	21.3	425	7.5	115	2.0
I have faculty whom I perceive as role models.	2,037	35.7	2,084	36.6	1,062	18.6	393	6.9	124	2.2
I have staff whom I perceive as role models.	1,429	25.2	1,780	31.4	1,745	30.8	545	9.6	168	3.0
I have advisers who provide me with career advice.	1,738	30.6	2,085	36.7	1,003	17.7	534	9.4	320	5.6
I have advisers who provide me with advice on core class selection.	1,904	33.5	2,290	40.3	853	15.0	376	6.6	260	4.6
My voice is valued in campus dialogues.	988	17.4	1,975	34.7	2,078	36.5	444	7.8	207	3.6

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 5,741).

**Table B78. Faculty only: Please indicate the extent to which you agree with each of the following statements: (Question 92)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department.	297	28.0	459	43.3	160	15.1	96	9.1	47	4.4
I feel valued by my department head/chair.	361	34.5	379	36.3	154	14.7	81	7.8	70	6.7
I feel valued by students in the classroom.	405	39.8	460	45.2	112	11.0	31	3.0	9	0.9
I think that Kent State senior administration is genuinely concerned with my welfare.	120	11.5	268	25.6	307	29.3	188	17.9	165	15.7
I think that faculty in my department pre-judge my abilities based on their perception of my identity/background	38	3.7	130	12.6	291	28.2	343	33.2	231	22.4
I think that faculty in my department pre-judge my abilities based on my faculty status	99	9.6	265	25.8	262	25.5	272	26.5	130	12.6
I think that my department chair/school director pre-judges my abilities based on my faculty status	57	5.6	178	17.5	274	26.9	310	30.4	200	19.6
I think that my department chair/school director pre-judges my abilities based on his/her perception of my identity/background (e.g. age, race, disability, gender).	37	3.7	87	8.6	259	25.6	332	32.8	297	29.3
I believe that the campus climate encourages free and open discussion of difficult topics.	131	12.5	388	37.0	283	27.0	187	17.8	60	5.7
I feel that my research is valued.	108	11.4	306	32.2	365	38.4	110	11.6	61	6.4
I feel that my teaching is valued.	233	22.8	464	45.4	175	17.1	105	10.3	45	4.4
I feel that my service contributions are valued.	166	16.2	395	38.6	238	23.3	156	15.3	67	6.6
I feel that including diversity-related information in my teaching/pedagogy/research is valued.	156	16.3	332	34.8	367	38.4	63	6.6	37	3.9
I feel the university values academic freedom.	217	20.8	454	43.5	231	22.1	106	10.2	36	3.4
I feel that faculty voices are valued in shared governance.	98	9.5	294	28.6	311	30.3	192	18.7	132	12.9

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 1,081).

**Table B79. Staff only: Please indicate the extent to which you agree with the following statements: (Question 93)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my work unit.	610	34.5	689	42.4	197	12.1	100	6.2	30	1.8
I feel valued by faculty.	261	16.5	514	32.5	565	35.7	180	11.4	63	4.0
I feel valued by my supervisor/manager.	609	37.9	559	34.8	205	12.8	138	8.6	96	6.0
I think that Kent State senior administration is genuinely concerned with my welfare.	186	11.5	502	31.1	475	29.4	296	18.4	154	9.5
I think that coworkers in my work unit pre-judge my abilities based on their perception of my identity/background (e.g. age, race, disability, gender).	56	3.5	195	12.0	420	25.9	575	35.5	374	23.1
I think that my supervisor/manager pre-judges my abilities based on his/her perception of my identity/background (e.g. age, race, disability, gender).	73	4.5	156	9.7	367	22.8	574	35.6	443	27.5
I believe that my work unit encourages free and open discussion of difficult topics.	256	15.8	577	35.7	386	23.9	255	15.8	144	8.9
I feel that my skills are valued.	361	22.1	707	43.7	238	14.7	209	12.9	104	6.4
I feel my contributions to the university are valued.	277	17.1	641	39.6	377	23.3	217	13.4	106	6.6
Staff opinions are taken seriously by senior administrators (e.g., deans, vice presidents, provost).	145	9.0	442	27.4	478	29.7	348	21.6	199	12.3

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,632).

**Table B80. Respondents with disabilities only: Within the past year, have you experienced a barrier regarding any of the following at Kent State? (Question 94)**

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Facilities</b>						
Athletic facilities (stadium, recreation, etc.)	81	8.9	478	52.6	349	38.4
Classroom buildings	124	13.6	687	75.5	99	10.9
Classrooms, labs	111	12.3	651	71.9	144	15.9
College housing	78	8.6	454	50.3	371	41.1
Computer labs	65	7.2	644	71.8	188	21.0
Dining facilities	89	9.8	599	66.3	216	23.9
Doors	100	11.1	696	77.0	108	11.9
Elevators/Lifts	106	11.8	668	74.1	128	14.2
Emergency preparedness	64	7.1	670	74.0	172	19.0
University Health Services (health center)	91	10.1	571	63.1	243	26.9
Library	63	7.0	738	82.0	99	11.0
On-campus transportation/parking	234	25.9	553	61.1	118	13.0
Other campus buildings	47	5.2	711	79.0	142	15.8
Podium	28	3.1	584	64.8	289	32.1
Recreational facilities	57	6.3	582	64.7	261	29.0
Restrooms	99	11.0	718	79.6	85	9.4
Studios/Performing arts spaces	42	4.7	541	60.2	315	35.1
University sponsored internship/practicum sites	27	3.0	541	60.4	327	36.5
Walkways, pedestrian paths, crosswalks	153	17.1	642	71.8	99	11.1
<b>Technology/Online Environment</b>						
Accessible electronic format	92	10.4	640	72.6	149	16.9
ALEKS	96	10.9	425	48.1	362	41.0
ATM machines	86	9.8	549	62.3	246	27.9
Availability of FM listening systems	34	3.9	463	52.6	384	43.6
Clickers	59	6.8	452	51.7	363	41.5
Blackboard	165	18.7	591	67.1	125	14.2
Closed captioning at athletic events	24	2.7	410	46.9	441	50.4
E-curriculum (curriculum software)	67	7.6	526	60.0	284	32.4
Electronic forms	59	6.7	647	73.6	173	19.7
Electronic signage	45	5.1	645	73.6	186	21.2
Electronic surveys (including this one)	51	5.8	722	81.8	110	12.5
Kiosks	23	2.6	571	65.0	284	32.3

<b>Table B80 cont.</b>	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Library database	57	6.5	657	74.9	163	18.6
PA system	29	3.3	526	60.0	322	36.7
Video	56	6.3	631	71.8	193	22.0
Website	112	12.9	656	75.8	98	11.3
<b>Instructional/Campus Materials</b>						
Brochures	42	4.8	691	78.3	149	16.9
Food menus	73	8.3	597	67.8	210	23.9
Forms	61	6.9	700	79.5	119	13.5
Events/Exhibits/Movies	54	6.1	641	72.8	186	21.1
Exams/quizzes	105	11.9	637	72.5	137	15.6
Journal articles	59	6.7	682	77.3	141	16.0
Library books	51	5.8	693	79.0	133	15.2
Other publications	35	4.0	698	79.6	144	16.4
Signage	33	3.8	688	78.6	154	17.6
Textbooks	121	13.8	624	71.2	132	15.1
Video-closed captioning and text description	47	5.4	579	66.2	249	28.5

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 60 (*n* = 936).

**Table B81. Students only: Please indicate the extent to which you agree that your courses at Kent State include sufficient materials, perspectives and/or experiences of people based on each of the following characteristics. (Question 96)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability	1,613	29.0	3,097	55.6	705	12.7	155	2.8
Ethnicity	1,670	30.0	3,259	28.6	543	9.8	90	1.6
Gender/Gender identity	1,734	31.2	3,135	56.3	589	10.6	107	1.9
Immigrant/Citizen status	1,424	25.6	3,092	55.7	902	16.2	137	2.5
International status	1,494	27.0	3,089	55.8	826	14.9	130	2.3
Military/Veteran status	1,609	29.0	3,054	55.1	752	13.6	125	2.3
Philosophical views	1,549	28.0	3,238	58.5	655	11.8	90	1.6
Political views	1,501	27.1	3,141	56.7	752	13.6	144	2.6
Racial identity	1,563	28.3	3,199	57.8	657	11.9	112	2.0
Religious/Spiritual views	1,373	24.8	3,117	56.3	882	15.9	163	2.9
Sexual identity	1,601	28.9	3,086	55.8	733	13.2	113	2.0
Socioeconomic status	1,426	25.8	3,138	56.8	816	14.8	147	2.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 5,741).



**Table B82. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Kent State. (Question 97)**

	Initiative IS available at Kent State						Initiative IS NOT available at Kent State					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for computing the probationary period for tenure (e.g., tolling)	385	51.5	141	18.9	42	5.6	133	17.8	34	4.5	13	1.7
Providing recognition and rewards for including diversity issues in courses across the curriculum	290	36.4	146	18.3	40	5.0	229	28.8	73	9.2	18	2.3
Providing diversity and equity training for faculty	443	53.6	179	21.7	22	2.7	130	15.7	43	5.2	9	1.1
Providing access to counseling for people who have experienced harassment	564	68.0	77	9.3	3	0.4	164	19.8	17	2.1	4	0.5
Providing mentorship for new faculty	535	61.7	56	6.5	10	1.2	250	28.8	10	1.2	6	0.7
Providing a clear process to resolve conflicts	494	59.6	63	7.6	5	0.6	252	30.4	11	1.3	4	0.5
Providing a fair process to resolve conflicts	502	61.4	59	7.2	7	0.9	235	28.8	10	1.2	4	0.5
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	243	30.0	152	18.8	81	10.0	171	21.1	114	14.1	48	5.9
Providing equity and diversity training to search, promotion and tenure committees	379	46.7	180	22.2	46	5.7	151	18.6	46	5.7	9	1.1
Providing career span development opportunities for faculty at all ranks	403	48.8	70	8.5	5	0.6	326	39.5	22	2.7	0	0.0
Providing adequate childcare	321	38.6	76	9.1	6	0.7	390	46.9	34	4.1	5	0.6

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 1,081).

**Table B83. Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Kent State: (Question 99)

	Initiative IS available at Kent State						Initiative IS NOT available at Kent State					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for staff	1,070	69.8	283	18.5	30	2.0	95	6.2	38	2.5	17	1.1
Providing access to counseling for people who have experienced harassment	1,157	76.3	138	9.1	14	0.9	161	10.6	24	1.6	23	1.5
Providing mentorship for new staff	682	44.8	108	7.1	9	0.6	662	43.5	42	2.8	19	1.2
Providing a clear process to resolve conflicts	840	56.1	156	10.4	16	1.1	441	29.5	25	1.7	19	1.3
Providing a fair process to resolve conflicts	841	57.1	148	10.0	16	1.1	426	28.9	23	1.6	19	1.3
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	574	39.2	340	23.2	121	8.3	242	16.5	129	8.8	60	4.1
Providing career development opportunities for staff	1,027	67.3	139	9.1	8	0.5	309	20.3	23	1.5	19	1.2
Providing adequate childcare	614	41.4	175	11.8	12	0.8	578	39.0	82	5.5	21	1.4

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 1,632).

**Table B84. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Kent State: (Question 101)**

	Initiative IS available at Kent State						Initiative IS NOT available at Kent State					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for students	3,091	57.7	742	13.9	99	1.8	1037	19.4	330	6.2	55	1.0
Providing diversity and equity training for staff	3,307	62.4	711	13.4	75	1.4	934	17.6	229	4.3	46	0.9
Providing diversity and equity training for faculty	3,302	62.7	670	12.7	89	1.7	942	17.9	219	4.2	44	0.8
Providing a person to address student complaints of classroom inequity	2,992	56.8	695	13.2	89	1.7	1,199	22.8	235	4.5	56	1.1
Increasing opportunities for cross-cultural dialogue among students	3,025	57.5	712	13.5	92	1.7	1,175	22.3	220	4.2	41	0.8
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	2,976	56.4	671	12.7	93	1.8	1,282	24.3	215	4.1	40	0.8
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	2,884	54.9	785	15.0	136	2.6	1,085	20.7	279	5.3	80	1.5
Providing effective faculty mentorship of students	3,365	64.1	604	11.5	67	1.3	1,025	19.5	151	2.9	35	0.7
Providing effective academic advising	3,749	71.3	543	10.3	60	1.1	753	14.3	118	2.2	33	0.6
Providing diversity training for student staff	3,155	60.0	718	13.7	89	1.7	1,003	19.1	239	4.5	50	1.0
Providing adequate childcare	2,632	50.4	850	16.3	66	1.3	1,322	25.3	298	5.7	56	1.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 5,741).

This survey is accessible in alternative formats.

For more information please contact:

**Student Accessibility Services**  
**Phone: 330-672-3391**  
**E-mail: sas@kent.edu**

**Kent State University**  
**Assessment of Climate for Learning, Living, and Working**  
(Administered by Rankin & Associates, Consulting)

**Purpose**

You are invited to participate in a survey of students, faculty, staff and administrators regarding the climate at Kent State. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at Kent State and provide us with specific information about how the environment for learning, living and working at Kent State can be improved.

**Procedures**

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments provided by participants are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will also be used throughout the report to give "voice" to the quantitative data.

**Discomforts and Risks**

There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip any questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone or review relevant policies please copy and paste the link(s) below into a new browser.

<http://www.kent.edu/srvss/get-help>

<http://www.kent.edu/stepupspeakout>

**Benefits**

The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at Kent State is conducive to learning, living, and working.

**Voluntary Participation**

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

### **Statement of Confidentiality for Participation**

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be insured. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the Kent State Institutional Review Board.

### **Statement of Anonymity for Comments**

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

### **Right to Ask Questions**

**You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:**

Susan R. Rankin, Ph.D.  
Principal & Senior Research Associate  
Rankin & Associates, Consulting  
sue@rankin-consulting.com  
814-625-2780

**Questions regarding the survey process may also be directed to:**

Kathryn Wilson  
Professor of Economics  
College of Business Administration  
kwilson3@kent.edu

Shay Little  
Interim Vice President of Student Affairs  
sdlittle@kent.edu

**Questions concerning the rights of participants:**

Research at Kent State that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to:

Research and Sponsored Programs  
Cartwright Hall  
Kent State University  
P.O. Box 5190  
Kent, OH 44242-0001  
330-672-0709

PLEASE MAKE A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY

By submitting this survey you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

## **Survey Terms and Definitions**

**Androgynous:** A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

**American Indian (Native American):** A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

**Asexual:** A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

**Assigned Birth Sex:** Refers to the assigning (naming) of the biological sex of a baby at birth.

**Bullied:** Unwanted offensive and malicious behavior which undermines, patronizes, intimidates or demeans the recipient or target.

**Classist:** A bias based on social or economic class.

**Climate:** Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

**Disability:** A physical or mental impairment that limits one or more major life activities.

**Discrimination:** Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privileges based on of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

**Experiential Learning:** Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

**Family Leave:** The Family Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to one of the following situations: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care).

**Gender Identity:** A person's inner sense of being man, woman, both, or neither. The internal identity may or may not be expressed outwardly, and may or may not correspond to one's physical characteristics.

**Genderqueer:** This term represents a blurring of the lines around gender identity and sexual orientation. Genderqueer individuals typically reject notions of static categories of gender and embrace a fluidity of gender identity and sexual orientation. This term is typically assigned an adult identifier and not used in reference to preadolescent children.

**Gender Expression:** The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

**Harassment:** Harassment is unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

**Homophobia:** The irrational hatred and fear of homosexuals or homosexuality. Homophobia includes prejudice, discrimination, harassment, and acts of violence brought on by fear and hatred.

**Intersex:** A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

**Non-Native English Speakers:** People for whom English is not their first language.

**People of Color:** People who self-identify as other than White.

**Physical Characteristics:** Term that refers to one's appearance.

**Position:** The status one holds by virtue of her/his position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

**Racial Identity:** A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

**Sexual Identity:** Term that refers to the sex of the people one tends to be emotionally, physically and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

**Socioeconomic Status:** The status one holds in society based on one's level of income, wealth, education, and familial background.

**Transgender:** An umbrella term referring to those whose gender identity or gender expression [previously defined] is different from that traditionally associated with their sex assigned at birth [previously defined].

**Unwanted Sexual Contact:** Unwanted physical sexual contact includes forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.

### **Directions**

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

**The survey will take between 20 and 30 minutes to complete. You must answer at least 50% of the questions for your responses to be included in the final analyses.**

1. What is your **primary** position at Kent State?

- ☐ Undergraduate student
  - ☐ Started at Kent State as a first-year student
  - ☐ Transferred from another institution
  - ☐ Post-secondary
  - ☐ ESL
- ☐ Graduate/Professional student
  - ☐ Non-degree
  - ☐ Certificate
  - ☐ Master's degree candidate
  - ☐ Doctoral degree candidate/Ed.S.
  - ☐ Professional student (College of Podiatric Medicine)
- ☐ Faculty
  - ☐ Tenure Track (Full-Time)
    - ☐ Assistant Professor
    - ☐ Associate Professor
    - ☐ Professor
  - ☐ Non-Tenure Track (Full-Time)
    - ☐ Assistant Professor
    - ☐ Associate Professor
    - ☐ Professor
    - ☐ Lecturer
    - ☐ Associate Lecturer
    - ☐ Senior Lecturer
    - ☐ Visiting Professor
  - ☐ Adjunct/Part-Time
- ☐ Administrator with faculty rank (Dean, Chair, Director)
- ☐ Staff
  - ☐ Classified
    - ☐ Non-represented
      - ☐ Clerical/Secretarial Worker
      - ☐ Service/Maintenance Worker
      - ☐ Skilled Crafts Worker
      - ☐ Technical or Paraprofessional
    - ☐ Represented (in the AFSCME bargaining unit)
      - ☐ Clerical/Secretarial Worker
      - ☐ Service/Maintenance Worker
      - ☐ Skilled Crafts Worker
      - ☐ Technical or Paraprofessional
  - ☐ Unclassified
    - ☐ Professional (Non-Faculty Supervisory)
    - ☐ Professional (Non-Faculty Non-Supervisory)

2. Are you full-time or part-time in that **primary** status?

- ☐ Full-time
- ☐ Part-time

3. What is your **primary** Kent State campus affiliation?

- ☐ Ashtabula Campus
- ☐ East Liverpool Campus
- ☐ Geauga Campus (including the Regional Academic Center in Twinsburg)
- ☐ Kent Campus (including the College of Podiatric Medicine)
- ☐ Salem Campus
- ☐ Stark Campus
- ☐ Trumbull Campus
- ☐ Tuscarawas Campus



## Part 1: Personal Experiences

***When responding to the following questions, think about your experiences during the past year.***

4. Overall, how comfortable are you with the climate at Kent State?
- ☐ Very comfortable
  - ☐ Comfortable
  - ☐ Neither comfortable nor uncomfortable
  - ☐ Uncomfortable
  - ☐ Very uncomfortable
5. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your department/work unit?
- ☐ Very comfortable
  - ☐ Comfortable
  - ☐ Neither comfortable nor uncomfortable
  - ☐ Uncomfortable
  - ☐ Very uncomfortable
6. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes?
- ☐ Very comfortable
  - ☐ Comfortable
  - ☐ Neither comfortable nor uncomfortable
  - ☐ Uncomfortable
  - ☐ Very uncomfortable
7. Have you ever seriously considered leaving Kent State?
- ☐ No [**Skip to Question 12**]
  - ☐ Yes
8. **Students only:** When did you seriously consider leaving Kent State? (**Mark all that apply.**)
- ☐ During my first year as a student
  - ☐ During my second year as a student
  - ☐ During my third year as a student
  - ☐ During my fourth year as a student
  - ☐ During my fifth year as a student
  - ☐ After my fifth year as a student
9. **Students only:** Why did you **seriously** consider leaving Kent State? (**Mark all that apply.**)
- ☐ Campus climate was not welcoming
  - ☐ Coursework was too difficult
  - ☐ Didn't like major
  - ☐ Didn't meet the selection criteria for a major
  - ☐ Financial reasons
  - ☐ Homesick
  - ☐ Lack of a sense of belonging
  - ☐ Lack of support group
  - ☐ My marital/relationship status
  - ☐ Never intended to graduate from Kent State
  - ☐ Personal reasons (medical, mental health, family emergencies, etc.)
  - ☐ Immigration compliance issues (e.g., VISA status)
  - ☐ A reason not listed above

10. **Faculty/Staff only:** Why did you seriously consider leaving Kent State? **(Mark all that apply.)**

- ☐ Campus climate was unwelcoming
- ☐ Family responsibilities
- ☐ Financial reasons (salary, resources, etc.)
- ☐ Increased workload
- ☐ Interested in a position at another institution
- ☐ Lack of benefits
- ☐ Limited opportunities for advancement
- ☐ Local community did not meet my (my family) needs
- ☐ Offered position in government or industry
- ☐ Personal reasons (medical, mental health, family emergencies, etc.)
- ☐ Recruited or offered a position at another institution
- ☐ Revised retirement plans
- ☐ Spouse or partner relocated
- ☐ Spouse or partner unable to find suitable employment
- ☐ Tension with supervisor/manager
- ☐ Tension with co-workers
- ☐ Wanted to move to a different geographical location
- ☐ A reason not listed above

11. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

12. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Kent State.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Few of my courses this year have been intellectually stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience at Kent State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at Kent State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to Kent State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from Kent state.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am considering transferring to another institution for academic reasons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (bullied, harassed) that has interfered with your ability to work or learn at Kent State?
- ☐ No [**Skip to Question 20**]
  - ☐ Yes
14. What do you believe was the basis of the conduct? (**Mark all that apply.**)
- ☐ Academic performance
  - ☐ Age
  - ☐ Educational credentials (M.S., Ph.D., etc.)
  - ☐ English language proficiency/accent
  - ☐ Ethnicity
  - ☐ Faculty Status (Tenure Track, Non-Tenure Track, Adjunct)
  - ☐ Gender/Gender identity
  - ☐ Gender expression
  - ☐ Immigrant/Citizen status
  - ☐ International status
  - ☐ Learning disability/condition
  - ☐ Living arrangement
  - ☐ Major field of study
  - ☐ Marital status (e.g., single, married, partnered)
  - ☐ Mental health/Psychological disability/condition
  - ☐ Medical disability/condition
  - ☐ Military/Veteran status
  - ☐ Parental status (e.g., having children)
  - ☐ Participation in an organization/team
  - ☐ Physical characteristics
  - ☐ Physical disability/condition
  - ☐ Philosophical views
  - ☐ Political views
  - ☐ Position (staff, faculty, student)
  - ☐ Pregnancy
  - ☐ Racial identity
  - ☐ Religious/Spiritual views
  - ☐ Sexual identity
  - ☐ Socioeconomic status
  - ☐ Don't know
  - ☐ A reason not listed above

15. How did you experience the conduct? **(Mark all that apply.)**

- ☐ I was ignored or excluded.
- ☐ I was intimidated/bullied.
- ☐ I was isolated or left out.
- ☐ I was disrespected.
- ☐ I observed others staring at me.
- ☐ I was singled out as the spokesperson for my identity group.
- ☐ Someone implied I was admitted/hired/promoted due to my identity group.
- ☐ Someone implied I was not admitted/hired/promoted due to my identity group.
- ☐ I feared getting a poor grade because of a hostile classroom environment.
- ☐ I received a low performance evaluation/review.
- ☐ I was the target of workplace incivility.
- ☐ I was the target of racial/ethnic profiling.
- ☐ I was the target of stalking.
- ☐ I was the target of unwanted sexual contact.
- ☐ I received derogatory written comments.
- ☐ I received derogatory phone calls/text messages/email.
- ☐ I received derogatory/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, etc.).
- ☐ I was the target of derogatory verbal remarks.
- ☐ I was the target of retaliation.
- ☐ I received threats of physical violence.
- ☐ I was the target of graffiti/vandalism.
- ☐ I feared for my physical safety.
- ☐ I feared for my family's safety.
- ☐ I was the target of physical violence.
- ☐ An experience not listed above

16. Where did the conduct occur? **(Mark all that apply.)**

- ☐ At a Kent State event
- ☐ In a class/lab/clinical setting
- ☐ In a Kent State health care setting (e.g., University Health Services, Psychological Services)
- ☐ In a Kent State dining facility
- ☐ In a Kent State administrative office
- ☐ In an experiential learning environment (e.g., internships, service learning, study abroad, student teaching)
- ☐ In a faculty office
- ☐ In a public space at Kent State
- ☐ In a meeting with one other person
- ☐ In a meeting with a group of people
- ☐ In a Kent State library
- ☐ In athletic/recreational facilities
- ☐ In campus housing
- ☐ In off-campus housing
- ☐ Off campus
- ☐ On social networking sites/Facebook/Twitter/Yik-Yak
- ☐ On Kent State media (e.g., Kent Stater, Kentwired.com, TV2)
- ☐ On Kent State transportation (e.g., PARTA)
- ☐ While working at a Kent State job
- ☐ While walking on campus
- ☐ A location not listed above

17. Who/What was the source of this conduct? **(Mark all that apply.)**

- ☐ Academic adviser
- ☐ Alumni
- ☐ Athletic coach/trainer
- ☐ Co-worker
- ☐ Department chair /head/director
- ☐ Donor
- ☐ Faculty member
- ☐ Friend
- ☐ Health/Counseling services
- ☐ Kent State media (e.g., Kent Stater, TV2, flyers, websites)
- ☐ Kent State Public Safety
- ☐ Off-campus community member
- ☐ Person whom I supervise
- ☐ Senior administration (e.g., president, provost, dean, vice provost, vice president)
- ☐ Social networking site (e.g., Facebook, Twitter, Yik-Yak)
- ☐ Staff member
- ☐ Stranger
- ☐ Student
- ☐ Student employee (e.g., resident assistant, peer mentor, work-study)
- ☐ Supervisor
- ☐ Teaching assistant/Graduate assistant/Lab assistant/Tutor
- ☐ Don't know source
- ☐ A source not listed above

18. What was your response to experiencing the conduct? **(Mark all that apply.)**

- ☐ I felt uncomfortable
- ☐ I felt embarrassed
- ☐ I felt somehow responsible
- ☐ I ignored it
- ☐ I was afraid
- ☐ I was angry
- ☐ I confronted the harasser at the time
- ☐ I confronted the harasser later
- ☐ I avoided the harasser
- ☐ I told a friend
- ☐ I told a family member
- ☐ I reported it to or sought support from an on-campus resource
  - ☐ Campus security
  - ☐ Coach or athletic trainer
  - ☐ Kent State Public Safety/KSUPD
  - ☐ Student Conduct
  - ☐ Office of Equal Opportunity & Affirmative Action (or a facilitator)
  - ☐ Title IX Coordinator
  - ☐ The Office of Sexual and Relationship Violence Support Services (SRVSS)
  - ☐ LGBTQ Student Center
  - ☐ Dean of Students or Student Ombuds
  - ☐ Employee Relations
  - ☐ On-campus counseling service
  - ☐ Student staff (e.g., residence hall staff, peer mentor)
  - ☐ Teaching assistant/graduate assistant
  - ☐ My academic advisor
  - ☐ The Office of Global Education
  - ☐ Student Accessibility Services
  - ☐ Center for Adult and Veteran Services
  - ☐ Staff person
  - ☐ Faculty member
  - ☐ Senior administration (e.g., president, provost, dean, vice provost, vice president)
  - ☐ My supervisor
  - ☐ My union representative
  - ☐ Other

- ☐ I reported it to or sought support from an off-campus resource
  - ☐ Local law enforcement (other than KSUPD)
  - ☐ Hotline/advocacy services
  - ☐ A spiritual adviser (e.g., imam, pastor, rabbi, priest, layperson)
  - ☐ Off-campus counseling service
  - ☐ I filed a complaint with an external agency (e.g., Ohio Civil Rights Commission, EEOC, U.S. Department of Education)
- ☐ I sought information online
- ☐ I didn't know whom to go to
- ☐ I didn't report it for fear that my complaint would not be taken seriously
- ☐ I did report it, but I did not feel the complaint was taken seriously
- ☐ A response not listed above

19. We are interested in knowing more about your experience. If you would like to elaborate on your personal experiences, please do so here.

As a reminder, upon submission, all comments from participants will be de-identified to make those comments anonymous. Additionally, please note that providing information through this survey does not mean you are making a formal report to or complaint with the university. If you wish to file a complaint with the university regarding the issues described in this section, please contact the appropriate resources below.

Complaints of unlawful discrimination and harassment (including failure to accommodate a disability) should be directed to the Office of Equal Opportunity and Affirmative Action at 330-672-2038.

Complaints of gender inequity and discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking should be directed to the Title IX Coordinator at 330-672-2038.

Students wishing to file a complaint of a nature not described above may contact the Student Ombuds at 330-672-9494 to determine the appropriate resource. Employees wishing to file a complaint of a nature not described above may contact the Office of Employee Relations at 330-672-2901 to determine the appropriate resource.

Criminal matters should also be directed to the appropriate law enforcement agency. The KSUPD can be reached at 330-672-3070.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link(s) below into a new browser.

**<http://www.kent.edu/srvss/get-help>**

**<http://www.kent.edu/stepupspeakout>**

**Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents you have experienced with unwanted physical sexual contact. If you have experienced this action, the questions may evoke an emotional or physical response. If you experience any difficulty, please take care of yourself and seek support from campus or community resources.**

20. While a member of the Kent State community, have you experienced unwanted sexual contact (including interpersonal violence, stalking, sexual assault, sexual assault with an object, forcible fondling, forcible rape, use of drugs to incapacitate, forcible sodomy or gang rape)?

- ☐ No **[Skip to Question 28]**
- ☐ Yes

21. When did the unwanted sexual contact occur?

- ☐ Within the last year
- ☐ 2-4 years ago
- ☐ 5-10 years ago
- ☐ 11-20 years ago
- ☐ More than 20 years ago

22. **Students only:** What semester were you in when you experienced the unwanted sexual contact? **(Mark all that apply.)**

- ☐ First
- ☐ Second
- ☐ Third
- ☐ Fourth
- ☐ Fifth
- ☐ Sixth
- ☐ Seventh
- ☐ Eighth
- ☐ After eighth semester
- ☐ While a graduate/professional student

23. Who did this to you? **(Mark all that apply.)**

- ☐ Acquaintance/Friend
- ☐ Family member
- ☐ Kent State faculty member
- ☐ Kent State staff member
- ☐ Stranger
- ☐ Kent State student
- ☐ Current or former dating/intimate partner
- ☐ Other Role/Relationship not listed above

24. Where did the incident(s) occur? **(Mark all that apply.)**

- ☐ Off campus (please specify location:) \_\_\_\_\_
- ☐ On campus (please specify location:) \_\_\_\_\_

25. What was your response to experiencing the incident(s)? **(Mark all that apply.)**

- ☐ I did nothing
- ☐ I felt uncomfortable
- ☐ I felt embarrassed
- ☐ I felt somehow responsible
- ☐ I ignored it
- ☐ I was afraid
- ☐ I was angry
- ☐ It didn't affect me at the time
- ☐ I left the situation immediately
- ☐ I confronted the harasser at the time
- ☐ I confronted the harasser later
- ☐ I avoided the harasser
- ☐ I told a friend
- ☐ I told a family member
- ☐ I reported it to or sought support from an on-campus resource
  - ☐ Campus security
  - ☐ Coach or athletic training staff member
  - ☐ Kent State Public Safety/KSUPD
  - ☐ Student Conduct
  - ☐ Office of Equal Opportunity & Affirmative Action (or a facilitator)
  - ☐ Title IX Coordinator
  - ☐ The Office of Sexual and Relationship Violence Support Services (SRVSS)
  - ☐ LGBTQ Student Center
  - ☐ Dean of Students or Student Ombuds
  - ☐ Employee Relations
  - ☐ Employee Assistance Program (IMPACT)
  - ☐ Kent State counseling center or campus counseling staff
  - ☐ Student staff (e.g., residence hall staff, peer mentor)
  - ☐ Teaching assistant/graduate assistant
  - ☐ My academic advisor
  - ☐ The Office of Global Education
  - ☐ Student Accessibility Services
  - ☐ Center for Adult and Veteran Services
  - ☐ Staff person
  - ☐ Faculty member
  - ☐ Senior administration (e.g., president, provost, dean, vice provost, vice president)
  - ☐ My supervisor
  - ☐ My union representative
  - ☐ Other
- ☐ I reported it to or sought support from an off-campus resource
  - ☐ Local law enforcement (other than KSUPD)
  - ☐ Local or national hotline
  - ☐ Local rape crisis center
  - ☐ A spiritual adviser (e.g., imam, pastor, rabbi, priest, layperson)
  - ☐ Off-campus counseling service
  - ☐ I filed a complaint with an external agency (e.g., Ohio Civil Rights Commission, EEOC, US Department of Education)
- ☐ I sought information online
- ☐ I didn't know whom to go to
- ☐ I didn't report it for fear that my complaint would not be taken seriously
- ☐ I did report it, but I did not feel the complaint was taken seriously
- ☐ A response not listed above



26. If you did not report the unwanted sexual contact to a campus official or staff member, please share what kept you from doing so.

27. If you did report the unwanted sexual contact to a campus official or staff member, did you feel that it was responded to appropriately? If not, please explain why you felt that it was not.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link(s) below into a new browser.

**<http://www.kent.edu/srvss/get-help>**

**<http://www.kent.edu/stepupspeakout>**

## Part 2: Work-Life

28. **Staff/Faculty only:** Please respond to the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree
I am reluctant to bring up issues that concern me for fear that doing so will affect my performance evaluation/review or tenure/merit/promotion decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues/co-workers expect me to represent “the point of view” of my identity (e.g., ability, ethnicity, gender, race, religion, sexual identity).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The process for determining salaries/merit raises is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable taking leave that I am entitled to without fear that doing so may affect my job/career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. **Staff/Faculty only:** If you would like to expand on any of your responses, please do so here.

30. **Faculty – Tenured/Tenure Track only:** As a faculty member ...

	Strongly agree	Agree	Disagree	Strongly disagree
I believe that the tenure/promotion process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the tenure/promotion process is reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are important to tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel pressured to change my research agenda to achieve tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my teaching load is equitable compared to my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues with similar performance expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the tenure standards/promotion standards are applied equally to all faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that Kent State is supportive of the use of sabbatical/faculty professional improvement leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that my department is supportive of my taking leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my point of views are taken into account for course assignments and scheduling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used Kent State policies on taking leave for childbearing or adoption.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Faculty Excellence Awards (merit raises) are awarded fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. **Faculty - Tenured/Tenure Track only:** If you would like to expand on any of your responses, please do so here.

32. **Faculty – Non-Tenure Track only:** As a faculty member ...

	Strongly agree	Agree	Disagree	Strongly disagree
I believe that the renewal of appointment/promotion process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the renewal of appointment/promotion process is reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel pressured to do service and research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel pressured to do work and/or service without compensation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my teaching load is equitable compared to my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues with similar performance expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the renewal of appointment/promotion standards are applied equally to all faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my point of views are taken into account for course assignments and scheduling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used Kent State policies on taking leave for childbearing or adoption.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the process for obtaining professional development funds is fair and accessible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my tenured and tenure-track colleagues understand the nature of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that full-time non-tenure track faculty (FTNTTs) are equitably represented at the departmental level (e.g. representatives on committees that reflects adequately the number of FTNTTs in the unit).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that FTNTTs are equitably represented at the university level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my workload is equitable compared to my tenured or tenure-track colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. **Faculty - Non-Tenure Track only:** If you would like to expand on any of your responses, please do so here.

34. **Faculty only:** As a faculty member ...

	Strongly agree	Agree	Disagree	Strongly disagree
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/thesis committees, helping with student groups and activities, providing other support) beyond those of my colleagues with similar performance expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my diversity-related research/teaching/service contributions have been/will be valued for promotion,tenure, or performance review (if not applicable, please skip).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that campus and college awards, stipends, grants and development funds are awarded fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have peers/mentors who provide me career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my workload is reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. **Faculty only:** If you would like to expand on any of your responses, please do so here.

36. **Staff only:** Please respond to the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree
I find that Kent State is supportive of staff taking leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that my supervisor is supportive of my taking leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that Kent State is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that my supervisor is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used Kent State policies on taking leave for childbearing or adoption.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used Kent State policies on military active service-modified duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have supervisors who provide me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues/co-workers who provide me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides me with resources to pursue professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kent State provides me with resources to pursue professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides ongoing feedback to help me improve my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to administrative support to do my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kent State provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. **Staff only:** If you would like to elaborate on any of your responses to the previous statements please do so here.

38. **Faculty only:** Please respond to the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used Kent State policies on military active service-modified duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department provides me with resources to pursue professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to administrative support to do my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. **Faculty only:** If you would like to elaborate on any of your responses to the previous statements please do so here.

### Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

40. What is your birth sex (assigned)?

- ☐ Female
- ☐ Intersex
- ☐ Male

41. What is your gender/gender identity?

- ☐ Genderqueer
- ☐ Man
- ☐ Transgender
- ☐ Woman
- ☐ A gender not listed here (please specify): \_\_\_\_\_

42. What is your current gender expression?

- ☐ Androgynous
- ☐ Feminine
- ☐ Masculine
- ☐ A gender expression not listed here (please specify): \_\_\_\_\_

43. What is your citizenship status in U.S.?

- ☐ U.S. citizen
- ☐ Permanent resident
- ☐ A visa holder (F-1, J-1, H1-B, A, L, G, E, and TN)
- ☐ Other legally documented status
- ☐ Undocumented resident

44. What is your racial/ethnic identity? **(If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply.)**

- ☐ Alaskan Native (if you wish please specify) \_\_\_\_\_
- ☐ American Indian (if you wish please specify) \_\_\_\_\_
- ☐ Asian or Asian American (if you wish please specify) \_\_\_\_\_
- ☐ Black or African American (if you wish please specify) \_\_\_\_\_
- ☐ Hispanic/Latino(a)/Chicano(a) or Latin American (if you wish please specify) \_\_\_\_\_
- ☐ Middle Eastern (if you wish please specify) \_\_\_\_\_
- ☐ Native Hawaiian (if you wish please specify) \_\_\_\_\_
- ☐ Pacific Islander (if you wish please specify) \_\_\_\_\_
- ☐ White (if you wish please specify) \_\_\_\_\_
- ☐ A racial/ethnic identity not listed here (please specify) \_\_\_\_\_

45. Which term best describes your sexual identity?

- ☐ Asexual
- ☐ Bisexual
- ☐ Gay
- ☐ Heterosexual
- ☐ Lesbian
- ☐ Queer
- ☐ Questioning
- ☐ A sexual identity not listed here (please specify) \_\_\_\_\_

46. What is your age?

- ☐ 22 and under
- ☐ 23 – 34
- ☐ 35 – 48
- ☐ 49 – 65
- ☐ 66 and over

47. Do you have substantial parenting or caregiving responsibility?

- ☐ No
- ☐ Yes (Mark all that apply)
  - ☐ Children 18 years of age or under
  - ☐ Children over 18 years of age, but still legally dependent (in college, disabled, etc.)
  - ☐ Independent adult children over 18 years of age
  - ☐ Sick or disabled partner
  - ☐ Senior or other family member
  - ☐ A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (please specify) \_\_\_\_\_

48. Are/were you a member of the U.S. Armed Forces?

- ☐ I have not been in the military
- ☐ Active military
- ☐ Reservist/National Guard
- ☐ ROTC
- ☐ Veteran

49. **Students only:** What is the highest level of education achieved by your primary parent(s)/guardian(s)?

**Parent/Guardian 1:**

- ☐ No high school
- ☐ Some high school
- ☐ Completed high school/GED
- ☐ Some college
- ☐ Business/Technical certificate/degree
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Some graduate work
- ☐ Master's degree (e.g., MA, MS, MBA)
- ☐ Specialist degree (e.g., EdS)
- ☐ Doctoral degree (e.g., PhD, EdD)
- ☐ Professional degree (e.g., MD, JD)
- ☐ Unknown
- ☐ Not applicable

**Parent/Guardian 2:**

- ☐ No high school
- ☐ Some high school
- ☐ Completed high school/GED
- ☐ Some college
- ☐ Business/Technical certificate/degree
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Some graduate work
- ☐ Master's degree (e.g., MA, MS, MBA)
- ☐ Specialist degree (e.g., EdS)
- ☐ Doctoral degree (e.g., PhD, EdD)
- ☐ Professional degree (e.g., MD, JD)
- ☐ Unknown
- ☐ Not applicable

50. **Staff only:** What is your highest level of education?

- ☐ No high school
- ☐ Some high school
- ☐ Completed high school/GED
- ☐ Some college
- ☐ Business/Technical certificate/degree
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Some graduate work
- ☐ Master's degree (M.A., M.S., MBA)
- ☐ Specialist degree (Ed.S.)
- ☐ Doctoral degree (e.g., Ph.D., Ed.D.)
- ☐ Professional degree (e.g., M.D., J.D.)

51. **Undergraduate Students only:** What year did you begin at Kent State?

- ☐ 2009 or before
- ☐ 2010
- ☐ 2011
- ☐ 2012
- ☐ 2013
- ☐ 2014
- ☐ 2015

52. **Graduate Students only:** Where are you in your graduate career?

- ☐ Master's student
  - ☐ First year
  - ☐ Second year
  - ☐ Third (or more) year
- ☐ Doctoral student/Professional/Ed.S.
  - ☐ First year
  - ☐ Second year
  - ☐ Third (or more) year
  - ☐ All but dissertation (ABD)

53. **Faculty only:** With which academic division/department are you **primarily affiliated** with at this time?

- ☐ College of Applied Engineering, Sustainability & Technology
- ☐ College of Architecture & Environmental Design
- ☐ College of The Arts
  - ☐ School of Art
  - ☐ School of Fashion Design & Merchandising
  - ☐ School of Music
  - ☐ School of Theatre & Dance
- ☐ College of Arts And Sciences
  - ☐ Department of Anthropology
  - ☐ Department of Biological Sciences
  - ☐ Department of Chemistry & Biochemistry
  - ☐ Department of Computer Science
  - ☐ Department of English
  - ☐ Department of Geography
  - ☐ Department of Geology
  - ☐ Department of History
  - ☐ Department of Mathematical Sciences
  - ☐ Department of Modern & Classical Language Studies
  - ☐ Department of Pan-African Studies
  - ☐ Department of Philosophy
  - ☐ Department of Physics
  - ☐ Department of Political Science
  - ☐ Department of Psychology
  - ☐ Department of Sociology
  - ☐ School of Biomedical Sciences
  - ☐ Chemical Physics Interdisciplinary Program (Graduate Program Only)
  - ☐ Integrated Life Sciences - Bachelor of Science/Doctor of Medicine Degree Program
- ☐ College Of Business Administration
  - ☐ Department of Accounting
  - ☐ Department of Economics
  - ☐ Department of Finance
  - ☐ Department of Management & Information Systems
  - ☐ Department of Marketing & Entrepreneurship
- ☐ College Of Communication And Information
  - ☐ School of Communication Studies
  - ☐ School of Journalism & Mass Communication
  - ☐ School of Library & Information Science
  - ☐ School of Visual Communication Design
- ☐ College Of Education, Health, & Human Services
  - ☐ School of Health Sciences
  - ☐ School of Foundations, Leadership & Administration
  - ☐ School of Lifespan Development & Educational Sciences
  - ☐ School of Teaching, Learning & Curriculum Studies
- ☐ College of Nursing
- ☐ College of Podiatric Medicine
- ☐ College of Public Health
- ☐ School of Digital Sciences
- ☐ University Libraries

54. **Staff only:** With which work unit are you **primarily affiliated** with at this time?

- ☐ Athletics
- ☐ Business and Finance
- ☐ College of Applied Engineering, Sustainability & Technology
- ☐ College of Architecture & Environmental Design
- ☐ College of The Arts
- ☐ College of Arts And Sciences
- ☐ College Of Business Administration
- ☐ College Of Communication And Information
- ☐ College Of Education, Health, & Human Services
- ☐ College of Nursing
- ☐ College of Podiatric Medicine
- ☐ College of Public Health
- ☐ Diversity, Equity and Inclusion
- ☐ Enrollment Management and Student Affairs
- ☐ Human Resources
- ☐ Information Services
- ☐ Institutional Advancement
- ☐ Provost Office
- ☐ Regional Campuses
- ☐ School of Digital Sciences
- ☐ University Counsel/Government Affairs
- ☐ University Libraries
- ☐ University Relations

55. **Undergraduate Students only:** What is your academic major? First choose your college, then choose your major. **(You may choose up to 2 choices in each college and in each department)**

- ☐ College of Applied Engineering, Sustainability and Technology
  - ☐ Aeronautics
  - ☐ Applied Engineering
  - ☐ Construction Management
  - ☐ Technology
- ☐ College of Architecture and Environmental Design
  - ☐ Architecture/Architectural Studies
  - ☐ Architecture and Environmental Design - General
  - ☐ Interior Design
- ☐ College of the Arts
  - ☐ Art Education/Art History
  - ☐ College of the Arts - General
  - ☐ Crafts
  - ☐ Dance/Dance Studies
  - ☐ Fashion Design/Fashion Merchandising
  - ☐ Fine Arts
  - ☐ Music/Music Education/Music Technology
  - ☐ Theater Studies
- ☐ College of Arts and Sciences
  - ☐ American Sign Language
  - ☐ Anthropology
  - ☐ Applied Conflict Management
  - ☐ Applied Mathematics
  - ☐ Archaeology
  - ☐ Biology/Biochemistry/Biotechnology
  - ☐ Botany
  - ☐ Chemistry
  - ☐ Classics
  - ☐ Computer Science
  - ☐ Criminology and Justice Studies
  - ☐ Earth Science
  - ☐ Economics
  - ☐ English
  - ☐ Environmental and Conservation Biology
  - ☐ French Literature, Culture and Translation



- ☐ Geography
- ☐ Geology
- ☐ German Literature, Translation and Culture
- ☐ History
- ☐ Horticulture/Horticulture Technology
- ☐ Integrated Life Sciences
- ☐ Integrative Studies
- ☐ International Relations/Comparative Politics
- ☐ Mathematics
- ☐ Medical Technology
- ☐ Pan-African Studies
- ☐ Paralegal Studies
- ☐ Philosophy
- ☐ Physics
- ☐ Political Science
- ☐ Pre-Medicine/Pre-Osteopathy/Pre-Dentistry/Pre-Pharmacy/Pre-Veterinary Medicine
- ☐ Psychology
- ☐ Russian Literature, Culture and Translation
- ☐ Sociology
- ☐ Spanish Literature, Culture and Translation
- ☐ Teaching English as a Second Language
- ☐ Translation
- ☐ Zoology
- ☐ College of Business Administration
  - ☐ Accounting
  - ☐ Business Management
  - ☐ Business Undeclared
  - ☐ Computer Information Systems
  - ☐ Economics
  - ☐ Entrepreneurship
  - ☐ Finance
  - ☐ Marketing/Managerial Marketing
- ☐ College of Communication and Information
  - ☐ Advertising
  - ☐ College of Communication and Information - General
  - ☐ Communication Studies
  - ☐ Digital Media Production
  - ☐ Journalism
  - ☐ Photo Illustration
  - ☐ Public Relations
  - ☐ Visual Communication Design
- ☐ School of Digital Sciences
  - ☐ Digital Sciences
- ☐ College of Education, Health and Human Services
  - ☐ Athletic Training
  - ☐ Community Health Education
  - ☐ Early Childhood Education
  - ☐ Education/Health/Human Service General
  - ☐ Educational Studies
  - ☐ Exercise Science
  - ☐ Hospitality Management
  - ☐ Human Development and Family Studies
  - ☐ Integrated Health Studies
  - ☐ Integrated Language Arts
  - ☐ Integrated Mathematics
  - ☐ Integrated Science
  - ☐ Integrated Social Studies
  - ☐ Life Science
  - ☐ Middle Childhood Education
  - ☐ Nutrition
  - ☐ Physical Education
  - ☐ Physical Science

- ☐ Pre-Human Development Family Studies
- ☐ Pre-Speech Pathology Audiology
- ☐ Recreation, Park and Tourism Management
- ☐ School Health Education
- ☐ Special Education
- ☐ Speech Pathology and Audiology
- ☐ Sport Administration
- ☐ Trade and Industrial Education
- ☐ College of Nursing
  - ☐ Nursing
  - ☐ Pre-Nursing
- ☐ College of Public Health
  - ☐ Public Health
- ☐ Regional College Bachelor's Degree Majors
  - ☐ Engineering Technology
  - ☐ Exploratory
  - ☐ Insurance Studies
  - ☐ Magnetic Resonance Imaging
  - ☐ Radiologic Imaging Sciences
  - ☐ Technical and Applied Studies
- ☐ Regional College Associate Degree Majors
  - ☐ Accounting Technology
  - ☐ Allied Health Management Technology
  - ☐ Associate of Technical Study
  - ☐ Aviation Maintenance Technology
  - ☐ Business Management Technology
  - ☐ Computer Design, Animation and Game Design
  - ☐ Computer Technology
  - ☐ Early Childhood Education Technology
  - ☐ Electrical/Electronic Engineering Technology
  - ☐ Emergency Medical Services Technology
  - ☐ Engineering of Information Technology
  - ☐ Enology
  - ☐ Environment Management
  - ☐ Environmental Health and Safety
  - ☐ Human Services Technology
  - ☐ Individualized Program
  - ☐ Industrial Trades Technology
  - ☐ Information Technology for Administrative Professionals
  - ☐ Justice Studies
  - ☐ Legal Assisting
  - ☐ Manufacturing Engineering Technology
  - ☐ Mechanical Engineering Technology
  - ☐ Nursing ADN
  - ☐ Occupational Therapy Assistant Technology
  - ☐ Physical Therapist Assistant Technology
  - ☐ Radiologic Technology
  - ☐ Respiratory Therapy Technology
  - ☐ Systems/Industrial Engineering Technology
  - ☐ Veterinary Technology
  - ☐ Viticulture
- ☐ University College (Exploratory)

56. **Graduate Students only:** What is your academic degree program? First choose your degree, then choose your college, then choose your major.

**Masters Degrees**

- ☐ College of Applied Engineering, Sustainability and Technology
  - ☐ Technology
- ☐ College of Architecture and Environmental Design
  - ☐ Architecture
  - ☐ Architecture and Environmental Design
  - ☐ Health Care Design
  - ☐ Landscape Architecture
  - ☐ Urban Design
- ☐ College of the Arts
  - ☐ Art Education
  - ☐ Art History
  - ☐ Conducting
  - ☐ Crafts
  - ☐ Ethnomusicology
  - ☐ Fine Arts
  - ☐ Music Composition/Music Theory/Musicology
  - ☐ Music Education
  - ☐ Performance
  - ☐ Theatre Studies
- ☐ College of Arts and Sciences
  - ☐ Anthropology
  - ☐ Applied Mathematics
  - ☐ Applied Mathematics
  - ☐ Biology
  - ☐ Biomedical Sciences
  - ☐ Chemistry
  - ☐ Chemical Physics
  - ☐ Clinical Psychology
  - ☐ Computer Science
  - ☐ Creative Writing
  - ☐ Criminology and Criminal Justice
  - ☐ English
  - ☐ Experimental Psychology
  - ☐ French
  - ☐ Geography
  - ☐ Geology
  - ☐ German
  - ☐ History
  - ☐ Latin
  - ☐ Liberal Studies
  - ☐ Mathematics for Secondary Teachers
  - ☐ Philosophy
  - ☐ Physics
  - ☐ Political Science
  - ☐ Public Administration
  - ☐ Pure Mathematics
  - ☐ Sociology
  - ☐ Spanish
  - ☐ Teaching English as Second Language
  - ☐ Translation
- ☐ College of Business Administration
  - ☐ Accounting
  - ☐ Business Administration
  - ☐ Economics
- ☐ College of Communication and Information
  - ☐ Communication Studies
  - ☐ Information Architecture and Knowledge Management
  - ☐ Journalism and Mass Communication

- Library and Information Science
- Visual Communication Design
- School of Digital Sciences
  - Digital Sciences
- College of Education, Health and Human Services
  - Career-Technical Teacher Education
  - Clinical Mental Health Counseling
  - Cultural Foundations
  - Curriculum and Instruction
  - Early Childhood Education
  - Educational Administration
  - Educational Psychology
  - Evaluation and Measurement
  - Exercise Physiology
  - Health Education and Promotion
  - Higher Education and Student Personnel
  - Hospitality and Tourism Management
  - Human Development and Family Studies
  - Instructional Technology
  - Nutrition
  - Reading Specialization
  - Rehabilitation Counseling
  - School Counseling/School Psychology
  - Secondary Education
  - Special Education
  - Speech Language Pathology
  - Sport and Recreation Management
- College of Nursing
  - Nursing
- College of Public Health
  - Public Health

#### **Professional Degrees**

- Advanced Nursing Practice
- Audiology
- Podiatric Medicine

#### **Educational Specialist**

- Counseling
- Curriculum and Instruction
- Educational Administration
- School Psychology
- Special Education

#### **PhD Doctoral Degrees**

- Applied Geology
- Applied Mathematics
- Audiology
- Biology/Biological Sciences
- Business Administration
- Chemistry/Chemical Physics
- Clinical Psychology
- Communication and Information
- Computer Science
- Counseling and Human Development Services
- Cultural Foundations
- Curriculum and Instruction
- Educational Administration
- Educational Psychology
- English
- Evaluation and Measurement
- Exercise Physiology
- Experimental Psychology
- Geography
- Health Education and Promotion

- History
- Music Education/Music Theory
- Nursing
- Physics
- Political Science
- Public Health
- Pure Mathematics
- School Psychology
- Sociology
- Special Education
- Speech Language Pathology
- Translation Studies

**Certificate and Non-Degree Programs**

- Adult Gerontology Nursing
- Advanced Practice Registered Nurse
- Advanced Study in Library and Information Science
- ASL/English Interpreting (Non-degree)
- Autism Spectrum Disorders
- Behavioral Intervention Specialist
- Career-Technical Teacher Education
- College Teaching
- Community College Leadership
- Deaf Education (Non-degree)
- Deaf Education Multiple Disabilities
- Disability Studies and Community Inclusion
- Early Childhood Deaf Education
- Early Childhood Intervention Specialist (Non-degree)
- Early Intervention
- Enterprise Architecture
- Gerontology
- Health Care Facilities
- Health Informatics
- Institutional Research and Assessment
- Internationalization of Higher Education
- Mild/Moderate Educational Needs (Non-degree)
- Moderate/Intensive Educational Needs (Non-degree)
- Music Composition/Music Conducting/Music Performance
- Nursing and Health Care Management
- Nursing Education
- Online Learning and Teaching
- PMH Family NP for PMH Child/Adolescent Clinical Nurse Specialist
- Primary Care Pediatric Clinical Nurse Specialist
- Primary Care Pediatric Nurse Practitioner
- Psychiatric Mental Health Family Nurse Practitioner
- Teaching English as a Second/Foreign Language
- Web-Enabled E-Learning Knowledge Management
- Women's Health Nurse Practitioner

57. Do you have a condition/disability that impacts your learning, working or living activities?

- ☐ No **[Skip to Question 58]**
- ☐ Yes

58. Which of the following condition(s)/disability(s) do you have that impact your learning, working or living activities? **(Mark all that apply.)**

- ☐ Acquired/Traumatic Brain Injury
- ☐ Asperger's/Autism Spectrum Disorder
- ☐ Blind/visually impaired
- ☐ Chronic Diagnosis or Medical Condition (e.g., Lupus, Cancer, Multiple Sclerosis, Fibromyalgia, etc.)
- ☐ Deaf/hard of hearing
- ☐ Learning Disability (e.g. in reading, writing or math; auditory processing disorder; ADHD; etc.)
- ☐ Mental Health/Psychological Condition
- ☐ Physical/Mobility condition that affects walking
- ☐ Physical/Mobility condition that does not affect walking
- ☐ Speech/Communication Condition
- ☐ A disability/condition not listed here (please specify): \_\_\_\_\_

59. Is English your native language?

- ☐ Yes **[Skip to Question 12]**
- ☐ No

60. What is the language(s) spoken in your home?

- ☐ English only
- ☐ Other than English (please specify) \_\_\_\_\_
- ☐ English and other language(s) (please specify) \_\_\_\_\_

61. What is your religious or spiritual identity? **(Mark all that apply.)**

- ☐ Agnostic
- ☐ Atheist
- ☐ Baha'i
- ☐ Buddhist
- ☐ Christian
  - ☐ African Methodist Episcopal
  - ☐ African Methodist Episcopal Zion
  - ☐ Assembly of God
  - ☐ Baptist
  - ☐ Catholic/Roman Catholic
  - ☐ Christian Orthodox
  - ☐ Christian Methodist Episcopal
  - ☐ Christian Reformed Church (CRC)
  - ☐ Church of Christ
  - ☐ Church of God in Christ
  - ☐ Disciples of Christ
  - ☐ Episcopalian
  - ☐ Evangelical
  - ☐ Greek Orthodox
  - ☐ Lutheran
  - ☐ Mennonite
  - ☐ Moravian
  - ☐ Nondenominational Christian
  - ☐ Pentecostal
  - ☐ Presbyterian
  - ☐ Protestant
  - ☐ Protestant Reformed Church (PR)
  - ☐ Quaker
  - ☐ Reformed Church of America (RCA)
  - ☐ Russian Orthodox
  - ☐ Seventh Day Adventist
  - ☐ The Church of Jesus Christ of Latter-day Saints
  - ☐ United Methodist

- ☐ Unitarian Universalist
- ☐ United Church of Christ
- ☐ A Christian affiliation not listed above (please specify) \_\_\_\_\_
- ☐ Confucianist
- ☐ Druid
- ☐ Hindu
- ☐ Jain
- ☐ Jehovah's Witness
- ☐ Jewish
  - ☐ Conservative
  - ☐ Orthodox
  - ☐ Reform
- ☐ Muslim
  - ☐ Ahmadi
  - ☐ Shi'ite
  - ☐ Sufi
  - ☐ Sunni
- ☐ Native American Traditional Practitioner or Ceremonial
- ☐ Pagan
- ☐ Rastafarian
- ☐ Scientologist
- ☐ Secular Humanist
- ☐ Shinto
- ☐ Sikh
- ☐ Taoist
- ☐ Tenrikyo
- ☐ Wiccan
- ☐ Spiritual, but no religious affiliation
- ☐ No affiliation
- ☐ A religious affiliation or spiritual identity not listed above (please specify) \_\_\_\_\_

62. **Students only:** Are you currently financially dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?

- ☐ Dependent
- ☐ Independent

63. **Students only:** What is your **best estimate** of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?

- ☐ Below \$29,999
- ☐ \$30,000 - \$49,999
- ☐ \$50,000 - \$69,999
- ☐ \$70,000 - \$99,999
- ☐ \$100,000 - \$149,999
- ☐ \$150,000 - \$199,999
- ☐ \$200,000 - \$249,999
- ☐ \$250,000 - \$499,999
- ☐ \$500,000 or more

64. **Students only:** Where do you live?

- ☐ Campus housing
  - ☐ Allyn Hall
  - ☐ Beall Hall
  - ☐ Centennial Court A
  - ☐ Centennial Court B
  - ☐ Centennial Court C
  - ☐ Centennial Court D
  - ☐ Centennial Court E
  - ☐ Centennial Court F
  - ☐ Clark Hall
  - ☐ Dunbar Hall
  - ☐ Engleman Hall
  - ☐ Fletcher Hall

- ☐ Johnson Hall
- ☐ Koonce Hall
- ☐ Korb Hall
- ☐ Lake Hall
- ☐ Leebrick Hall
- ☐ Manchester Hall
- ☐ McDowell Hall
- ☐ Olson Hall
- ☐ Prentice Hall
- ☐ Stopher Hall
- ☐ Van Campen Hall
- ☐ Verder Hall
- ☐ Wright Hall
- ☐ Non-campus housing
  - ☐ Independently in an apartment/house
  - ☐ Living with family member/guardian
  - ☐ Fraternity/Sorority housing
- ☐ Transient housing (e.g., couch surfing, sleeping in car, shelter, sleeping on campus such as Student Center, Library/lab, shelter)

65. **Students only:** Do you participate in any of the following at Kent State? **(Mark all that apply.)**

- ☐ I do not participate in any clubs/organizations
- ☐ Honorary/Academic/Professional/Educational (e.g., American Association of Airport Executives, Financial Management Association, Rotaract, Ceramics Club, Chi Sigma Iota, May 4th Task Force, etc.)
- ☐ Cultural/International (e.g., Native American Student Association, Chinese Culture Club, Cultural Diversity Association, Kent African Student Association, Nepalese Student Association, Russian Club, Students for Justice in Palestine, etc.)
- ☐ Greek (e.g., fraternity & sorority)
- ☐ Intercollegiate Athletics
- ☐ Media (e.g., Uhuru Magazine, Daily Kent Stater, The Burr, Black Squirrel Radio, National Association of Black Journalists, etc.)
- ☐ Political (e.g., Black United Students, Model United Nations, College Republicans, Political Science Club)
- ☐ Performing Arts (e.g., Graduate Student Theatre Forum, participation in theatrical and musical productions)
- ☐ Religious (e.g., Muslim Student Association, United Christian Ministries, Hillel, Chinese and American Friends East –CAFÉ,
- ☐ Service (e.g., UNICEF KSU, Relay for Life Committee, Circle K International, Students Against Sexual Assault)
- ☐ Special Interest (e.g., Magical Arts Society, Kent State Pokemon League, Legacy Dance Team, PRIDE! Kent, Silver Eagles Drill Team,
- ☐ Sports & Recreation (e.g., Club Sports, Golden Reflections, Kayak Club, CHAARG, etc.)
- ☐ Student Government (e.g., Undergraduate Student Government, Kent Interhall Council, Graduate Student Association, etc.)
- ☐ A type of club/organization not listed here (please specify) \_\_\_\_\_

66. **Students only:** At the end of your last semester, what was your cumulative grade point average?

- ☐ 3.5 – 4.00
- ☐ 3.0 – 3.49
- ☐ 2.5 – 2.99
- ☐ 2.0 – 2.49
- ☐ 1.5 – 1.99
- ☐ 1.0 – 1.49
- ☐ 0.0 – 0.99

67. **Students only:** Have you experienced financial hardship while attending Kent State?

- ☐ No
- ☐ Yes



68. **Students only:** How have you experienced the financial hardship? **(Mark all that apply)**

- ☐ Difficulty affording child care
- ☐ Difficulty affording educational materials (e.g., art supplies, lab equipment, software, uniforms)
- ☐ Difficulty affording food
- ☐ Difficulty affording health care
- ☐ Difficulty affording housing
- ☐ Difficulty affording other campus fees
- ☐ Difficulty affording professional association fees/conferences
- ☐ Difficulty affording study abroad
- ☐ Difficulty affording tuition
- ☐ Difficulty commuting to campus
- ☐ Difficulty participating in co-curricular events or activities (alternative spring breaks, class trips, etc.)
- ☐ Difficulty participating in social events
- ☐ Difficulty purchasing my books
- ☐ Difficulty traveling home during Kent State breaks
- ☐ A financial hardship not listed above (please specify) \_\_\_\_\_

69. **Students only:** How are you currently paying for your education at Kent State? **(Mark all that apply.)**

- ☐ Agency/Employer reimbursement (non-KSU) (e.g., BVR)
- ☐ Credit card
- ☐ Family contribution
- ☐ GI Bill
- ☐ Graduate assistantship/fellowship
- ☐ Grants/need based scholarships (e.g., Pell)
- ☐ International government scholarship
- ☐ Job/personal contribution
- ☐ KSU tuition waiver
- ☐ Loans
- ☐ Merit based scholarship (e.g., athletic, honors, music, Trustees)
- ☐ Resident assistant
- ☐ Work Study
- ☐ A method of payment not listed here (please specify) \_\_\_\_\_

70. **Graduate Students only:** Do you receive a graduate student stipend for a graduate assistantship with the university?

- ☐ No
- ☐ Yes

71. **Students only:** Are you employed either on campus or off-campus during the academic year? **(Mark all that apply.)**

- ☐ No
- ☐ Yes, I work **on-campus** – (Please indicate total number of hours you work)
  - ☐ 1-10 hours/week
  - ☐ 11-20 hours/week
  - ☐ 21-30 hours/week
  - ☐ 31-40 hours/week
  - ☐ More than 40 hours/week
- ☐ Yes, I work **off-campus** – (Please indicate total number of hours you work)
  - ☐ 1-10 hours/week
  - ☐ 11-20 hours/week
  - ☐ 21-30 hours/week
  - ☐ 31-40 hours/week
  - ☐ More than 40 hours/week

## Part 4: Perceptions of Campus Climate

72. **Within the past year, have you observed any** conduct directed toward a person or group of people at Kent State that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullying, harassing) working or learning environment?

- ☐ No [**Skip to Question 80**]
- ☐ Yes

73. Who/what was the target of the conduct? **(Mark all that apply.)**

- ☐ Academic adviser
- ☐ Alumni
- ☐ Athletic coach/trainer
- ☐ Co-worker
- ☐ Department chair /head/director
- ☐ Donor
- ☐ Faculty member
- ☐ Friend
- ☐ Health/Counseling services
- ☐ Kent State media (e.g., Kent Stater, TV2, flyers, websites)
- ☐ Kent State Public Safety
- ☐ Off-campus community member
- ☐ Person whom I supervise
- ☐ Senior administration (e.g., president, provost, dean, vice provost, vice president)
- ☐ Social networking site (e.g., Facebook, Twitter, Yik-Yak)
- ☐ Staff member
- ☐ Stranger
- ☐ Student
- ☐ Student employee (e.g., resident assistant, peer mentor, work-study)
- ☐ Supervisor
- ☐ Teaching assistant/Graduate assistant/Lab assistant/Tutor
- ☐ Don't know target
- ☐ A source not listed above

74. Who/what was the source of the conduct? **(Mark all that apply.)**

- ☐ Academic adviser
- ☐ Alumni
- ☐ Athletic coach/trainer
- ☐ Co-worker
- ☐ Department chair /head/director
- ☐ Donor
- ☐ Faculty member
- ☐ Friend
- ☐ Health/Counseling services
- ☐ Kent State media (e.g., Kent Stater, TV2, flyers, websites)
- ☐ Kent State Public Safety
- ☐ Off-campus community member
- ☐ Person whom I supervise
- ☐ Senior administration (e.g., president, provost, dean, vice provost, vice president)
- ☐ Social networking site (e.g., Facebook, Twitter, Yik-Yak)
- ☐ Staff member
- ☐ Stranger
- ☐ Student
- ☐ Student employee (e.g., resident assistant, peer mentor, work-study)
- ☐ Supervisor
- ☐ Teaching assistant/Graduate assistant/Lab assistant/Tutor
- ☐ Don't know source
- ☐ A source not listed above

75. How did you experience the conduct? **(Mark all that apply.)**

- ☐ Person was ignored or excluded.
- ☐ Person was intimidated/bullied.
- ☐ Person was isolated or left out.
- ☐ Person was disrespected.
- ☐ I observed others staring at the person.
- ☐ The person was singled out as the spokesperson for his/her identity group.
- ☐ Someone implied the person was admitted/hired/promoted due to his/her identity group.
- ☐ Someone implied the person was not admitted/hired/promoted due to his/her identity group.
- ☐ The person feared getting a poor grade because of a hostile classroom environment.
- ☐ The person received a low performance evaluation/review.
- ☐ The person was the target of workplace incivility.
- ☐ The person was the target of racial/ethnic profiling.
- ☐ The person was the target of stalking.
- ☐ The person was the target of unwanted sexual contact.
- ☐ The person received derogatory written comments.
- ☐ The person received derogatory phone calls/text messages/email.
- ☐ The person received derogatory/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, etc.).
- ☐ The person was the target of derogatory verbal remarks.
- ☐ The person was the target of retaliation.
- ☐ The person received threats of physical violence.
- ☐ The person was the target of graffiti/vandalism.
- ☐ The person feared for his/her physical safety.
- ☐ The person feared for his/her family's safety.
- ☐ The person was the target of physical violence.
- ☐ An experience not listed above

76. What do you believe was the basis for the conduct? **(Mark all that apply.)**

- ☐ Academic performance
- ☐ Age
- ☐ Educational credentials (M.S., Ph.D., etc.)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Faculty Status (tenure Track, Non-Tenure Track, Adjunct)
- ☐ Gender/Gender identity
- ☐ Gender expression
- ☐ Immigrant/Citizen status
- ☐ International status
- ☐ Learning disability/condition
- ☐ Living arrangement
- ☐ Major field of study
- ☐ Marital status (e.g., single, married, partnered)
- ☐ Mental health/Psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/Veteran status
- ☐ Parental status (e.g., having children)
- ☐ Participation in an organization/team
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial identity
- ☐ Religious/Spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Don't know
- ☐ A reason not listed above

77. Where did this conduct occur? **(Mark all that apply.)**

- ☐ At a Kent State event
- ☐ In a class/lab/clinical setting
- ☐ In a Kent State health care setting (e.g., University Health Services, Psychological Services)
- ☐ In a Kent State dining facility
- ☐ In a Kent State administrative office
- ☐ In an experiential learning environment (e.g., internships, service learning, study abroad, student teaching)
- ☐ In a faculty office
- ☐ In a public space at Kent State
- ☐ In a meeting with one other person
- ☐ In a meeting with a group of people
- ☐ In a Kent State library
- ☐ In athletic/recreational facilities
- ☐ In campus housing
- ☐ In off-campus housing
- ☐ Off campus
- ☐ On social networking sites (e.g., Facebook/Twitter/Yik-Yak)
- ☐ On Kent State media (e.g., Kent Stater, Kentwired.com, TV2)
- ☐ On Kent State transportation (e.g., PARTA)
- ☐ While working at a Kent State job
- ☐ While walking on campus
- ☐ A location not listed above

78. What was your response to observing this conduct? **(Mark all that apply.)**

- ☐ I felt uncomfortable
- ☐ I felt embarrassed
- ☐ I felt somehow responsible
- ☐ I ignored it
- ☐ I was afraid
- ☐ I was angry
- ☐ I confronted the harasser at the time
- ☐ I confronted the harasser later
- ☐ I avoided the harasser
- ☐ I told a friend
- ☐ I told a family member
- ☐ I reported it to or sought support from an on-campus resource
  - ☐ Campus security
  - ☐ Kent State Public Safety/KSUPD
  - ☐ Student Conduct
  - ☐ Office of Equal Opportunity & Affirmative Action (or a facilitator)
  - ☐ Title IX Coordinator
  - ☐ The Office of Sexual and Relationship Violence Support Services (SRVSS)
  - ☐ LGBTQ Student Center
  - ☐ Dean of Students or Student Ombuds
  - ☐ Employee Relations
  - ☐ On-campus counseling service
  - ☐ Student staff (e.g., residence hall staff, peer mentor)
  - ☐ Teaching assistant/graduate assistant
  - ☐ My academic advisor
  - ☐ The Office of Global Education
  - ☐ Student Accessibility Services
  - ☐ Center for Adult and Veteran Services
  - ☐ Staff person
  - ☐ Faculty member
  - ☐ Senior administration (e.g., president, provost, dean, vice provost, vice president)
  - ☐ My supervisor
  - ☐ My union representative

- ☐ I reported it to or sought support from an off-campus resource
  - ☐ Local law enforcement (other than KSUPD)
  - ☐ Hotline/advocacy services
  - ☐ A spiritual adviser (e.g., imam pastor, rabbi, priest, layperson)
  - ☐ Off-campus counseling service
  - ☐ I filed a complaint with an external agency (e.g., Ohio Civil Rights Commission, EEOC, US

Department of Education)

- ☐ I sought information online
- ☐ I didn't know whom to go to
- ☐ I didn't report it for fear that my complaint would not be taken seriously
- ☐ I did report it, but I did not feel the complaint was taken seriously
- ☐ A response not listed above

79. We are interested in knowing more about your observations. If you would like to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive and/or hostile working or learning environment, please do so here.

80. **Faculty/Staff only:** Have you observed hiring practices at Kent State that you perceive to be unjust or that would inhibit diversifying the community (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool)?
- ☐ No [**Skip to Question 83**]
  - ☐ Yes

81. **Faculty/Staff only:** I believe that the unjust hiring practices were based upon...(Mark all that apply.)

- ☐ Age
- ☐ Educational credentials (M.S., Ph.D., etc.)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/Gender identity
- ☐ Gender expression
- ☐ Immigrant/Citizen status
- ☐ International status
- ☐ Learning disability/condition
- ☐ Living arrangement
- ☐ Major field of study
- ☐ Marital status (e.g., single, married, partnered)
- ☐ Mental health/Psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/Veteran status
- ☐ Nepotism
- ☐ Parental status (e.g., having children)
- ☐ Participation in an organization/team
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial identity
- ☐ Religious/Spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Don't know
- ☐ A reason not listed above

82. **Faculty/Staff only:** We are interested in knowing more about your observations. If you would like to elaborate on your observations, please do so here.

83. **Faculty/ Staff only:** Have you observed at Kent State employment-related discipline or action, up to and including dismissal, that you perceive to be unjust or would inhibit diversifying the community?
- ☐ No [Skip to Question 86]
  - ☐ Yes

84. **Faculty/Staff only:** I believe that the unjust employment-related disciplinary actions were based upon...(Mark all that apply.)

- ☐ Age
- ☐ Educational credentials (M.S., Ph.D., etc.)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Faculty Status (tenure Track, Non-Tenure Track, Adjunct)
- ☐ Gender/Gender identity
- ☐ Gender expression
- ☐ Immigrant/Citizen status
- ☐ International status
- ☐ Learning disability/condition
- ☐ Living arrangement
- ☐ Major field of study
- ☐ Marital status (e.g., single, married, partnered)
- ☐ Mental health/Psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/Veteran status
- ☐ Parental status (e.g., having children)
- ☐ Participation in an organization/team
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial identity
- ☐ Religious/Spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Don't know
- ☐ A reason not listed above

85. **Faculty/Staff only:** We are interested in knowing more about your observations. If you would like to elaborate on your observations, please do so here.

86. **Faculty/Staff only:** Have you observed **promotion/tenure/reappointment/renewal of appointment/reclassification** practices at Kent State that you perceive to be unjust?

- ☐ No [Skip to Question 89]
- ☐ Yes

87. **Faculty/Staff only:** I believe the unjust behavior, procedures or employment practices related to **promotion/tenure/reappointment/renewal of appointment/reclassification** were based upon... **(Mark all that apply.)**

- ☐ Age
- ☐ Educational credentials (M.S., Ph.D., etc.)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/Gender identity
- ☐ Gender expression
- ☐ Immigrant/Citizen status
- ☐ International status
- ☐ Learning disability/condition
- ☐ Living arrangement
- ☐ Major field of study
- ☐ Marital status (e.g., single, married, partnered)
- ☐ Mental health/Psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/Veteran status
- ☐ Nepotism
- ☐ Parental status (e.g., having children)
- ☐ Participation in an organization/team
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial identity
- ☐ Religious/Spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Don't know
- ☐ A reason not listed above

88. **Faculty/Staff only:** We are interested in knowing more about your observations. If you would like to elaborate on your observations, please do so here.



89. Using a scale of 1–5, please rate the overall climate on campus on the following dimensions.

**(Note: As an example, for the first item: “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)**

	1	2	3	4	5	
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Improving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Regressing
Inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not inclusive
Positive for persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, or transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as lesbian, gay, bisexual, or transgender
Positive for people of Christian faiths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of Christian faiths
Positive for people of other than Christian faith backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of other than Christian faith backgrounds
Positive for People of Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for People of Color
Positive for men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for men
Positive for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for women
Positive for non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for non-native English speakers
Positive for people who are not U.S. citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are not U.S. citizens
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not welcoming
Respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disrespectful
Positive for people of high socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of low socioeconomic status
Positive for people in active military/veterans status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people in active military/veterans status

90. Using a scale of 1–5, please rate the overall climate on campus on the following dimensions.

**(Note: As an example, for the first item: 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)**

	1	2	3	4	5	
Not racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Racist
Not sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Not homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Homophobic
Not age biased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Age biased
Not classist (socioeconomic status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (position: faculty, staff, student)
Not ablest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ablest
Not xenophobic (religion/spirituality)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Xenophobic (religion/spirituality)
Not Ethnocentric (international)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ethnocentric (International)

91. **Students only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that Kent State faculty are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that Kent State staff are genuinely concerned with my welfare (e.g., residence hall staff).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty pre-judge my abilities based on their perception of my identity/background (e.g. age, race, disability, gender).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have advisers who provide me with career advice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have advisers who provide me with advice on core class selection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My voice is valued in campus dialogues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

92. **Faculty only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department head/chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that Kent State senior administration is genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty in my department pre-judge my abilities based on their perception of my identity/background (e.g. age, race, disability, gender).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty in my department pre-judge my abilities based on my faculty status (Tenure Track, Non-Tenure Track, Adjunct).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my department chair/school director pre-judges my abilities based on my faculty status (Tenure Track, Non-Tenure Track, Adjunct).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my department chair/school director pre-judges my abilities based on his/her perception of my identity/background (e.g. age, race, disability, gender).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my research is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my teaching is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that including diversity-related information in my teaching/pedagogy/research is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the university values academic freedom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that faculty voices are valued in shared governance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

93. **Staff only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by co-workers in my work unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my supervisor/manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that Kent State senior administration is genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background (e.g. age, race, disability, gender).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my supervisor/manager pre-judges my abilities based on his/her perception of my identity/background (e.g. age, race, disability, gender).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my work unit encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my skills are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my contributions to the university are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are taken seriously by senior administrators (e.g., deans, vice presidents, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

94. **Respondents with disabilities only:** Within the past year, have you experienced a barrier regarding any of the following at Kent State?

	Yes	No	Not applicable
<b>Facilities</b>			
Athletic facilities (stadium, recreation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators/Lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Health Services (health center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/Performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University sponsored internship/practicum sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways, pedestrian paths, crosswalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Technology/Online Environment</b>			
Accessible electronic format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ALEKS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATM machines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of FM listening systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Closed captioning at athletic events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-curriculum (curriculum software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Electronic surveys (including this one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kiosks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PA system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Instructional/Campus Materials</b>			
Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events/Exhibits/Movies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exams/quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video-closed captioning and text description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

95. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

## Part 5: Institutional Actions Relative to Climate Issues

96. **Students only:** Please indicate the extent to which you agree that your courses at Kent State include sufficient materials, perspectives and/or experiences of people based on each of the following characteristics.

	Strongly agree	Agree	Disagree	Strongly disagree
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender/Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant/Citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military/Veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philosophical views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/Spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

97. **Faculty only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Kent State.

	Initiative IS Available at Kent State			Initiative IS NOT Available at Kent State		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing flexibility for computing the probationary period for tenure (e.g., tolling)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing equity and diversity training to search, promotion and tenure committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career span development opportunities for faculty at all ranks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing adequate childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98. We are interested in hearing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

99. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Kent State.

	Initiative IS Available at Kent State			Initiative IS NOT Available at Kent State		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and equity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career development opportunities for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing adequate childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

100. We are interested in hearing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

101. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Kent State.

	Initiative IS Available at Kent State			Initiative IS NOT Available at Kent State		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and equity training for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of classroom inequity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective faculty mentorship of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for student staff (e.g., student union, resident assistants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing adequate childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

102. We are interested in hearing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

## **Part 6: Your Additional Comments**

103. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

104. This survey has asked you to reflect upon a large number of issues related to the climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that Kent State might improve the climate, you are encouraged to do so in the space provided below.



## THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the Kent State community for their participation in this survey, you have an opportunity to win a "Climate Survey Thank-You" survey award.

Submitting your contact information for a survey award is optional. ***No survey information is connected to entering your information.***

To be eligible to win a survey award, please provide your position (faculty/staff or student), full name and e-mail address. This page will be separated from your survey responses upon receipt by Rankin & Associates and will not be used with any of your responses. Providing this information is voluntary, but must be provided if you wish to be entered into the drawing. Please submit only one entry per person; duplicate entries will be discarded.

### **Students**

All students who fill out the survey and provide an email address will receive FlashPerks.

Drawing winners will also receive one of the following:

- A free parking pass
- \$25 gift card for the University Bookstore

### **Staff**

Winners can pick either:

- Football season tickets
- Porthouse Theater season tickets

### **Faculty**

Winners can pick either:

- Football season tickets
- Porthouse Theater season tickets

- ☐ Faculty
- ☐ Staff
- ☐ Student

Name: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

We recognize that answering some of the questions on this survey may have been difficult. If you have experienced any discomfort in responding to these questions and would like to speak with someone, the following web pages provide a list of resources to contact:

**<http://www.kent.edu/srvss/get-help>**

**<http://www.kent.edu/stepupspeakout>**

If you would like to speak to someone about the survey or the Climate Study process, contact either of the co-chairs:

**Kathryn Wilson**  
**330-672-1093**  
**kwilson3@kent.edu**

**Shay Little**  
**330-672-4050**  
**sdlittle@kent.edu**