WASHBURN UNIVERSITY

Results from the 2022-2023 HERI Faculty Survey
for Full-time Undergraduate Faculty

Executive Summary

The HERI Faculty Survey was administered online to 520 Washburn faculty and instructional staff starting in January 2023 and continuing through February 2023; 154 responded for a response rate of 29.4%. The results in this report are organized by full-time undergraduate faculty who responded to the HERI Faculty Survey themes. Results include summary data for WU and two comparison group institutions that were selected for comparison purposes. Comparison group 1 consisted of public 4-year colleges with medium selectivity and Comparison group 2 consisted of the all public 4-year colleges. Results are further broken down by binary gender designations (men and women).

Key Findings by Theme

Theme A – Goals for Undergraduate Education: Faculty respondents generally agreed the questions under this theme represented their role as faculty. Women tended to agree more strongly to these questions, indicating a gap in perception of faculty roles between the binary gender designations.

Theme B – Health and Wellness: Faculty respondents generally indicated lower levels of stress in key areas compared to the two comparison groups; notably, 63.9% of faculty strongly or somewhat agreed they have a healthy work/life balance.

Themes C-E – Professional Practice: Faculty respondents generally agreed research and service were important; however, faculty also highlighted difficulties securing funding for research. Over half of faculty respondents frequently indicated utilizing the various teaching techniques highlighted in Theme E. Additionally, despite 76.0% of faculty believing community service to be important, 67.6% of faculty indicated not incorporating community service into their classes.

Theme F – COVID-19: Faculty respondents largely agreed campus leadership provided an appropriate response to the pandemic, with 93.4% of respondents either Strongly or Somewhat Agreeing. Primary stressors during the pandemic were the health (both mental and physical) of loved ones and the respondents themselves.

Theme G – Diversity: Faculty respondents largely agreed it was their role to enhance students' knowledge of and appreciation for other racial/ethnic groups, with 88.8% either Strongly or Somewhat Agreeing. A notable challenge identified, however, was respondents indicating they felt there is a lot of campus racial conflict at Washburn.

Theme H – Institutional Support and Resources: Faculty respondents generally indicated feeling valued at the department level, with >85% indicating their teaching and/or service was valued. Conversely, only 23.8% of faculty had been formally recognized for outstanding teaching at Washburn.

Theme I – Interaction with Students: Faculty respondents are generally more active in interacting with students than the comparison institutions, despite 84.7% of faculty indicating students had been a significant source of stress.

Theme J – Habits of Mind: Faculty respondents generally reported engaging students in the behaviors and traits associated with academic success, such as asking questions in class and accepting mistakes as part of the learning process.

Theme K – Institutional Priorities: Faculty respondents generally agreed with the priorities highlighted in this theme, and notably often did so with a statistically significant difference than the comparison institutions. The areas of highest agreement were preparing students for the workplace and developing their leadership abilities.

Theme L – Relationship with Administration: Faculty respondents generally felt administrators consider faculty concerns when making policy. 68.5% either Strongly or Somewhat Agreed, with women agreeing more strongly overall than men. Conversely, 43.8% of faculty felt they are typically at odds with campus administration (this was, however, less than the comparison institutions).

Theme M – Overall Satisfaction: Faculty respondents' satisfaction with salary and health benefits were comparable to the comparison institutions with 37.5% and 72.6% indicating they were Satisfied or Very Satisfied, respectively. Additionally, most faculty respondents (80.3%) indicated they would still come to this institution if given the choice.

Institution-Specific Questions: Faculty respondents indicated the highest levels of agreement (90.8%) on knowledge of mental health services for students. Conversely, faculty respondents indicated the lowest levels of agreement (43.1%) on having adequate orientation program(s) for adjunct or part-time instructors. There was also notable division towards feelings of Washburn University and Washburn Institute of Technology being well integrated, with 55.5% Neither Disagreeing nor Agreeing. (See Appendix A for results).

Key insights and recommendations from the HERI Faculty Committee included:

- Continuing to enhance faculty support and resources.
- Continuing to promote faculty input with administration decision-making.
- Increasing faculty development opportunities.
- Continuing to promote programs like WTE and Apeiron.
- Continuing to reflect on processes developed during the COVID-19 pandemic.
- Continuing to develop and expand resources to support inclusive teaching practices.
- Better integrating technology in the classroom.
- Continuing training to increase confidence in discussing diversity issues and managing diversity-related conflicts in the classroom.
- Considering supportive policies, such as flexible scheduling, to increase satisfaction with work/life balance.
- Reviewing institutional diversity efforts and decision-making.
- Clearer communication and transparency in promotion criteria, faculty development and governance.
- Developing stronger support structure for students, such as tutoring and advising.

Introduction

The HERI Faculty Survey, developed by the Higher Education Research Institute (HERI) at UCLA and the Cooperative Institutional Research Program in 1989, provides institutions with a comprehensive, research-based picture of key aspects of the faculty experience. The survey is organized into 13 themes (Themes A-M). In addition, a representative committee of faculty was organized to develop institution-specific questions. The committee developed 30 multiple-choice close-ended questions, as well as one open-ended question.

The survey was administered online to 520 faculty and instructional staff at Washburn University and the Washburn Institute of Technology (Washburn) in January-March 2023; 154 responded for a response rate of 29.4%.

In Spring 2024, a representative committee of faculty reviewed the survey results and provided summary responses to each of the themes. The committee consisted of:

- Danny Wade, Provost's Office
- Pam Masters, Washburn Tech
- Kelly Erby, College of Arts & Sciences
- Bassima Schbley, School of Applied Studies
- Jody Toerber-Clark, School of Nursing
- Sungkyu Kwak, School of Business
- James Barraclough, Career Engagement
- Kelly McClendon, International Programs and Assessment
- Debbie Issacson, School of Nursing

These results are organized by full-time undergraduate faculty who responded to the HERI Faculty Survey themes. Results include summary data for WU and two comparison group institutions that were selected for comparison purposes. Comparison group 1 consisted of public 4-year colleges with medium selectivity and Comparison group 2 consisted of the larger group of public 4-year colleges. The responses to each question were further broken down by binary gender designations (men and women) with respective data provided for the two comparison group institutions. These results exclusively examined full-time undergraduate faculty at Washburn, $n = 154$, Comparison group 1, $n = 957$ and Comparison group 2, $n = 1,908$. Additionally, for all questions, means and standard deviations were calculated, as well statistical significance and effect size as compared to the two comparison institutions.

Theme A: Goals for Undergraduate Education

These items gauged faculty opinion regarding common goals for undergraduate education. Faculty responded to the extent to which they agreed each item was part of their roles as faculty. Responses were closed-ended on a four-point scale: Strongly Agree (4), Somewhat Agree (3), Somewhat Disagree (2), and Strongly Disagree (1). The final question asked faculty to indicate belief of priority-level at their college or university on a different closed-ended, four-point scale: Highest Priority (4), High Priority (3), Medium Priority (2), and Low Priority (1).

Theme A: Strengths

- For each of the questions in this area of the survey, faculty respondents agreed that these statements were part of their role as faculty, seeming to concur about their high sense of responsibility towards educating students beyond content knowledge.
- Most faculty respondents (98.5%) agreed it was their role to prepare students for employment after college, with 77.9% Strongly Agreeing and 20.6% Somewhat Agreeing.
  - Faculty priorities align with Undergraduate Education goals in this theme.
- Most faculty respondents (94.7%) at least somewhat agreed that it is their role to encourage respect for different beliefs, with 71.4% Strongly Agreeing and 23.3% Somewhat Agreeing.
  - The strong responses demonstrate a high level of faculty focus in creating a welcoming environment.

Theme A: Challenges

- This area of the survey showed faculty respondents view their roles positively; however, for all questions, women responded with Strongly Agree and Somewhat Agree more frequently than men.
  - Even though this finding was consistent with the two comparison groups, it still shows a gender gap in perception of faculty roles.
- Although many faculty respondents (83.5%) agreed that the institution took responsibility for educating underprepared students (with 38.6% Strongly Agreeing and 44.9% Somewhat Agreeing), 16.5% disagreed, potentially indicating more work can be done in this area.

Theme B: Health and Wellness

These items gauged faculty behaviors, attitudes, and experiences related to health and wellness issues, including stress. Faculty responded on three separate scales. Questions pertaining to the extent the indicated measures caused stress due to the COVID-19 pandemic were closed-ended on a five-point scale: To a Very Large Extent (5), To a Large Extent (4), To Some Extent (3), To a Small Extent (2), and Not at All (1). Questions measuring agreement to the indicated statements were on a closed-ended, four-point scale: Strongly Agree (4), Somewhat Agree (3), Somewhat Disagree (2), and Strongly Disagree (1). The final questions measured sources of stress over the past year on a closed-ended, three-point scale: Extensive (3), Somewhat (2), and Not at All (1).

Theme B: Strengths

- Faculty respondents indicated a statistically significant lower level of stress (i.e., the listed items were indicated 'Not at All' a source of stress during the last year) in six question areas when compared to the two comparison groups:
  - Job security (53.7% vs. 66.6% and 66.1%).
  - Faculty meetings (48.4% vs. 35.6% and 37.4%).
  - Research or publishing demands (37.5% vs. 31.9% and 32.1%).
  - Institutional procedures and "red tape" (35.3% vs. 20.0% and 19.1%).
  - Committee work (34.1% vs. 24.8% and 26.6%).
  - Institutional budget cuts (32.2% vs. 22.1% and 25.1%).
    - On all other questions, there was no statistically significant difference between Washburn faculty and the two comparison groups.

- Many faculty respondents (70.8%) indicated Discrimination had Not at All been a source of stress during the past year.
- Many faculty respondents (63.9%) agreed that they achieve a healthy balance between personal and professional life, with 18.8% Strongly Agreeing and 45.1% Somewhat Agreeing.
- Many faculty respondents (53.7%) indicated Job Security had Not at All been a source of stress during the past year.

Theme B: Challenges
- Faculty respondents indicated the highest extent of the sources of stress form the following three areas:
  - Self-imposed high expectations at 86.4% (39.2% Extensive and 47.2% Somewhat).
  - Students at 84.7% (12.9% extensive and 71.8% somewhat).
  - Increased work responsibilities at 83.1% (33.9% extensive and 49.2% somewhat).
    - For all three areas, there was no statistically significant difference between Washburn faculty and the two comparison groups.
- There were two areas where women indicated significantly higher levels of stress (Extensive and Somewhat) when compared to men:
  - Teaching load (women at 86.5% vs. men at 61.7%).
  - Lack of personal time (women at 83.4% vs. men at 65.9%).

Theme C: Professional Practice: Scholarship
These items relate to faculty's involvement and opinions about activities associated with the scholarship component of their work. Faculty largely indicated the frequency by which various items were published or by which other items occurred, all over the past three years. The final question asked faculty to indicate agreement on a closed-ended, four-point scale: Strongly Agree (4), Somewhat Agree (3), Somewhat Disagree (2), and Strongly Disagree (1).

Theme C: Strengths
- Many faculty respondents (66.2%) indicated research to be important. 27.9% indicated research to be Essential and 38.3% indicated it to be Very Important.
- During the past three years, many faculty respondents (56.5%) indicated they had collaborated with the local community on research/teaching to address their needs.
  - This was slightly higher than the two comparison institutions (49.9% and 47.4%).
  - There did not appear to be statistical significance difference between men and woman who indicated community collaboration (54.0% and 57.0%, respectively).
- On the topic of Scholarly Productivity, faculty respondents indicated the following regarding publications:
  - Most faculty respondents (77.2%) agreed their research is valued by faculty in their department, with 27.6% Strongly Agreeing and 49.6% Somewhat Agreeing.
  - Many faculty respondents (62.3%) indicated publishing at least one article in an academic or professional journal.
  - In the past 3 years, 52.7% of faculty respondents have had at least one article published.

Theme C: Challenges

- During the past three years, less than 30% of faculty respondents indicated conducting research or writing across the targeted research areas :
  - International/global issues (27.6%).
  - Women or gender issues (24.8%).
  - Racial or ethnic minorities (21.7%).
  - Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ+) issues (10.6%).
- During the past three years, only 49.4% of faculty respondents indicated they had engaged in academic research that spanned across multiple disciplines.
  - This was lower than the two comparison institutions (67.3% and 66.9%).
  - There appeared to be some difference between men and women who engaged in research spanning multiple disciplines (55.6% and 44.2%, respectively).
- During the past three years, less than 50% of faculty respondents indicated receiving funding for their research from three possible sources:
  - Foundations (23.7% received funding).
  - State or federal government (17.0% received funding).
  - Business or industry (8.5% received funding).

Theme D: Professional Practice: Service

These items measured faculty's involvement and opinions about the service component of faculty work. Faculty were asked to indicate the number of hours spent on various service-related tasks during an average week. The final questions asked faculty to indicate agreement on two different closed-ended scales. The four-point scale ranged from Strongly Agree (4), Somewhat Agree (3), Somewhat Disagree (2), and Strongly Disagree (1). The five-point scale ranged from To a Very Large Extent (5), To a Large Extent (4), To Some Extent (3), To a Small Extent (2), and Not at All (1).

Theme D: Strengths

- Most faculty respondents (76.0%) indicated service to be important to them, with 33.1% indicating service to be Essential and 42.9% indicating it to be Very Important.
- During the past three years, many faculty respondents (59.1%) indicated they had advised student groups involved in service/volunteer work.
- During the past three years, many faculty respondents (50.0%) indicated they had engaged in public discourse about their research or field of study (e.g., blog, media interviews, op-eds).
- Faculty respondents were prompted, "During the present term, how many hours per week on average do you spend on each of the following?"
  - Advising or counseling students
    - Many faculty respondents (62.5%) responded with 1-4 hours spent on this item.
    - There were no significant differences across the two comparison institutions or gender.
  - Committee work and meetings
    - Many faculty respondents (61.9%) responded with 1-4 hours spent on this item.
    - This is higher than the two comparison institutions (50.7% and 49.8%), but there were no significant differences across genders.
  - Community or public service
    - Many faculty respondents (56.6%) responded with 1-4 hours spent on this item.

- This is higher than the two comparison institutions (47.2% and 45.6%), but there were no significant differences across genders.
- Most faculty respondents (87.5%) agree their service is valued by faculty in their department, with 54.7% Strongly Agreeing and 32.8% Somewhat Agreeing.

Theme D: Challenges
- No significant challenges were identified for this theme based on the results.

Theme E: Professional Practice: Teaching

These items measure the use of pedagogical practices and evaluation methods as well as the prevalence of specific types of teaching assignments. Faculty indicated both the number of courses taught and the amount of time spent on teaching-related tasks, all over the previous term. Questions pertaining to frequency of interactions with undergraduate students and incorporating various forms of technology into courses were on a closed-ended, three-point scale: Frequently (3), Occasionally (2), and Not at All (1). Questions on courses taught with various techniques were on a closed-ended, four-point scale: All (4), Most (3), Some (2), and None (1). The final question asked faculty to indicate agreement on a closed-ended, four-point scale: Strongly Agree (4), Somewhat Agree (3), Somewhat Disagree (2), and Strongly Disagree (1).

Theme E: Strengths
- Most faculty respondents (91.5%) indicated participating in the development of curriculum (enhancing an existing course or creating a new course).
- Most faculty respondents (89.8%) agree their teaching is valued by faculty in their department, with 60.9% Strongly Agreeing and 28.9% Somewhat Agreeing.
- Most faculty respondents (79.1%) indicated participating in organized activities around enhancing pedagogy or student learning.
  - There appeared to be some difference between men and woman who participated in these activities (66.7% and 86.0%, respectively).
- Most faculty respondents (75.7%) indicated teaching a course exclusively online.
- Many faculty respondents (60.8%) indicated they frequently encouraged students to recognize biases that affect their thinking.
- Many faculty respondents (58.5%) indicated they frequently required at least one assignment to be written in the specific style or format of the faculty's discipline.
- Many faculty respondents (55.6%) indicated they frequently describe how different perspectives would affect the interpretation of a question or issue in your discipline.
- Faculty respondents indicated the extent they utilize the following methods:
  - Many faculty respondents (66.9%) indicated utilizing class discussions in All classes.
  - Many faculty respondents (51.0%) indicated Frequently utilizing online homework or virtual labs.

Theme E: Challenges
- The following findings indicate challenges the faculty respondents had with implementing the following methods:
  - Most faculty respondents (72.7%) indicated grading none of their classes on the curve.

- Many faculty respondents (67.6%) indicated not using community service as part of their classes.
- Many faculty respondents (65.0%) indicated not using audience response systems/tools as part of their classes.
- Only half of the faculty respondents (50.0%) indicated using flipped classrooms.
- Only half of the faculty respondents (50.0%) indicated using videos and podcasts as part of their classes.

Theme F: COVID-19

These items measured faculty experiences with instruction, sources of stress, views, and opinions on the institutional response to the COVID-19 pandemic. Questions pertaining to the extent by which the indicated measures caused stress due to the COVID-19 pandemic were closed-ended on a five-point scale: To a Very Large Extent (5), To a Large Extent (4), To Some Extent (3), To a Small Extent (2), and Not at All (1). Questions measuring agreement to the indicated statements were on a closed-ended, four-point scale: Strongly Agree (4), Somewhat Agree (3), Somewhat Disagree (2), and Strongly Disagree (1).

Theme F: Strengths

- Most faculty respondents (93.4%) felt campus leadership provided an appropriate response to the pandemic, with 55.6% Strongly Agreeing and 37.8% Somewhat Agreeing.
  - This is statistically significantly higher than the comparison institutions (83.1% and 79.4%).
- Most faculty respondents (90.9%) felt empowered to make accommodations for students during COVID, with 58.6% Strongly Agreeing and 32.3% Somewhat Agreeing.
- Most faculty respondents (88.1%) felt they had access to effective tech support while teaching remotely, with 53.2% Strongly Agreeing and 34.9% Somewhat Agreeing.
  - This is statistically significantly higher than the comparison institutions (80.7% and 77.9%).
- Most faculty respondents (87.1%) felt confident in their ability to provide effective instruction exclusively online.
  - 20.7% of faculty respondents indicated feeling confident To a Very Large Extent, 34.3% To a Large Extent, and 32.1% To Some Extent.
- Most faculty respondents (85.9%) felt the institution prioritized the health and safety of faculty, with 43.7% Strongly Agreeing and 42.2% Somewhat Agreeing.
  - This is statistically significantly higher than the comparison institutions (76.5% and 73.9%).
- Most faculty respondents (85.6%) felt they could adjust the course format to protect the health of students in their classes, with 57.6% Strongly Agreeing and 28.0% Somewhat Agreeing.
  - This is statistically significantly higher than the second comparison institution (76.5%).
- Most faculty respondents (83.7%) felt Washburn developed effective policies related to COVID-19 vaccinations for the campus community, with 48.1% Strongly Agreeing and 35.6% Somewhat Agreeing.
  - This is statistically significantly higher than the comparison institutions (76.4% and 77.2%).

- Most faculty respondents (77.0%) felt that in their departments they were adequately prepared for teaching remotely, with 24.4% Strongly Agreeing and 52.6% Somewhat Agreeing.
  - This is statistically significantly higher than the comparison institutions (64.2% and 57.0%).
- While many faculty respondents (64.5%) felt that their research productivity had suffered, this was statistically significantly lower than the comparison institutions (69.1% and 71.6%).
  - Notably, 29.7% of faculty respondents felt that their research productivity had Not at All suffered.

Theme F: Challenges
- Most faculty respondents (79.0%) felt to some extent or higher that the health of loved ones was a source of stress during the pandemic.
  - This was the highest among the sources of stress during the COVID-19 pandemic.
- Most faculty respondents (73.2%) felt to some extent or higher that mental health was a source of stress during the pandemic.
  - This was the second to the highest among the sources of stress during the COVID-19 pandemic.
- Many faculty respondents (66.9%) felt to some extent or higher that their physical health was a source of stress during the pandemic.
- A notable number of faculty respondents (39.5%) felt to some extent or higher concerned about their job security.

Theme G: Diversity
These items relate to social attitudes and experiences with diversity on campus. Questions measuring agreement to the diversity statements were on a closed-ended, four-point scale: Strongly Agree (4), Somewhat Agree (3), Somewhat Disagree (2), and Strongly Disagree (1). Questions measuring how important respondents believed each priority listed was to their college or university were closed-ended on a four-point scale: Highest Priority (4), High Priority (3), Medium Priority (2), and Low Priority (1).

Theme G: Strengths
- Most faculty respondents (88.8%) agreed it was their role to enhance students' knowledge of and appreciation for other racial/ethnic groups, with 47.8% Strongly Agreeing and 41.0% Somewhat Agreeing, suggesting a strong foundation for addressing diversity issues.
- Most faculty respondents (83.5%) agreed this institution takes responsibility for educating underprepared students, with 38.6% Strongly Agreeing and 44.9% Somewhat Agreeing, which can foster a more inclusive and collaborative learning environment.

Theme G: Challenges
- Almost half of the faculty respondents (47.6%), felt this institution prioritized racial and ethnic diversity in the faculty and administration at Medium or lower priority, which underscores the importance of addressing systemic biases and promoting equity.
- A notable portion of faculty respondents (39.4%) felt this institution prioritized developing an appreciation for multiculturalism at Medium or lower priority, indicating a need for improvements which support diversity and inclusion.

- A notable portion of faculty respondents (28.8%) indicated they felt there is a lot of campus racial conflict [at this institution], with 5.6% Strongly Agreeing and 23.2% Somewhat Agreeing, suggesting a potential area for improvement in faculty and administrative support to ensure well-being.

Theme H: Institutional Support and Resources

These items gauge faculty involvement and opinions regarding professional development and available support for faculty on campus. Faculty largely indicated whether they had taken advantage of professional development opportunities, all over the past year. Questions measuring agreement to the Institutional Support and Resources statements were on a closed-ended, four-point scale: Strongly Agree (4), Somewhat Agree (3), Somewhat Disagree (2), and Strongly Disagree (1).

Theme H: Strengths

- Most faculty respondents (89.8%) felt their teaching is valued at the department level, with 60.9% Strongly Agreeing and 28.9% Somewhat Agreeing.
- Most faculty respondents (87.5%) felt their service is valued at the department level, with 54.7% Strongly Agreeing and 32.8% Somewhat Agreeing.
- Most faculty respondents (86.0%) felt there is adequate support for faculty development, with 39.1% Strongly Agreeing and 46.9% Somewhat Agreeing.
  - This is statistically significantly higher than the comparison institutions (66.2% and 65.4%).
- Most faculty respondents (79.1%) indicated they participated in organized activities around enhancing pedagogy or student learning.
- Most faculty respondents (77.2%) felt that their research is valued at the department level, with 27.6% Strongly Agreeing and 49.6% Somewhat Agreeing.
- Many faculty respondents (70.7%) indicated participating in funded workshops focused on teaching, with notably higher participation than the comparison institutions (56.7% and 53.2%).
- Although few faculty respondents (26.8%) indicated feeling incentivized to develop new courses, which was higher than the comparison institutions (20.4% and 16.5%).

Theme H: Challenges

- Few faculty respondents (23.8%) indicated they have been formally recognized for outstanding teaching at Washburn, which was notably lower than the comparison institutions (34.9% and 35.9%).
- Few faculty respondents (23.5%) indicated participating in professional development funded by internal grants for research, which was lower than the comparison institutions (29.2% and 28.4%).
- A notable portion of faculty respondents (14.4%) indicated their professional careers had been interrupted for family reasons, which was higher than the comparison institutions (10.0% and 10.1%).
- Few faculty respondents (13.1%) indicated participating in professional development related to training for administrative leadership, which was comparable to the comparison institutions (13.0% and 11.9%).

Theme I: Interaction with Students

These items measured the amount and types of interactions faculty have with students on campus. Questions pertaining to student interactions over the past three years were closed-ended on a five-point scale: To a Very Large Extent (5), To a Large Extent (4), To Some Extent (3), To a Small Extent (2), and Not at All (1). Questions measuring agreement to the Interaction with Students statements were on two different, closed-ended scales. The four-point scale ranged from Strongly Agree (4), Somewhat Agree (3), Somewhat Disagree (2), and Strongly Disagree (1). The three-point scale ranged from Extensive (3), Somewhat (2), and Not at All (1).

Theme I: Strengths

- Faculty respondents are generally more active in interacting with students (as indicated by this survey) than the comparison institutions.
- Many faculty respondents (75.6%) indicated trying to dispel perceptions of competition in their classrooms, with 34.4% Strongly Agreeing and 41.2% Somewhat Agreeing.
- Many faculty respondents (59.1%) indicated advising student groups involved in service/volunteer work, which was higher than the comparison institutions (55.8% and 53.3%).
- Many faculty respondents (56.3%) indicated to some extent or higher working with undergraduate students on their research projects.
  - Conversely, fewer faculty respondents (36.0%) indicated to some extent or higher engaging undergraduate students on their own research projects.

Theme I: Challenges

- Most faculty respondents (84.7%) indicated that students have been a significant source of stress, with 12.9% indicating Extensive and 71.8% indicating Somewhat.
  - Although this was overall higher than the comparison institutions (72.9% and 75.3%), the differences were more notable for women.

Theme J: Habits of Mind

These items measured the extent to which faculty ask students to engage in the behaviors and traits associated with academic success. Questions pertaining to frequency of interactions with undergraduate students to encourage certain behaviors were on a closed-ended, three-point scale: Frequently (3), Occasionally (2), and Not at All (1).

Theme J: Strengths

- In general faculty respondents reported engaging students in the behaviors and traits associated with academic success at similar levels to the comparison institutions.
  - Most faculty respondents (97.2%) frequently encouraged students to ask questions in class.
  - Most faculty respondents (84.0%) frequently encouraged students to support their opinions with a logical argument.
  - Most faculty respondents (79.9%) frequently encouraged students to seek solutions to problems and explain them to others.

- o Most faculty respondents (79.7%) frequently encouraged students to accept mistakes as part of the learning process.
- Most faculty respondents (80.6%) frequently encouraged students to evaluate the quality or reliability of information they receive, which was higher than the comparison institutions (70.0% and 70.1%).
- Many faculty respondents (73.8%) frequently encouraged students to analyze multiple sources of information before coming to a conclusion, which was higher than the comparison institutions (67.8% and 68.2%).
- Many faculty respondents (60.8%) frequently encouraged students to recognize biases that affect their thinking, which was higher than the comparison institutions (56.2% and 56.8%).

Theme J: Challenges
- No significant challenges were identified for this theme based on the results.

Theme K: Institutional Priorities
These items gauged faculty opinion on various types of institutional priorities. The first question measured agreement to the indicated statement on a closed-ended, four-point scale: Strongly Agree (4), Somewhat Agree (3), Somewhat Disagree (2), and Strongly Disagree (1). The remaining close-ended questions measured how important respondents believed each priority listed was to their college or university on a four-point scale: Highest Priority (4), High Priority (3), Medium Priority (2), and Low Priority (1).

Theme K: Strengths
- Most faculty respondents (88.2%) felt it was a high priority to prepare students for the workplace.
  - o This is statistically significantly higher than the comparison institutions (85.7% and 83.1%).
- Many faculty respondents (67.8%) felt it was a high priority to develop leadership ability among students.
  - o This is statistically significantly higher than the comparison institutions (51.6% for both institutions).
- Many faculty respondents (65.1%) felt it was a high priority to create and sustain partnerships with surrounding communities.
  - o This is statistically significantly higher than the comparison institutions (56.9% and 53.4%).
- Many faculty respondents (58.3%) felt it was a high priority to increase or maintain institutional prestige.
  - o This is statistically significantly higher than the comparison institutions (42.4% and 45.8%).
- A notable portion of faculty respondents (48.0%) felt it was a high priority to provide resources for faculty to engage in community-based teaching or research.
  - o This is statistically significantly higher than the comparison institutions (40.8% and 38.6%).
- A notable portion of faculty respondents (47.3%) felt it was a high priority to facilitate student involvement in community service.

- o This is statistically significantly higher than the comparison institutions (39.3% and 38.0%).
- A notable portion of faculty respondents (46.0%) felt it was a high priority to help students learn how to bring about change in society.
  - o This is statistically significantly higher than the first comparison institution (40.4%).

Theme K: Challenges
- Although many faculty respondents (59.2%) felt it was a high priority to recruit more traditionally underrepresented students, a notable portion of respondents (8.8%) felt this was a low priority, which was statistically significantly higher than the first comparison institution (7.9%).

Theme L: Relationship with Administration
These items measured faculty perception and experience with the campus administration. Questions measuring agreement to the indicated statements were on a closed-ended, four-point scale: Strongly Agree (4), Somewhat Agree (3), Somewhat Disagree (2), and Strongly Disagree (1). The final question measured sources of stress over the past year on a closed-ended, three-point scale: Extensive (3), Somewhat (2), and Not at All (1).

Theme L: Strengths
- Most faculty respondents (83.4%) felt student affairs staff have the support and respect of faculty, with 27.8% Strongly Agreeing and 55.6% Somewhat Agreeing.
  - o This is statistically significantly higher than the comparison institutions (75.9% and 72.6%).
- Many faculty respondents (68.5%) felt administrators consider faculty concerns when making policy, with 15.0% Strongly Agreeing and 53.5% Somewhat Agreeing.
  - o This is statistically significantly higher than the comparison institutions (53.0% and 48.7%).
  - o It is notable, however, when comparing men vs. women faculty respondents, fewer men (64.0%) than women (72.0%) indicated they felt administrators considered faculty concerns when making policy.
- Many faculty respondents (63.3%) felt faculty are sufficiently involved in campus decision-making, with 13.3% Strongly Agreeing and 50.0% Somewhat Agreeing.
  - o This is statistically significantly higher than the comparison institutions (54.4% and 51.8%).
- Although many faculty respondents (43.8%) felt faculty are typically at odds with campus administration, with 6.3% Strongly Agreeing and 37.5% Somewhat Agreeing, this was less than the comparison institutions.
  - o This is statistically significantly lower than the comparison institutions (57.8% and 59.6%).
  - o It is notable, however, when comparing men and women faculty respondents, men (52.1%) indicated more than women (38.1%) that they were at odds with administration.
    - ▪ Additionally, women respondents showed a statistical significance in this question against the comparison institutions while men did not.

- A notable portion of faculty respondents (35.3%) felt institutional procedures and "red tape" were not at all a source of stress during the previous year.
  - This is statistically significantly lower than the comparison institutions (20.0% and 19.1%).

Theme L: Challenges
- Although most faculty respondents (75.9%) felt the criteria for advancement and promotion decisions are clear, with 33.3% Strongly Agreeing and 42.6% Somewhat Agreeing, this was less than the comparison institutions.

Theme M: Satisfaction
These items gauge satisfaction with various aspects of the faculty experience. Questions measuring satisfaction were on a closed-ended, four-point scale: Very Satisfied (4), Satisfied (3), Marginally Satisfied (2), and Not Satisfied (1). The final questions measured respondent choices to the prompts on a closed-ended, five-point scale: Definitely yes (5), Probably yes (4), Not sure (3), Probably no (2), and Definitely no (1).

Theme M: Strengths
- Faculty respondents' satisfaction with salary and health benefits were comparable to the comparison institutions with 37.5% and 72.6%, respectively, indicating satisfaction or higher.
- Faculty respondents' satisfaction with prospects for career advancement and perception of relative equity of salary and job benefits were comparable to the comparison institutions with 50.4% and 34.4%, respectively, indicating satisfaction or higher.
- Most faculty respondents (87.2%) felt satisfied with flexibility in relation to family matters or emergencies, with 41.6% being Very Satisfied and 45.6% being Satisfied.
  - This is statistically significantly higher than the second comparison institution (79.8%).
  - It is notable, however, when comparing men and women faculty respondents, fewer men (78.3%) than women (92.0%) indicated satisfaction with retirement benefits.
    - Additionally, women respondents showed a statistical significance in this question against the second comparison institution while men did not.
- Most faculty respondents (85.0%) felt satisfied with retirement benefits, with 30.7% being Very Satisfied and 54.3% being Satisfied.
  - This is statistically significantly higher than the second comparison institution (73.4%).
  - It is notable, however, when comparing men and women faculty respondents, fewer men (81.3%) than women (88.0%) indicated satisfaction with retirement benefits.
    - Additionally, women respondents showed a statistical significance in this question against the comparison institutions while men did not.
- Most faculty respondents (84.2%) indicated they would still be a college professor if given the choice, with 49.6% saying Definitely yes and 34.6% saying Probably yes.
- Most faculty respondents (80.3%) indicated they would still come to this institution if given the choice, with 37.8% saying Definitely yes and 42.5% saying Probably yes.

- o This is statistically significantly higher than the comparison institutions (73.6% and 73.8%).
- o It is notable, however, when comparing men vs. women faculty respondents, less men (72.9%) than women (85.4%) indicated they would still come to this institution if given the choice.
  - ▪ Additionally, women respondents showed a statistical significance in this question against the comparison institutions while men did not.
- Many faculty respondents (68.0%) felt satisfied with leave policies, with 24.8% being Very Satisfied and 43.2% being Satisfied.
- Many faculty respondents (61.5%) felt satisfied with opportunities for scholarly pursuits, with 15.0% being Very Satisfied and 46.5% being Satisfied.
  - o This is statistically significantly higher than the comparison institutions (47.2% and 46.4%).
- Women faculty respondents indicated a statistically significantly higher level of overall job satisfaction (82.6%) compared to the comparison institutions (68.4% and 70.0%).
- Women faculty respondents indicated a statistically significantly higher level of satisfaction (54.0%) for institutional support for work/life balance compared to the second comparison institution (43.8%).

Theme M: Challenges
- Almost half of faculty respondents (48.4%) indicated considering leaving academe for another job within the past year; however, this result was like the comparison institutions.

Institution-Specific Questions
Washburn opted to add 30 additional questions specific to Washburn faculty experiences to the HERI Faculty Survey. Results were summarized by theme and gender identity either on a close-ended, five-item scale – Strongly Disagree, Disagree, Neither Disagree nor Agree, Agree, and Strongly Agree – or on a close-ended, two-item Yes/No scale.

C-TEL and Other Professional Development/Support
- Most faculty respondents (88.5%) indicate they prioritize incorporating active learning strategies in their teaching, with 43.0% Strongly Agreeing and 45.5% Agreeing.
- Most faculty respondents (79.6%) indicate they prioritize participating in professional development activities that promote inclusive teaching and learning, with 31.5% Strongly Agreeing and 48.1% Agreeing.
- A notable portion of men respondents (12.9%) indicated they did not prioritize experimenting with new teaching strategies, with 3.2% Strongly Disagreeing and 9.7% Disagreeing.

Community Engagement
- Many faculty respondents (70.0%) indicate they believe community engaged learning is an important high impact practice for student success at our university, with 20.0% Strongly Agreeing and 50.0% Agreeing.
  - o Conversely, only 28.3% of faculty respondents indicated they had included a community engagement component in at least one of my courses during the last year (i.e., Fall 2021, Spring 2022, Summer 2022 and/or Fall 2022).

- A notable portion of faculty respondents (25.8%) indicate they did not plan or want to include a community engagement component in at least one of their courses during the next three semesters (i.e., between now and the end of the 2024 spring semester), with 6.9% Strongly Disagreeing and 18.9% Disagreeing

Technology and Online Classes
- Many faculty respondents (64.6%) indicate they believe instructors' needs and desires for technology/teaching tools are being met, with 13.0% Strongly Agreeing and 51.6% Agreeing.
- Although many faculty respondents (71.3%) indicate they believe Washburn provides sufficient instructional design support for online course instructors (i.e., Online course design workshops, one-on-one assistance), a notable portion (7.5%) indicated otherwise, with 2.5% Strongly Disagreeing and 5.0% Disagreeing.

Adjunct Faculty
- Many faculty respondents (43.1%) indicate they do not believe their instructors' department/program has an adequate orientation program for adjunct or part-time instructors regarding processes and procedures, with 15.0% Strongly Disagreeing and 28.1% Disagreeing.
  - Notably, only 20.1% indicated agreement that they believed their department/program had an adequate orientation program for adjunct or part-time instructors.

Washburn University and Institute of Technology
- Faculty respondents were largely split on whether Washburn University and Washburn Institute of Technology were well integrated (HLC accreditation as one institution, agreement to accept Tech courses toward an associate degree, etc.), with 55.5% Neither Disagreeing nor Agreeing.
- Faculty respondents were largely split on whether Washburn has been successful in creating pathways for students between the University and Tech campuses, with 55.1% Neither Disagreeing nor Agreeing.

Academic Advising
- Most faculty respondents (81.0%) indicated they advise students. Additionally, many faculty respondents (67.8%) indicated advising was a priority in their job.
- Faculty respondents were largely split on whether they had received adequate training in advising, with 47.7% indicating they had received adequate training and 52.3% indicating otherwise.

Open Education Resources
- Faculty respondents were largely split on whether they had used open educational resources as their primary course material, with 55.0% indicated they had used open educational resources and 45.0% indicating they had not.
- Many faculty respondents (73.8%) indicated they are planning on adopting open educational resources as primary course materials within the next three years, with 16.3% Strongly Agreeing and 57.5% Agreeing.

Assessment

- Many faculty respondents (73.3%) indicated they are involved in the program assessment process, with 23.6% Strongly Agreeing and 49.7% Agreeing.
- Many faculty respondents (61.2%) also indicated their department/program frequently uses program assessment results to consider the need for programmatic/curricular changes, with 15.3% Strongly Agreeing and 45.9% Agreeing.
- Although 38.0% of faculty respondents indicate they are involved in university-wide USLO assessment processes (e.g., SAILS, critical thinking artifact review, oral communication artifact review), a comparable portion (38.6%) indicate otherwise, with 15.8% Strongly Disagreeing and 22.8% Disagreeing.

Student Resources
- Most faculty respondents (90.8%) indicated they know where to refer students who may need mental health care such as counseling, with 38.9% Strongly Agreeing and 51.9% Agreeing.
  - Conversely, faculty respondents were largely split on knowing where to refer students who express a healthcare need, with 55.1% Neither Disagreeing nor Agreeing.
- Most faculty respondents (75.7%) indicated they feel knowledgeable about the resources available on campus for students who are struggling academically, with 16.3% Strongly Agreeing and 59.4% Agreeing.
- Many faculty respondents (74.1%) indicated they know where to refer students if they express a need for resources such as food or emergency funding, with 25.3% Strongly Agreeing and 48.8% Agreeing.

Recommendations
The HERI Faculty Committee report reveals several important themes from faculty perspectives, highlighting areas such as diversity, inclusion, classroom dynamics, technology use, work-life balance, and recognition. Key insights and recommendations include:

Continuing to Enhance Faculty Support and Resources
Faculty respondents have a notable sense of responsibility (when compared to the comparison groups) in encouraging respect for different beliefs, promoting students' ability to write, and preparing students for graduate school and jobs after college. The institution should reduce barriers that prevent faculty from doing such tasks which have been deemed important.

The findings from this survey indicate a united sense of ownership among faculty to prepare, develop, encourage, and welcome all students. Washburn University and Washburn Institute of Technology can make significant strides in creating a more inclusive and supportive environment for all its members by continuing to support faculty in their main roles of facilitating the success of students.

Continuing to Promote Relations with Administration
It is recommended to build on existing strengths, such as continuing to provide opportunities for faculty input on administrative decisions, policy development, and overall collaboration with student affairs and administration. Although approximately 75% of faculty understand the criteria for advancement and promotion decisions, it would be desired for this to be higher. One step that has already been taken since this survey was completed was the new creation of the position of

Assistant Provost for Faculty Development in the Academic Affairs office. This position is vital in the coordination of development and communication among faculty, both new and existing.

Faculty Development

There is a perceived need for more development and mentoring support, especially related to promotion, pointing to potential improvement areas. It is recommended to continue to improve and enhance faculty development through new faculty orientation, mentoring, and professional development through C-TEL. It is also recommended to consider offering professional development or a leadership pathway to help build leadership capacity in current administrative leaders and to prepare future administrative leaders. Finally, consider increasing internal grant funding for research.

Program Development

Positive faculty performance in helping students with research can be attributed to university programs such as Washburn Transformation Experience (WTE) and Apeiron, indicating these and other, similar programs should be promoted more. On the other hand, more attention should be paid to university programs that can help faculty manage stress.

COVID-19

Leadership should continue to reflect on their processes from COVID to replicate and improve them to be ready for a time when we need to pivot to remote learning. It is recommended to continue to provide and improve technology support for online learning and consider what more can be put in place to support faculty mental health and physical health should a similar situation arise in the future, and to consider ways the administration could alleviate worry over job security.

Classroom Dynamics

Faculty efforts to create non-competitive, collaborative learning environments show progress, but ongoing professional development in inclusive teaching is needed.

Technology

Views on technology in the classroom are divided, with many seeing it as a distraction. This calls for better integration strategies to harness its educational potential.

Diversity Discussions

While most faculty feel capable of discussing diversity issues, some lack confidence, underscoring the need for continuous training.

Work-Life Balance

Many faculty struggle with balancing personal and professional responsibilities, suggesting the need for supportive policies like flexible scheduling.

Fairness and Recognition

Concerns about needing to work harder to be seen as legitimate scholars indicate possible bias issues. Mixed views on the institution's diversity efforts and decision-making involvement point to areas for policy and cultural review.

Institutional Support

Mixed feelings about support for faculty development and governance participation highlight the need for clearer communication and more transparent processes.

Conflict Management

A significant number of faculty feel unprepared to manage diversity-related conflicts, indicating a gap in training programs.

Advancement Clarity

Uncertainty about promotion criteria calls for more transparency and consistency.

Student Preparedness

Concerns over students' basic skills signal a need for stronger support structures, such as tutoring and advising.

C-TEL and other professional development/support:
1. I prioritize incorporating active learning strategies in my teaching.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	2	3	0	5
	3.2%	3.0%	0.0%	3.0%
Disagree	2	0	0	2
	3.2%	0.0%	0.0%	1.2%
Neither Disagree nor Agree	7	5	0	12
	11.3%	5.0%	0.0%	7.3%
Agree	32	42	1	75
	51.6%	42.0%	33.3%	45.5%
Strongly Agree	19	50	2	71
	30.6%	50.0%	66.7%	43.0%
Total	62	100	3	165
	100.0%	100.0%	100.0%	100.0%

2. I prioritize experimenting with new teaching strategies.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	2	0	0	2
	3.2%	0.0%	0.0%	1.2%
Disagree	6	2	0	8
	9.7%	2.0%	0.0%	4.9%
Neither Disagree nor Agree	15	15	0	30
	24.2%	15.2%	0.0%	18.3%
Agree	28	49	1	78
	45.2%	49.5%	33.3%	47.6%
Strongly Agree	11	33	2	46
	17.7%	33.3%	66.7%	28.0%
Total	62	99	3	164
	100.0%	100.0%	100.0%	100.0%

3. I prioritize participating in professional development activities that focus on best practices in teaching and learning.

		Man	Woman	Non-Binary/Other	Total
Strongly Disagree		1	1	0	2
		1.7%	1.0%	0.0%	1.2%
Disagree		5	3	0	8
		8.5%	3.0%	0.0%	4.9%
Neither Disagree nor Agree		12	11	0	23
		20.3%	11.0%	0.0%	14.2%
Agree		30	46	2	78
		50.8%	46.0%	66.7%	48.1%
Strongly Agree		11	39	1	51
		18.6%	39.0%	33.3%	31.5%
Total		59	100	3	162
		100.0%	100.0%	100.0%	100.0%

4. I prioritize participating in professional development activities that promote inclusive teaching and learning.

		Man	Woman	Non-Binary/Other	Total
Strongly Disagree		1	1	0	2
		1.6%	1.0%	0.0%	1.2%
Disagree		7	3	0	10
		11.5%	3.0%	0.0%	6.1%
Neither Disagree nor Agree		18	12	1	31
		29.5%	12.1%	33.3%	19.0%
Agree		27	47	1	75
		44.3%	47.5%	33.3%	46.0%
Strongly Agree		8	36	1	45
		13.1%	36.4%	33.3%	27.6%
Total		61	99	3	163
		100.0%	100.0%	100.0%	100.0%

Community Engagement:

5. My program/department/division supports and recognizes the importance of community engage teaching, scholarship and/or service.

		Man	Woman	Non-Binary/Other	Total
	Strongly Disagree	1	2	0	3
		1.6%	2.0%	0.0%	1.8%
	Disagree	8	1	1	10
		12.9%	1.0%	33.3%	6.1%
	Neither Disagree nor Agree	17	17	0	34
		27.4%	17.3%	0.0%	20.9%
	Agree	27	58	0	85
		43.5%	59.2%	0.0%	52.1%
	Strongly Agree	9	20	2	31
		14.5%	20.4%	66.7%	19.0%
Total		62	98	3	163
		100.0%	100.0%	100.0%	100.0%

6. I believe community engaged learning is an important high impact practice for student success at our university.

		Man	Woman	Non-Binary/Other	Total
	Strongly Disagree	2	3	1	6
		3.3%	3.1%	33.3%	3.8%
	Disagree	4	3	0	7
		6.7%	3.1%	0.0%	4.4%
	Neither Disagree nor Agree	22	13	0	35
		36.7%	13.4%	0.0%	21.9%
	Agree	25	55	0	80
		41.7%	56.7%	0.0%	50.0%
	Strongly Agree	7	23	2	32
		11.7%	23.7%	66.7%	20.0%
Total		60	97	3	160
		100.0%	100.0%	100.0%	100.0%

7. I plan or want to include a community engagement component in at least one of my courses during the next three semesters (i.e. between now and the end of the 2024 spring semester).

		Man	Woman	Non-Binary/Other	Total
Strongly Disagree		3	8	0	11
		5.2%	8.2%	0.0%	6.9%
Disagree		19	11	0	30
		32.8%	11.2%	0.0%	18.9%
Neither Disagree nor Agree		13	31	1	45
		22.4%	31.6%	33.3%	28.3%
Agree		15	35	0	50
		25.9%	35.7%	0.0%	31.4%
Strongly Agree		8	13	2	23
		13.8%	13.3%	66.7%	14.5%
Total		58	98	3	159
		100.0%	100.0%	100.0%	100.0%

8. I have included a community engagement component in at least one of my courses during the last year (i.e. Fall 2021, Spring 2022, Summer 2022 and/or Fall 2022).

	Man	Woman	Non-Binary/Other	Total
Yes	12	24	0	36
	25.0%	31.2%	0.0%	28.3%
No	36	53	2	91
	75.0%	68.8%	100.0%	71.7%
Total	48	77	2	127
	100.0%	100.0%	100.0%	100.0%

Technology and Online Classes:

9. Instructors' needs and desires for technology/teaching tools are being met.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	0	3	1	4
	0.0%	3.1%	33.3%	2.5%
Disagree	9	15	0	24
	15.0%	15.3%	0.0%	14.9%
Neither Disagree nor Agree	11	18	0	29
	18.3%	18.4%	0.0%	18.0%
Agree	29	52	2	83
	48.3%	53.1%	66.7%	51.6%
Strongly Agree	11	10	0	21
	18.3%	10.2%	0.0%	13.0%
Total	60	98	3	161
	100.0%	100.0%	100.0%	100.0%

10. Ideally, I would teach in an active learning classroom.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	1	0	0	1
	1.6%	0.0%	0.0%	0.6%
Disagree	6	5	0	11
	9.8%	5.3%	0.0%	6.9%
Neither Disagree nor Agree	12	22	1	35
	19.7%	23.2%	33.3%	22.0%
Agree	28	40	0	68
	45.9%	42.1%	0.0%	42.8%
Strongly Agree	14	28	2	44
	23.0%	29.5%	66.7%	27.7%
Total	61	95	3	159
	100.0%	100.0%	100.0%	100.0%

11. Washburn provides sufficient instructional design support for online course instructors (i.e., Online course design workshops, one-on-one assistance).

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	1	2	1	4
	1.7%	2.0%	33.3%	2.5%
Disagree	3	5	0	8
	5.1%	5.1%	0.0%	5.0%
Neither Disagree nor Agree	16	18	0	34
	27.1%	18.4%	0.0%	21.3%
Agree	31	53	0	84
	52.5%	54.1%	0.0%	52.5%
Strongly Agree	8	20	2	30
	13.6%	20.4%	66.7%	18.8%
Total	59	98	3	160
	100.0%	100.0%	100.0%	100.0%

Adjunct Faculty:
12. My department/program has an adequate orientation program for adjunct or part-time instructors regarding processes and procedures.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	3	20	1	24
	5.0%	20.6%	33.3%	15.0%
Disagree	16	28	1	45
	26.7%	28.9%	33.3%	28.1%
Neither Disagree nor Agree	28	31	0	59
	46.7%	32.0%	0.0%	36.9%
Agree	10	15	1	26
	16.7%	15.5%	33.3%	16.3%
Strongly Agree	3	3	0	6
	5.0%	3.1%	0.0%	3.8%
Total	60	97	3	160
	100.0%	100.0%	100.0%	100.0%

Washburn University and Institute of Technology:

13. Washburn University and Washburn Institute of Technology are well integrated (HLC accreditation as one institution, agreement to accept Tech courses toward an associate's degree, etc.).

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	2	4	1	7
	3.3%	4.3%	33.3%	4.5%
Disagree	6	8	0	14
	10.0%	8.7%	0.0%	9.0%
Neither Disagree nor Agree	36	50	0	86
	60.0%	54.3%	0.0%	55.5%
Agree	11	27	2	40
	18.3%	29.3%	66.7%	25.8%
Strongly Agree	5	3	0	8
	8.3%	3.3%	0.0%	5.2%
Total	60	92	3	155
	100.0%	100.0%	100.0%	100.0%

14. Washburn has been successful in creating pathways for students between the University and Tech campuses.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	3	3	1	7
	5.0%	3.6%	33.3%	4.8%
Disagree	5	6	0	11
	8.3%	7.1%	0.0%	7.5%
Neither Agree nor Disagree	33	47	1	81
	55.0%	56.0%	33.3%	55.1%
Agree	16	24	1	41
	26.7%	28.6%	33.3%	27.9%
Strongly Agree	3	4	0	7
	5.0%	4.8%	0.0%	4.8%
Total	60	84	3	147
	100.0%	100.0%	100.0%	100.0%

Academic Advising:

15. Do you advise students?

	Man	Woman	Non-Binary/Other	Total
Yes	48	77	3	128
	81.4%	80.2%	100.0%	81.0%
No	11	19	0	30
	18.6%	19.8%	0.0%	19.0%
Total	59	96	3	158
	100.0%	100.0%	100.0%	100.0%

16. Advising is a priority in my job.

	Man	Woman	Non-Binary/Other	Total
Yes	37	61	1	99
	69.8%	67.0%	50.0%	67.8%
No	16	30	1	47
	30.2%	33.0%	50.0%	32.2%
Total	53	91	2	146
	100.0%	100.0%	100.0%	100.0%

17. I have been provided adequate training in advising.

	Man	Woman	Non-Binary/Other	Total
Yes	26	44	1	71
	46.4%	48.4%	50.0%	47.7%
No	30	47	1	78
	53.6%	51.6%	50.0%	52.3%
Total	56	91	2	149
	100.0%	100.0%	100.0%	100.0%

Open Educational Resources
18. Have you used open educational resources as your primary course material?

	Man	Woman	Non-Binary/Other	Total
Yes	32	48	2	82
	55.2%	53.9%	100.0%	55.0%
No	26	41	0	67
	44.8%	46.1%	0.0%	45.0%
Total	58	89	2	149
	100.0%	100.0%	100.0%	100.0%

19. I am planning on adopting open educational resources as primary course materials within the next three years.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	0	2	0	2
	0.0%	2.1%	0.0%	1.3%
Disagree	6	5	0	11
	10.0%	5.2%	0.0%	6.9%
Neither Disagree nor Agree	12	17	0	29
	20.0%	17.5%	0.0%	18.1%
Agree	35	54	3	92
	58.3%	55.7%	100.0%	57.5%
Strongly Agree	7	19	0	26
	11.7%	19.6%	0.0%	16.3%
Total	60	97	3	160
	100.0%	100.0%	100.0%	100.0%

Assessment:

20. I receive support, or know how I can find support, when I have questions about assessment.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	0	2	0	2
	0.0%	2.1%	0.0%	1.3%
Disagree	6	5	0	11
	10.0%	5.2%	0.0%	6.9%
Neither Disagree nor Agree	12	17	0	29
	20.0%	17.5%	0.0%	18.1%
Agree	35	54	3	92
	58.3%	55.7%	100.0%	57.5%
Strongly Agree	7	19	0	26
	11.7%	19.6%	0.0%	16.3%
Total	60	97	3	160
	100.0%	100.0%	100.0%	100.0%

21. I am involved in the program assessment process.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	0	5	0	5
	0.0%	5.2%	0.0%	3.1%
Disagree	2	9	0	11
	3.3%	9.3%	0.0%	6.8%
Neither Disagree nor Agree	13	14	0	27
	21.3%	14.4%	0.0%	16.8%
Agree	30	47	3	80
	49.2%	48.5%	100.0%	49.7%
Strongly Agree	16	22	0	38
	26.2%	22.7%	0.0%	23.6%
Total	61	97	3	161
	100.0%	100.0%	100.0%	100.0%

22. My department/program frequently uses program assessment results to consider the need for programmatic/curricular changes.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	0	1	0	1
	0.0%	1.1%	0.0%	0.6%
Disagree	6	8	0	14
	10.2%	8.4%	0.0%	8.9%
Neither Disagree nor Agree	17	29	0	46
	28.8%	30.5%	0.0%	29.3%
Agree	29	40	3	72
	49.2%	42.1%	100.0%	45.9%
Strongly Agree	7	17	0	24
	11.9%	17.9%	0.0%	15.3%
Total	59	95	3	157
	100.0%	100.0%	100.0%	100.0%

23. I am involved in university-wide USLO assessment processes (e.g., SAILS, critical thinking artifact review, oral communication artifact review).

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	8	17	0	25
	13.3%	17.9%	0.0%	15.8%
Disagree	13	23	0	36
	21.7%	24.2%	0.0%	22.8%
Neither Disagree nor Agree	12	25	0	37
	20.0%	26.3%	0.0%	23.4%
Agree	21	16	1	38
	35.0%	16.8%	33.3%	24.1%
Strongly Agree	6	14	2	22
	10.0%	14.7%	66.7%	13.9%
Total	60	95	3	158
	100.0%	100.0%	100.0%	100.0%

24. My department/program discusses course-embedded USLO (i.e., general education) assessment results to consider the need for programmatic/curricular changes.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	3	13	0	16
	5.1%	13.5%	0.0%	10.1%
Disagree	4	15	1	20
	6.8%	15.6%	33.3%	12.7%
Neither Disagree nor Agree	18	31	0	49
	30.5%	32.3%	0.0%	31.0%
Agree	28	27	2	57
	47.5%	28.1%	66.7%	36.1%
Strongly Agree	6	10	0	16
	10.2%	10.4%	0.0%	10.1%
Total	59	96	3	158
	100.0%	100.0%	100.0%	100.0%

Student Resources:

25. I feel knowledgeable about the resources available on campus for students who are struggling academically.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	0	2	0	2
	0.0%	2.1%	0.0%	1.3%
Disagree	3	7	0	10
	5.0%	7.2%	0.0%	6.3%
Neither Disagree nor Agree	13	13	1	27
	21.7%	13.4%	33.3%	16.9%
Agree	34	59	2	95
	56.7%	60.8%	66.7%	59.4%
Strongly Agree	10	16	0	26
	16.7%	16.5%	0.0%	16.3%
Total	60	97	3	160
	100.0%	100.0%	100.0%	100.0%

26. I know where to refer students who express a healthcare need.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	4	0	1	5
	6.7%	0.0%	33.3%	3.2%
Disagree	7	2	0	9
	11.7%	2.1%	0.0%	5.7%
Neither Disagree nor Agree	34	52	1	87
	56.7%	54.7%	33.3%	55.1%
Agree	15	41	1	57
	25.0%	43.2%	33.3%	36.1%
Strongly Agree	4	0	1	5
	6.7%	0.0%	33.3%	3.2%
Total	60	95	3	158
	100.0%	100.0%	100.0%	100.0%

27. I know where to refer students who may need mental health care such as counseling.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	0	1	1	2
	0.0%	1.0%	33.3%	1.2%
Disagree	3	2	0	5
	4.9%	2.0%	0.0%	3.1%
Neither Disagree nor Agree	7	1	0	8
	11.5%	1.0%	0.0%	4.9%
Agree	33	50	1	84
	54.1%	51.0%	33.3%	51.9%
Strongly Agree	18	44	1	63
	29.5%	44.9%	33.3%	38.9%
Total	61	98	3	162
	100.0%	100.0%	100.0%	100.0%

28. I know where to refer students if they express a need for resources such as food or emergency funding.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	0	3	1	4
	0.0%	3.1%	33.3%	2.5%
Disagree	13	9	0	22
	21.3%	9.2%	0.0%	13.6%
Neither Disagree nor Agree	10	6	0	16
	16.4%	6.1%	0.0%	9.9%
Agree	26	51	2	79
	42.6%	52.0%	66.7%	48.8%
Strongly Agree	12	29	0	41
	19.7%	29.6%	0.0%	25.3%
Total	61	98	3	162
	100.0%	100.0%	100.0%	100.0%

29. I know where to refer a student who is the victim of a crime, including resources they can utilize if they do not wish to report their experience.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	0	2	0	2
	0.0%	2.0%	0.0%	1.2%
Disagree	7	8	0	15
	11.5%	8.2%	0.0%	9.3%
Neither Disagree nor Agree	15	11	0	26
	24.6%	11.2%	0.0%	16.0%
Agree	28	49	3	80
	45.9%	50.0%	100.0%	49.4%
Strongly Agree	11	28	0	39
	18.0%	28.6%	0.0%	24.1%
Total	61	98	3	162
	100.0%	100.0%	100.0%	100.0%

30. I know how to respond and who to contact for help if a student or employee at Washburn expresses suicidal thoughts or plans.

	Man	Woman	Non-Binary/Other	Total
Strongly Disagree	4	2	0	6
	6.6%	2.0%	0.0%	3.7%
Disagree	6	5	0	11
	9.8%	5.1%	0.0%	6.8%
Neither Disagree nor Agree	9	11	0	20
	14.8%	11.2%	0.0%	12.3%
Agree	31	48	2	81
	50.8%	49.0%	66.7%	50.0%
Strongly Agree	11	32	1	44
	18.0%	32.7%	33.3%	27.2%
Total	61	98	3	162
	100.0%	100.0%	100.0%	100.0%