

Washburn University
Meeting of the Faculty Senate
January 23, 2023 at 3pm
Meeting in Forum Room Hosted by FS Executive Committee

- I. Call to Order
- II. Approve minutes-
 - November 28, 2022 (pages 2-8)
- III. President's Opening Remarks
- IV. WUBOR/KBOR Update- Shaun Schmidt/Erin Grant
 - KBOR
 - WUBOR
- V. VPAA Update - Dr. Laura Stephenson
- VI. Consent Agenda –
 - Faculty Senate Committee Reports- none
 - University Committee Reports-
 - Assessment Committee Minutes 20221117 (pages 9-10)
 - Graduate Council Minutes 20221003 (pages 11-12)
- VII. Old Business-
 - 23-2 MACNLE Admission Standards – Jennifer Ball (pages 13-14)
- VIII. New Business- None
- IX. Information Items-
 - Climate Survey Data – Kelly Erby (pages 15-100)
 - Banner Student “Back to Basics” Alan Bearman
- X. Discussion Items-
 - Standing Rules Suggestions (Round II) – Izzy Wasserstein
 - Faculty Termination Procedures – Gaspar Porta
- XI. Announcements
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- XII. Adjournment

Washburn University
Meeting of the Faculty Senate
November 28, 2022 at 3pm
Meeting in Forum Room Hosted by FS Executive Committee

Present: Barraclough, Cassell, Cook-Cunningham, Dahl, DeSota, Ewert, Florea, Friesen, Ginzburg, Grant, Holt, Huff, Juma, Kay, Kendall-Morwick, Kimberly, McGuire, Moddelmog, Noonan, Rossi, Sainato, Schmidt, Scofield, Smith, Wagner, Wasserstein, Zwikstra

Absent: Lolley, Porta, Rivera, Sourgens, Toerber-Clark,

Guests: Stephenson L, Leffingwell Q, Hanes S, Broxterman H, Luoma S, Lanning S, Gropitch E, Adebayo A, Cook S, Erby K

- I. Call to Order at 3:02 pm by Schmidt
- II. Approve minutes-
 - October 24, 2022 (pages 2-6) Moved to approve by Kendall-Morwick and seconded by McGuire. Motion passes
 - Addendum to Minutes – EM Presentation (pages 7-8; will be posted on website as part of minutes.)
- III. President's Opening Remarks
 - Tony Mark passed away recently (worked in IT, will be missed!)
 - Update on Presidential Search – very optimistic about where we are at and impressed with thoughtful/open conversations. Think we will be in good shape when it is done. It seems like everyone on the committee is worried about what is best for WU.
 - Gen Ed discussions are ongoing. Tomorrow's session is postponed, and the one scheduled for Wednesday. Please participate.
 - Holly Broxterman/Steve Luoma gave some information on CourseLeaf – curriculum management software. Will make edits/changes to courses and programs, which will help automatically update paperwork, keep the flow going (to make sure it goes through the correct work flow). Have 50+ items in the queue so far. This will help us with keeping steps going in governance. (Will go to correct committees to make sure items go through correct steps.) Are continuing to work with Administrators / Faculty Senate secretary and president to keep all the steps flowing smoothly. Schmidt – This is important stuff (infrastructure) that needs to happen for "this" (Faculty Senate) to happen.
 - Constitution changes will happen early in spring.
- IV. WUBOR/KBOR Update- Shaun Schmidt/Erin Grant
 - KBOR – Faculty Senate President's Counsel (part of KBOR). Still talking about the Gen Ed process that everyone is dealing with, and if that will affect other schools like Emporia and the group that is analyzing the

KBOR process. Discussion, but no real power in this group to change things.

- Tomorrow for Board of Academic Affairs Standing Committee (BAASC) is looking at performance indicators for Washburn University / WUTech. Stephenson – most places have 5-6 indicators, we have 7. We need 4/6 to get all the funding (3/6=90%, 2/6 = 75%). We did not get all our indicators this past year mostly due to low enrollment (which tied into degrees awarded). We can appeal these results due the circumstances. Also, there were issues with certifications that are no longer used at Tech, so we are presenting the appeal tomorrow and then on to KBOR.
- WUBOR – Special meeting the week before this last week. Discussing redistricting as to where we get our representatives from for WUBOR. Will use language similar to school boards, but actually the process is more similar to county commissioners. Trying to make sure there is fair representation. Legislature has to act on this before we can set the new districts (which then are used by the Mayor to select representatives.) Will be another WUBOR meeting Dec 8th (Thurs) at 4 pm.

V. VPAA Update - Dr. Laura Stephenson

- We have been having Academic Bridge Strategic Plan feedback sessions which have been helpful. Two more scheduled (Wed at 3:30 for staff and Tuesday at noon for students in “Underground”) Try to get feedback at the next After Hours (Dec 9th). Not sure if we want a discussion about it in here. Schmidt: we will likely not have business next week so we could meet then, OR you can go to already scheduled meeting. Stephenson: you can send in feedback individually if you wish, many in here have already given feedback.
- We are coordinating new leadership in Enrollment Management, trying to connect better between EM and Academics. We are talking about Graduate Admissions which feeds into Handbook, Graduate counsel, etc.
- There is work to develop policy that works university wide (J Haverty, C Smith) that enables people to access data.
- Commencement is on December 16th. One for College, one for school. It will be a joyous occasion, hope you can be there. Marshall Meek will be speaking, but believe his intent is to be brief.

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VI. Consent Agenda – Move to accept by Modellmog, seconded by Grant. Motion passes.

- Faculty Senate Committee Reports- none
- University Committee Reports-
 - Assessment Committee Minutes 20221019 (pages 9-11)
 - ADIC Minutes 20220913 (pages 12-13)

VII. Old Business-

- 23-1 Deletion of BA in MM Creative Advertising (pages 14-17) - Moved by Wasserstien, seconded by Kendall-Morwick. Cassell: we just merged, so there is no longer a Creative Advertising option, so we want to get rid of it. Motion passes

- 23-2 Faculty Handbook Changes (18-21) – Schmidt: Confused about this one – think it should go to Handbook Committee first — Wasserstein moves to move this action to the Faculty Handbook Committee. Grant seconds. Motion passes

VIII. New Business- None

IX. Information Items-

X. Discussion Items-

- WSGA Presentation – Shayden Hanes and Quinn Leffingwell (pages 22-24 + link https://www.canva.com/design/DAFSJIHU00I/I-McVyYtNwdtwaXfeapPA/edit?utm_content=DAFSJIHU00I&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)
 - Shayden Hanes and Quinn Leffingwell introduced themselves. Theme of a “growing” plant. Established new traditions: President’s roundtable (group presidents come together to collaborate with each other) and Ichabuddies so each registered student organization will have a senator assigned to them so that they know what is available to them.
 - Reassuring students that we have students on Presidential Search Committee
 - Success Week events – help prep students for success during finals, free food giveaways,
 - Inviited Heather Center to talk about Accessibility on campus, collecting data on Mental Health and what modalities students prefer to use.
 - What can we do since we are only here for one year? Free menstrual cups (with products in the restrooms), hoping to get to free pregnancy tests, provide more expensive things to students, Lots of data collecting: Student Minimum wage polling (85% would rather have fewer jobs on campus but higher min wages – we currently have 100 open positions), working on Success Week Policy
 - Current starting jobs are \$7.25/hour, 7.50, 8.00, \$9.00 max (based on what types of work are being done). Trying to see if they can raise minimum wage AND help students be able to advocate for themselves. Trying to see what we can get accomplished together before trying to form “union”. Grospitch – Work-study is a total dollar amount, so the pay rate determines how much work they do. The work-study will mirror other wage rates.
 - Success Week – basically trying to make sure that students can focus on what is coming up and NOT having to worry about lots of work the last week of class. (Specific current policy is at the bottom of these minutes.) Not sure what the consequences are to not following it (Moddelmog asked). Stephenson – will put actual language for Success Week rather than link in the Master Syllabus. Moddelmog – can the class vote to change this? Stephenson – One of the things that happens is that you think you are helping the

- students, but they may feel forced into voting for the change .
- Grospitch – have to move out from dorms 24 hours after last scheduled final, but if you move the final then students may use time inappropriately – so this could cause issues for other students
- Establishing Alumni Student Discount Program \$10/student. Trying to make students aware of it. Trying to work on a young professionals group (FORGE?) to help new alumni connect.
 - McGuire – Not sure how many faculty know that this applies to online classes as well. Some faculty may think Success Week is just for in person classes. Cassell – Lots of students say “I don’t have any finals, I’m all done.” We may want to clarify this. Schmidt – The policy may have changed since we started having so many classes. Moddelmog – This may also have to do with pressure to get grades done since lots of finals were on Friday and grades were due Tuesday. (This year no finals on Friday, so that gives faculty more time to grade, so should be easier to keep to the policy). Hanes – No matter what, coming back from Thanksgiving will be busy, but the idea is to make sure students have time to study for the final after the projects are done. Dahl - lots of students are getting slammed with assignments right before success week, I was able to offer them some assignments on a range (goes into start of success week). Next Semester, I’ll do better planning.
 - Feedback Link available for students (on WSGA website/Social Media) Please share so that students can give feedback.
- Statement of Support for WSGA Initiatives – Moddelmog
 - Social Sciences division wanted to support student workers in their request for an increased wage. Hanes – we did pass a resolution just before Thanksgiving in WSGA asking for support. Leffingwell – Looking at which positions are filled on campus and which aren’t , and how to increase the wage without increasing tuition. MIT looked at living wage (poverty wage is \$6.25, so we are just above that). Moddelmog – it’s possible this could create other issues (ie someone who has worked on campus for a long time might be earning less than students.)
 - Schmidt – need someone to draft a resolution and bring it forward. We need two readings, and then it can be voted on. Wasserstein – I would be happy to vote for something like this. Cassel –Are you still looking at keeping a Tier system. Hanes – yes, definitely looking at that. Grant - Would a letter of support be helpful or wait for the Resolution? Hanes – I would highly encourage a resolution. Leffingwell – Also Faculty Senate is more permanent than just one year for WSGA officers. Moddelmog – will work on this, happy to have help from others.
 - Concern about responses to controversial events – Michael McGuire
 - In Social Science Division, we had concerns about the communication about Cultural Appropriation. Do not have any

opinion about the actual event, were not at the event, but are concerned about Administration's response

- I. Were any student's present, did it impact them, and have they been cared for?
- II. Why are people who were not present driving the narrative? (Stuff posted online, information implied by Dr. Grospitch and Dr. Arterburn's message to CAS.) Moddlemog: Concern that people who were not there had strong feelings. Broad statement caused "gossipy" environment.
- III. What are the benefits and costs of Administration to responding without first ascertaining facts. Wasserstein – There is a desire to avoid hearsay, but making statements to try to prevent it can cause other issues. What do we do when we want investigations to continue, but also balance to prevent rumors while the investigation happens? McGuire – think the
- IV. Do Washburn University faculty need something/someone to represent their interests other than Faculty Senate? What should a faculty member do in terms of finding a neutral party?
- V. Cassell – Not happy with WU review publishing stories. It was a public event and WU staff members were there, can't prevent people from speaking out. Did talk with students about potential impacts, but also first amendment rights. Whole situation made me sick. Think the process is not really clear. Journalist students talked to a lot of people and many were unwilling to say anything. I think WU is not transparent and often hides behind personnel rules. No one can agree if it's a problem or not, so let's focus on the lack of education about his. Cassel doesn't "veto" work or require students to get approval before publishing.
- VI. Ewert – What is the purpose, what is your colleague wanting from this? For Faculty Senate to take a side, have a statement? Moddlemog – That's a great question. Wasserstein – I agree that it is a great question. Many colleagues often feel the administration is not very transparent. Regardless of this particular incident, hope admin is thinking about how to be more transparent while protecting people's legal rights.
- VII. McGuire – Going over my notes – one of the issues is that perhaps due process is not always being given. There may be others who share these concerns.
- VIII. Wagner – So in a nutshell, this is less about a particular issue than trying to make sure everyone knows what the process is and how to handle it going forward. (balancing

getting out information about an issue, without creating more issues.)

- IX. Cassell – Sure there is a process, but when it happened publicly...
- X. Schmidt – This is difficult in an instant society, when the dispassionate review needs to take a month to go through.
- XI. Kendall-Morwick – Thinking about the initial event, but also the harm when dealing with it (trying to protect those experiencing the microaggressions vs those harmed by the microaggressions.)
- XII. Wasserstein – Process takes time, but most of us will also never know what the results are, so it makes it hard.
- XIII. Juma – I think we have all the policies and information we need. It is just not centralized. We have policies in one place, trainings in CTEL (but not everyone has gone to them, so not everyone is trained). I do not know all the things one can do in American Culture, but I can read and learn. We need to put it upon ourselves to learn. Is there a way that Administrators can get information out without smearing ourselves? We need to educate ourselves. Just because it doesn't affect you does not mean that a thing does not exist.
- XIV. Cook – understand that it's difficult if people are told they can't say anything (where they were actually there), then the only people saying things are those who may not have been there. Don't know what the balance is, BUT....
- XV. Schmidt: Did that help? McGuire – I think so, it was good to hear the discussion.
- XVI. Stephenson – I know Kelly Erby is working on this. Erby: Everyone who is involved in this wants to use it as a way to improve, so ADIC is not pushing this incident, but is working on it and trying to see how to educate others/work it into our training. CTEL events are good, but not required. Maybe finding a way to get leadership training. Cassel – Heard some very troubling things by students, and told them to make a record of it and send it to the Dean to make sure people know what is going on.
- XVII. Kendall-Morwick – WUmester – “Healing” may be very important here. The bigger issue seems to be not coming down on one person, but looking at systemic issues that caused it.
- XVIII. Grant – May have missed this, but when it first started, did those who were affected have a chance to say what they wanted to see happen? Erby – I think it's looking at non-discrimination vs Non-biased policy. Grospitch – Going through to make sure it did not violate a policy first.

XI. Announcements

- Kendall-Morwick- WUmester theme is Health and Healing
 - Kendall-Morwick- CTEL Winter Social is back. Please sign up so we know how much food to order.
 - McGuire: Sweet Sabbatical applications due by 5 pm. Jan 20th and will be reviewed early to mid-February.
- XII. Adjournment: Move to adjourn at 4:26 by McGuire, seconded by Kendall-Morwick. Motion passes by general agreement (everyone getting up).

XXV. Success Week Policy

Success Week refers to the last week of classes (the week before final exams) in a normal 15 week semester. It does not apply to part-of-term courses (condensed courses consisting of fewer than 15 weeks).

For academic programs, the following guidelines apply:

A. Faculty are encouraged to utilize Success Week as a time for review of course material in preparation for the final examination. If an examination must be given during Success Week, it should be given on Monday or Tuesday of Success Week. Assignments worth more than 10% of the final grade or covering more than one-fourth of assigned reading material in the course should not be given or due during Success Week.

B. Major course assignments (extensive research papers, projects, etc.) should be due by the week prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades during this week are acceptable.

This policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.

University departments shall not sponsor any meetings of registered student organizations and such organizations shall be encouraged to refrain from conducting any organizational activity or meeting during Success Week.

Instructors may petition their dean or department chair if they believe the policy jeopardizes or impairs their ability to teach.

The deans and department chairs will publicize and monitor this policy.

Assessment Committee Meeting Minutes

November 17, 2022

Present: Beth O'Neill (Chair), Gloria Dye, Bobby Tso, Rhonda Boeckman, Christa Smith, Tara Lindahl, Emily Grant, Haley Glover, Josh Huston, Benjamin Reed, Tom Hickman, Chris Jones, Bassima Schbley

- I. Update on SAILS (Information Literacy and Technology) Assessment
 - a. SAILS was administered to a random sample of 300 seniors on 11/2/2022. To date, 40 students have completed the survey. Two reminder emails have gone out and participation has increased after each reminder. We plan to do one more reminder, likely on 11/18/2022.
 - b. Previously, participation on assessment surveys like this have had about a 10% response rate. While 40 is a small number, it is representative of a 13% response rate.
 - c. Of note, several students have emailed to say that they aren't seniors, because they aren't in their final year of coursework. By credit hours, however, they are considered seniors.
- II. Program Assessment Summary and Discussion: 1) What trends did you notice? 2) What complications did you encounter when scoring/using the rubric?
 - a. O'Neill is about halfway through reconciling the reviews. Will complete this month and then produce report.
 - b. Several members mentioned issues with scoring stakeholder questions, in particular related to external and university stakeholders. The information provided by programs varies and the reviewers don't know that if what is provided is appropriate for their program or not. Committee discussed that this could be addressed through training (best practices for stakeholder engagement), by adding more description for that area on plan/report, and/or by revising rubric and report to change the number of stakeholder sections. It is unclear to the committee as to the purpose of the question regarding connection to other university stakeholders, even among those with historical knowledge that have been on the committee for a number of years. Discussion will continue in the Spring semester.
 - c. Small programs that have only a couple students in them aren't providing findings, and are instead stating that no findings are reported due to small number of students. Previous Director of Assessment suggested that they do it in this manner, so that communication remained consistent for this year. Now that more programs are providing assessment reports, including those with smaller numbers of students, the committee discussed how to move forward with this circumstance. The committee consensus was that programs should still report data, even if only for a few students. One idea shared was that programs could compute a "rolling average" representing up to a certain number of years (e.g., every five years the rolling average restarts). Another idea shared was to consider changing the rubric expectations so that only indirect measures are required for some years for very small programs. The committee will continue to discuss this

issue in the Spring semester and identify a formal process to use moving forward and communicate it appropriately to all programs.

- d. Knowledge of direct vs. indirect measures among programs submitting assessment plans varies. For example, some programs are using course grades and calling it a direct measure. O'Neill discussed that she plans to offer a training and communication regarding this topic.

III. Spring 2023 Committee Activities and Meeting Schedule

- a. Committee members were told to expect an email to set a meeting schedule for the Spring semester. O'Neill plans for meetings to occur on the same day/time each month (e.g., third Thursday of the month at 10:00 AM), and the first meeting will take place in February.
- b. Activities: Discuss Program Assessment Reconciliation and any revisions to program assessment process/rubrics, Discuss SAILS findings, Assessment Awards Subcommittee (March), Assessment Grants Subcommittee (April), Discuss possibility of 2023-2024 Assessment Extravaganza

Graduate Council Minutes

Monday, October 3, 2022

Via Zoom

Attendees: Jennifer Ball, Tracy Routsong, Jim Schnoebelen, Rhonda Peterson Dealey, Becky Dodge, Stacy Conner, Sarah Holt, Dave Provorse, Michele Reisinger, Erin Grant, Barbara Scofield, Emily Grant, Michael Rettig, Beth Mathews

Not present: Danny Funk, Tracy Davies

Introductions were made for new members to the council.

- I. Approve meetings minutes of April 25, 2022
Motion was made by Jim Schoebelen to approve the minutes. Tracy Routsong seconded the motion. Motion passed.

- II. Old Business
Faculty constitution edits were discussed at length concerning the addition of Graduate Academic Affairs and how that will correspond with the current Graduate Council and Faculty Senate. It was decided that Erin Grant would reach out to Shaun Schmidt to request someone from the Constitution Taskforce speak to the Council concerning the proposed Faculty Constitution edits as it relates to Graduate Council.

- III. New Business
 - a. Duolingo – discussion was held on whether schools had approved the use of Duolingo. It was affirmed that SOBU and psychology both had students who were approved through Duolingo.
 - b. Application dates for summer – Jennifer Ball advised faculty should email her if programs were accepting students for summer terms. Also email her if acceptance dates needed to be shut off.
 - c. MACNLE admission standards – Jim Schnoebelen shared proposed revision standards for the Masters in Communication and Leadership program. After a brief discussion Rhonda Peterson Dealey made a motion to approve the proposal and Stacy Conner seconded. Motion passed. Jennifer Ball will take the proposed revision to the President’s office for review and approval.

IV. Discussion

- a. Recruit vs. CollegeNET – Jennifer Ball will follow up on status with Kassy Swain (ITS) and report back on proposed implementation date.
- b. Leads – Jennifer Ball will follow up with EAB on the status and process for receipt of this marketing information.

V. Announcements – Next meeting is scheduled for Monday, November 7 at 12:00pm via Zoom.

Motion was made by Barbara Scofield and seconded by Jim Schnoebelen to conclude the meeting at 12:51pm.

23-3 FACULTY AGENDA ITEM

Date: September 8, 2022

Submitted by: Jim Schnoebelen

SUBJECT: MACNLE Admission Standards Revision

Description:

The MACNLE Faculty recently met and discussed our program's admission requirements. To review, our current admission requirements are as follows:

- Apply via CollegeNet
- Have completed an UG degree in any major
- Have a minimum GPA of 3.0 in the last 60 hours of the student's UG degree
- Submit 3 recommendations
- Submit a 3–5-page essay on an assigned topic
- Submit a current resume
- Submit an unofficial copy of the transcripts

To respond to factors reported to us by EAB representatives and to remove barriers to students while maintaining rigor, we, the faculty who teach in the MACNLE program, request the following admission standards be approved and adopted as soon as possible:

- All students applying to the program will continue to have an UG degree from any major, and apply via CollegeNet along with a current resume and unofficial copy of the transcripts.
- Students with a 3.5 UG GPA (cumulative or in their last 60 hours) can just fill in the application and submit transcripts to be accepted.
- Students with a 3.0-3.49 UG GPA (cumulative or in their last 60 hours) must submit the application, transcripts, and a writing sample (they may either write the essay as currently prescribed or submit a paper from an UG class).
- Students with a 2.5-2.99 UG GPA (cumulative or in their last 60 hours) must submit the application, transcript, a writing sample (as described above), and at least one recommendation as currently facilitated via CollegeNet.
- NOTE: Students with an UG GPA below a 2.5 GPA will be considered for conditional admission provided all other aspects of their application check out. This will require the student to maintain a 3.0 GPA in their first two courses in the program.

Rationale: When leaders from our program met with EAB staff a few months ago, among the recommendations they provided was to consider removing some admission requirements and/or providing multiple starting points for the program. We cannot facilitate the latter, but we thought that the above proposal would help to encourage applications from UG students with academic success while still also making the path to admission a bit more accessible to those who might have experienced academic challenges as undergraduates. We hope this this will also boost applicants/admissions now that more potential students are able to return to f2f formats of learning and no longer must rely on online programs like ours.

Financial Implications: None

Proposed Effective Date: ASAP

Request for Action: *Approval by Grad Council, President, WUBOR*

Approved by:

Grad Council on date 10/3/2022

President on date 11/2/2022

WUBOR on date

Washburn University 2020 Climate Survey Final Qualitative Technical Report

Qualitative Analysis Team Members

Graciela Berumen Ed.D (Center for Student Success and Retention)

Danielle Dempsey-Swopes, J.D. (University Diversity and Inclusion)

Kelly Erby, Ph.D. (History, CAS)

Erin Grant, Ph.D. (Criminal Justice, SAS)

Chaz Havens, Ed.D. (Washburn Tech)

Lindsey Ibañez, Ph.D. (Sociology, CAS)

Jason E. Miller, Ph.D., MPH (Anthropology, CAS)

Beth O'Neill, Ph.D., LMSW (Social Work, SAS)

Zenova Williams, Ph.D. (Family and Human Services, SAS)

Date: April 27, 2022

Table of Contents

Executive Summary	18
Washburn Faculty and Staff	19
Washburn Tech Students	19
Washburn Tech Faculty and Staff	20
Washburn University Students	21
Qualitative Analysis Methodology	21
Qualitative Findings	21
1) Climate and Culture.....	21
.....	23
2) Inclusion	23
3) Institution and Policies	24
.....	24
.....	27
4) Student Experiences Inside the Classroom	27
5) Student Experience (Outside the Classroom).....	31
6) Facilities, Safety, and WUPD	33
Washburn University Employees	36
Qualitative Analysis Methodology	36
Qualitative Findings	36
1) Diversity & Inclusion.....	36
2) Openness, Friendliness, and Supportiveness	38
3) Academics	39
4) Budget, Bureaucracy, and Leadership.....	40
5) Relations Among Faculty and Staff.....	41
6) Campus and Community Engagement	41
7) Safety.....	42
8) Working Conditions.....	42
Restricted Data Analysis of Question 1.....	44
Gender.....	44
Sexuality	44
Race	45
Time at Washburn	45
Religion.....	46
Position.....	47
Conclusion	47
Washburn Tech Students	49
Qualitative Analysis Methodology	49
Qualitative Findings	49
1) Student Experience	49
2) Institution and Leadership	50
3) Services	50
4) Climate	51

Conclusion 52

***Washburn Tech Employees* 53**

Qualitative Analysis Methodology 53

Qualitative Findings 53

 1) Employee Experience 53

 2) Institution and Leadership 54

 3) Facilities and Services 54

Executive Summary

In February 2020, Washburn University retained Skyfactor Benchworks to conduct an internal climate study by surveying students and employees across all three of its campuses in Topeka, Kansas. However, Skyfactor did not provide analysis of the survey data.

Following the conclusion of the survey, quantitative and qualitative analysis teams were formed consisting of representatives from across the university charged with analyzing the results of the survey. While the original goal was to complete data analysis by the end of 2020, the global COVID pandemic caused a significant delay in completing our work.

This technical report contains our analysis of the qualitative survey results as well as an executive summary and relevant appendices. Analyses are divided into four sections representing four stakeholder populations: Washburn University students, Washburn University employees, Washburn Tech students, and Washburn Tech employees. A separate report is available containing analyses of the quantitative results.

Washburn Students

The team identified six major themes from the Washburn University student qualitative data: *Climate and Culture; Inclusion; Institution and Policies; Student Experiences Inside the Classroom; Student Experiences Outside of the Classroom; and Safety, Facilitates, and WUPD.* Regarding climate and culture, the responses were generally positive (57 percent). However, respondents who identified as being from a non-majority group or as an ally of a non-majority group(s) were considerably less likely to answer questions about culture and climate positively than were students who identified as part of a majority group. This general trend continued throughout the analysis of the remaining identified qualitative themes. Non-majority respondents also indicated that their calls for greater inclusivity on campus had been ignored by administration and that they felt a lack of trust and communication with WU administration. Similar results emerged around the theme of inclusion with non-majority respondents noting a lack of sense of belonging on campus. Several indicated they would not recommend the university to anyone. In terms of the institution and its policies, respondents indicated they felt there was a general lack of understanding about diversity and inclusion issues among administrative leaders at Washburn and called for greater diversity in administration, faculty, and staff. Another concern raised was about the high cost of attending Washburn and insufficient financial aid. Regarding classroom experiences, many respondents called for more diversity in terms of course offerings and more training for faculty about how diversity and

inclusion impact their classrooms. On the other side, there were also those who wrote that they felt there was too much diversity being taught in the curriculum and that they felt like “ideological outsiders” for holding conservative views. In comments about experiences outside the classroom, respondents described feeling disconnected from campus and co-curricular events, despite institutional efforts to get them involved. Several respondents made note of a co-curricular atmosphere they found “sad and depressing.” Respondents also commented that they felt campus organizations, clubs, and athletics were segregated, exclusive and/or discriminatory, and cliquish. Calls for enhanced mental health support were repeated multiple times throughout the qualitative data. Finally, qualitative responses generally described Washburn’s physical campus in positive ways, noting its beauty and greenery. However, there were also many concerns raised about the accessibility of buildings, sidewalks, and classroom spaces, as well as the safety of parking lots, the adequacy of outdoor lighting. Another area of concern was the safety of nearby off-campus streets and neighborhoods.

Washburn Faculty and Staff

Half of the faculty and staff who responded to the survey provided a response to the qualitative questions about campus climate. Overall, the comments were an even mix of positive, negative, and mixed. Several themes emerged from the responses: *Diversity and Inclusion; Openness, Friendliness, Supportiveness; Academics; Budget, Bureaucracy, and Leadership; Relations Among Faculty and Staff; Campus and Community Engagement; Safety; and Working Conditions*. Most respondents’ assessments of the campus culture were positive in terms of friendliness and openness, while most concerns were related to diversity and inclusion issues. Some respondents applauded the university’s ongoing efforts and the dedication of faculty and staff while noting that more needs to be done. In their comments, faculty and staff also expressed respect and concern for students, and some raised concerns about overwork and burnout among employees. Most suggestions involved ways to improve the student experience (including learning, engagement, and safety), support faculty productivity, and promote collaboration. Qualitative data were also analyzed by gender, race, religion, sexuality, time at Washburn, and position.

Washburn Tech Students

Nearly 75% of WU Tech student responders provided responses to each of the two open-ended questions on the climate survey. The team identified four themes: *Student Experience; Institution and Leadership; Services; and Climate*. Many students spoke positively about the culture at WU Tech, including interactions with faculty and staff, classroom experience, and experiences with other students. Students expressed a desire to have more opportunities to build relationships with each other outside of the classroom setting, and results from this qualitative analysis suggest that it is important to ensure these opportunities are inclusive of students belonging to different backgrounds. Several students also provided perspectives that indicated positive experiences related to diversity on WU Tech campus, however other students noted some opportunities for improvement related to curriculum and education.

Results were also indicative of the financial stressors felt by some WU Tech students regarding transportation, food, and tuition.

Washburn Tech Faculty and Staff

Only 40% of WU Tech employee respondents provided responses to the first and 27% responded to the second of the two open-ended questions on the climate survey. Researchers identified four themes: *Employee Experience; Institution and Leadership; Facilities and Services; and Climate*. Responses revealed concern about the leadership of Washburn Tech, although there were also responses that suggested respondents felt more positively about recent changes to this leadership. Another area of concern was a sense of isolation from the Washburn University campus. Regarding the diversity and inclusiveness of Washburn Tech, many respondents indicated they felt there was general ignorance or direct avoidance of these topics throughout the Tech campus. Many respondents expressed that they felt Washburn Tech needed more basic-level training and education around the topics of diversity, equity, and inclusion.

Washburn University Students

Qualitative Analysis Methodology

The Student Qualitative Data Analysis team was composed of Graciela Berumen (Center for Student Success), Danielle Dempsey-Swopes (Director of Diversity and Inclusion), Erin Grant (Criminal Justice and Legal Studies), and Jason Miller (Anthropology). Miller first cleaned the data and organized a preliminary meeting to discuss the process. After that preliminary planning meeting, team members each read through the data looking for important themes. Next, the team met, shared their results, and created a draft code book of themes and definitions. Team members subsequently went through an iterative process of negotiating codes to produce a final code book.

Given the large number of student respondents (n=1645), the team decided to use NVIVO, a qualitative data analysis software program, to code and analyze data. Miller entered the data into NVIVO and used the *Case Classification* feature to auto-associate demographic information with each respondent. Of the total student respondents, only some (n=1025) provided a qualitative response to one of the two qualitative questions. The team divided the qualitative responders into three because Dempsey-Swopes did not have access to NVIVO on her computer. Berumen, Grant, and Miller each then coded approximately a third of the responses. The team then met again to ensure interrater reliability among coders and identified preliminary themes from the data based partially on semantic relationship and partially on frequency of occurrence.

The team then produced a map of the codes deemed most salient and again divided analysis into the six large categories including: 1) Climate and Culture, 2) Inclusion, 3) Institution and Policies, 4) Student Experiences Inside the Classroom, 5) Student Experiences Outside the Classroom, and 6) Facilities, Safety, and WUPD.

Qualitative Findings

1) Climate and Culture

When examining qualitative responses from students, there were eighty-nine responses that suggested a negative climate and culture around campus and inside the classroom. While there were more responses indicating a positive climate (n= 120), this came with a caveat noted by at least one student:

Honestly, I feel most of these questions aren't the best ones to ask me. I'm a white, middle class, able bodied, cis female. If there is discrimination or an unwelcoming environment, I am not the one that would bear the brunt of that. I feel it is a good culture and that people in general are welcoming, but there might be another student

that is different than me that sees a whole different side of it. They are the ones that would give the best feedback on campus culture.

This caveat was supported with the range in campus experiences based on student background. Common among responses from BIPOC students was the perception that campus is:

Everything here is made for White people. There is no color on the volleyball team, the cheer or dance team, the WSGA... nothing here is built for students of color and some students make that known. For an institution to not speak on that just means they don't care. Washburn is racist, and so are some of its faculty here.

Responses from White, conservative students suggest that the university is going overboard on diversity and inclusion efforts:

The Leadership seems to be catering to a small group and ignoring the larger student body. How long will it be before just having a White/whatever color person in a room will be intimidating to a student? How long before the White/whatever color is asked to leave somewhere because their very presence is distributing [sic] to a student? It has happened on other [sic] campus.

Personal stories shared by students provided perspectives from a variety of backgrounds and ideologies and included themes regarding campus spirit, clubs and events, and administration.

There were 61 positive and 135 negative responses relating to campus spirit. One response indicated a hostile campus, with a culture of “get in and get out with little attempt at creating a traditional university atmosphere.” Approximately eighty six percent (n = 222) of the responses regarding the impact of clubs, organizations, and events on campus culture were negative. Clubs and organizations were identified as cold and cliquish “like an overblown high school...” Students suggested more diverse clubs and activities might address this challenge and ensure those from traditionally marginalized groups may feel included. Thirty-seven responses (n=37) indicated that clubs, events, and groups have a positive effect on campus climate. These students spoke highly of the events already available, specifically those during welcome week. It was suggested that these types of events occur more often and with better advertising.

Thirty-nine responses included negative references to administration. One noted that the administration felt detached from student needs, seemingly unaware of what is relevant to the current generation. These responses indicated a lack of representation and a need for purposeful, consistent communication concerning inclusive efforts and their impact on our campus.

Start listening to students. I've sent sincere emails and letters that have been ignored. A "we'll discuss it" is not a resolution unless you involve students in the discussion or update them after the discussion. Stop responding to issues from the point of removing

liability or responsibility. Address problems from a point of making the campus community a healthier, more productive place.

There were five positive (n=5) responses acknowledging leadership attempts to address issues to improve campus climate and culture. Although the attempt is acknowledged and appreciated, it is clear there is an assumption this is the beginning of more work to come.

Communication

Out of 181 responses regarding communication on campus, one hundred responses noted challenges. These included methods of information transmission as well as tone and frequency. The method by which information is disseminated was mentioned in more than half of the negative responses (51 percent). A need to advertise more activities of all kinds on campus was indicated, particularly for those who are nontraditional, online, and commuter students. Better internet and social media announcements were suggested. On the contrary, other respondents would like to see fewer emails, particularly those advertising diversity related efforts. "Stop promoting diversity because Washburn isn't really diverse in teams [sic] of race."

Twelve percent of the responses suggested little in terms of information coming from the administration, "I would like to be informed about what measures the school is taking to make students more comfortable." When communication does occur with administration, it is reported as feeling tense, at least one response indicating their tone communicated a lack of concern for issues of diversity and inclusion.

Nine responses provided the experience of not being heard when reporting climate related issues on campus. This was seen as especially true regarding faculty evaluations. Other than administration, students found that communication with offices meant to help students was staffed with rude people – one office of note was the student one stop. It was suggested that there be comment boxes provided for feedback.

Regarding how faculty communicate with students, nine students found that faculty are not accepting of all, suggesting an attitude of "I know what kind of student you are" prior to any interactions. Some suggested that faculty-student interaction consisted of political indoctrination; a handful of others indicated the belief that faculty are race or conservative shamers.

2) Inclusion

Reflecting findings from the previous section, sixty percent (119) of the responses regarding inclusivity on campus were negative. The negative responses, most of which were provided by BIPOC students, were consistent with the following:

As a black [sic] woman at this university, I feel uncontrollable during class settings with the student ratio being 90% Caucasian [sic]. I'm also not recognized for the achievements at this university. I received a 3.50 GPA last semester and I did not receive

a dean's letter of recognition. The only reason I'm going to Washburn is because its 5 minutes away from where I live and they have awesome professors. The student culture at Washburn is very biased and racist which is strongly why I wouldn't recommend this university to anyone I know.

Other responses included similar sentiments regarding a need for a more diverse campus, while also indicating that BIPOC individuals would not necessarily be recommending the university to a friend. Students suggested a need for more training and messaging that aligns with the mission of inclusion at Washburn.

3) Institution and Policies

This section includes a range of topics relating to how the institution itself, as well as the bureaucratic structure within, affects the climate on campus. These factors are placed into the following categories: community, bureaucratic factors, employee interactions, communication, and cost and funding.

Community

Twenty responses indicated that the community surrounding the university contributes to the culture on campus in a negative way. Eight responses were related to the safety of the neighborhoods around Washburn. These individuals reported feeling unsafe and thus disinterested in helping to create a campus culture, two responses included the sentiment that the student was only attending Washburn due to its proximity. One respondent wrote:

When you have classmates get shot right where a lot of students live, and my house close to campus gets broken into with thousands of dollars' worth of my things being stolen, it is hard to feel safe... I did like Washburn when I was involved and living on campus... Improving the campus culture starts with improving the areas around the university.

In terms of the broader community, one third of respondents suggest that Topeka is not a real college town, which stifles a traditional campus culture. When most people leave campus housing on the weekends, the sought-after inclusive community remains elusive. Three students attributed inclusivity challenges to being in Kansas. One student found the community too conservative, suggesting it was par for the course due to the state. Another believed that Washburn was doing "okay" for being in Kansas. A third student believed that for a university in Kansas, there should be a lot more embracing of conservative mindsets.

Institutional Reputation

Twelve responses referred to the reputation of Washburn. Half were positive, with students suggesting they had pride in being affiliated with a school known for being diverse, amazing, and well respected. Two of these indicated that the university was more diverse than other schools in the area.

Five responses suggested that the level of diversity on campus is unacceptable. Two responses specifically stated that the campus is not diverse; others indicated the campus has a racist student culture and is unsafe. An issue was taken with the lack of effort to diversify campus; one student indicated that they were not proud of having attended and would not remain involved post-graduation. The higher ups who may be able to affect such change were identified as being more talk than action.

Those who found the university to be diverse were also critical of administration. Twice it was indicated that the university is diverse, though not for the right reasons. A White female believed that “the institution pushes some things too hard because it wants people to like them.” Another White female suggested that

Campus spends excessive amounts of time catering to the needs of the minority groups/LGBT that they don't seem like they care about the white/straight people on campus and that turns a lot of students away.

Leadership

Of the 83 relevant leadership responses, six were positive. One indicated a sense of respect among leadership; another felt administrators were friendly towards students. The other four positive references included students giving credit to leadership for “at least trying.” Four respondents believed the leaders on campus to be weak and those in executive positions should be replaced. A Latinx male student felt “like the administration is a little scared of taking a stance of diversity. They wait for students to take the lead.” A white female student stated that “sometimes I wish they would just try to do the right thing without just glossing over the issues or adding temporary solutions.”

There were thirteen instances in which students suggested that student needs should be more important than reputation and budget. An Indigenous male veteran student found that the administration’s interest “seems to be placed on enrollment rates rather than graduation rates, and it shows”. This student suggested that the administration values middle class white students as their ideal population with international students, for example, being seen only as a higher income for the university. There were seventeen mentions of administration lacking understanding and support for diversity and inclusion efforts. A student who identified as a straight White Christian male indicated they believed administration to be hostile and discriminatory.

It was suggested that the university is inaccessible as it relates to mental health. There were reports of learning accommodations being overlooked, with one student noting this occurred most often in the math department. This student suggested that professors on campus should use the Office of Diversity and Inclusion to ensure they are making their courses welcoming to all students. Another student mentioned Pam Foster specifically in terms of an individual in leadership who could make use of the previously mentioned office. The respondent suggested there was inadequate implementation of ADA and Title IX:

I would prefer that WU prioritize the needs of their students over their reputation. Policies and rules are pointless if leadership refuse [sic] to implement them proactively. It would also be rewarding to see a WU president who is more involved with students concerns, who implements better oversight, and who basically isn't just a talking head with an absurdly fat salary, while a great majority of staff are doing the work of three or more people and this fact isn't being reflected in their pay.

Policies and Procedures

There was a total of twenty-five references to policies and procedures. As with other factors, the athletic training facility was mentioned as a decision that was not favored. Again, insinuating that the decision-making procedures at the upper level did not demonstrate an understanding of the needs of students. Other noted decision-making issues included those regarding the ability to transfer credits without trouble.

Three responses included issues with a lack of policies and procedures students were aware of to address racism on campus. One response suggested a need to “be more strict of racial comments.” Another indicated that the individual had complaints that could be filed, but that they were “not confident that my complaint would be taken seriously.” Seven other responses noting a need for better reporting procedures.

Have an anonymous means of giving feedback to Faculty throughout the semester so that things can be addressed without involving others and without waiting until the semester ends.

Housing was mentioned. It was not the structure of issue in this case, but the policies regarding health and safety checks in student housing. One response suggested the policies communicated a sexist tone. Two other responses mentioned gender-related biases on campus, particularly related to inclusive bathrooms. ADA was referenced in seven responses, five mentions of specific accommodations needed to create a more inclusive climate on campus (i.e. handicapped parking and bathrooms). One student found that when approaching those in decision making roles, there was pushback to these requests.

Employee Interactions

Forty-seven responses were identified as related to student employee interactions. Nineteen percent (n = 9) were positive, suggesting that faculty, staff, and administration were welcoming outside the classroom. Nearly a quarter of responses (n = 11) suggested that the campus educators and administrators needed to have a more diverse focus. Mentioned twice was the need to be more understanding of international student needs; another suggested the opposite, that one’s background should not affect how one’s needs are met. Four times it was insinuated that campus is too political in nature, which negatively affects the climate.

Six students (13 percent) reported that all offices and most places in the union were rude or unfriendly to students. Among these locations include advising, sports director, administration,

and residential life. Those employed at the union indicated that supervisors required them to work more hours than scheduled, interfering with their studies – which seemed counter to the point of a work study program.

Suggested methods of improving these interactions included diversification and training (e.g., mental health) of employees and more interaction between employees and students. Among these critiques, one student noted that there are individuals on campus who do care and talk about how they (the educators) would like things to change. Four students (nine percent), however, noted that when things are reported or needs are identified, they are brushed off. Among these critiques, one student noted that there are individuals on campus who do care about students and talk about how they (the educators) would like things to change.

Cost and Funding

Seventeen responses mentioned the cost of the university. One indicated they found the university to be cost efficient. Eight responses reported that the university is too expensive. Suggestions were made to reduce tuition (n = 3), the cost of food (n = 2), and the cost of housing (n = 2). One White female indicated that with “Lower tuition... more students from different backgrounds” may be recruited.

The need for more scholarships was mentioned by three students. Two students indicated they would like to see programming to aid students in finding financial aid. One straight white male suggested that scholarships should be “for students who are non-Hispanic, Chinese, etc.”

Two responses support previous mention of money being more important than students. Per these responses it could be inferred that Washburn exploits students for as much money as they can. A non-traditional Latinx female reported that “more students than not feel this institution is more concerned about making money than their students' education.”

Along a similar tone, responses indicated that the university could make better funding choices. A lack of funding for programs on campus was mentioned six times. Four of these responses suggested that more money should go to students, special groups, educators, and departments. Two responses included a critique of the money used to build the indoor athletic facility. The money should have been used for already existing needs, also noting the issues with Carnegie.

4) Student Experiences Inside the Classroom

One hundred and two (n=102) Student respondents wrote about experiences inside the classroom. Their comments were grouped into five categories: course offerings, faculty management of the classroom, faculty doing a “good job,” students who felt uncomfortable in the classroom due to their identity, and “ideological” outsiders who feel there is too great a focus on “diversity.”

Course Offerings

Twenty-nine (n=29) students wrote about wanting additional course offerings. Ten students expressed a desire for more courses that were focused on diversity and learning about diverse cultures. Some students who commented on this also asked for courses that centered discussion as a core area of the course. “Three students wanted more course offerings in their specific major and another three asked for more “skills-based” or “hands-on” courses. Another three asked for course offerings that were more accommodating to non-traditional students (specifically focusing on class times) and two students asked for a version of WU101 for transfer students. Two students felt the current course offerings were “old” and asked for more relevant courses. Finally, one student asked for more “upper division courses” and one student asked for smaller courses.

Faculty Management of the Classroom

Twenty-seven (n=27) students wrote about how faculty manage the classroom regarding diversity and inclusion. Eight respondents wrote about faculty who seemed to either not be aware of the impact of diversity and inclusion on their pedagogy or unwilling to be more inclusive. One student wrote that “many professors do a very poor job of creating the community aspect in the classroom.” Another student wrote about faculty not interacting enough with students of color and another student wrote an extended story about their professor ignoring the international students in the course. A sixth student expressed a desire for who faculty were more accommodating to nontraditional students with cultural and life experiences different from traditionally aged students. Finally, two students wrote about wanting faculty to be more open and understanding. “Most instructors care about my success in their classes... but a few others not so much.”

Four students wanted faculty to attend yearly diversity training and publicize that attendance so that students were aware of the outcomes. Another respondent asks for each professor to devote a portion of every course to diversity. One student went as far as to say, “get rid of teachers who are unable to handle people/students outside their own comfort zone.” One student wanted to see faculty take more initiative in this work.

Students wrote about how faculty respond (or do not respond) when incidents happen in the classroom. For example, one respondent wrote: “Kick people out who openly call people the N word and not let their dad buy them back in.” Several respondents noted that they felt unheard when they brought complaints to the administration about specific faculty. “Make sure...professors feel like they may address student tantrums and lack of respect and that the administration will back them. Also, if there are repeat offenders ... there may be real consequences.” Two respondents desired a way to provide feedback to faculty anonymously during the semester so challenges could be faced during the semester. Another felt that instructors did not take student concerns seriously and felt the administration did little to help. Another student felt that they could not mention an issue with a professor because it might jeopardize their grade or future career possibilities. One student wrote: “When giving end of the year professor evaluations, it would be helpful if students believed their feedback actually helped. With nothing getting done about constant and consistent complaints about

certain professors, students no longer feel welcome to speak up as our words are falling on deaf ears.

Several students wrote specifically about faculty management of class discussions. For example: "Allow professors to have tougher conversations related to race in their classrooms without fear of repercussions." While another asked for "incorporating more discussions about diversity." A third student mentioned: "my professors typically only mention controversial issues in passing but never let students discuss our views and beliefs which is a valuable way to learn from each other" and a fourth states that "students need to be taught how to [have discussions]." Yet another student referred to the "Midwestern politeness" and how it inhibits deep conversations in class.

Finally, one student asked for better integration of "high school students" and "adult learners." One student felt faculty did not respond to their emails in a timely fashion.

Faculty Doing a "Good Job"

Twenty-one (n=21) students wrote about positive interactions with faculty. Many respondents wrote statements such as "all of my professors and teachers have treated me with respect" Or that "everyone is very welcoming." These respondents often made note of faculty availability, small class size, or particular classes where they really got to know their faculty person and vice-versa. However, 14 of these 21 respondents were white. Only 2 African American and two Latinx students wrote about having positive experiences with faculty. One African American female respondent said: "The History and English departments embrace diversity and cultural at Washburn. ... however, I do not necessarily observe that in others, in particular, the business school, science department[s], math, and education."

Uncomfortable Students

Ten students wrote about feeling uncomfortable or unwelcome in the classroom due to their race, ethnicity, ability, or other facet of their personal identity. For some students, this was because they feel un- or under-represented in Washburn classrooms. One student wrote: "As a Black woman at this university, I feel uncomfortable during class settings with the student ration being 90% Caucasian" (sic). The student goes on to say she would not recommend Washburn to others. Another student comments: " I have had almost all of my classes with mostly white people. I know not only me has that happened to." "...teachers that I've encountered make little effort to be as accepting [as fellow students]," one student wrote.

Students with disabilities also reported discomfort in the classroom. One respondent wrote that students with disabilities seemed to not "matter" as much as other students writing: "We aren't stupid. We aren't less than others. Follow the accommodations you signed, don't try to work your way around them and respect these students." Another wrote "... (some faculty) have their mind(s) made up about your ability to perform in class before you even open your mouth to speak. I.e., 'I know what kind of student you are.'" Four respondents wrote about faculty unwilling to extend accommodations or who were perceived to be disrespectful to students who sought accommodations or who had other disabilities or health issues.

Students wrote about wanting faculty to see them as whole people and not homogenous. One student asked for professors to be trained “to be more understanding of students with learning disabilities.” Another commented that it was burdensome to speak with each professor about their accommodations. Some students pointed to mental health issues they experienced while students. “I had one teacher that ruined my favorite subject for me and the school didn’t even talk to him. I was so mentally messed up after that, that I stopped going to classes for a bit. [My] mental health already suffers and that made it way worse.”

Ideological Outsiders

Finally, 20 respondents (all but two of which were white) wrote about how they felt that Washburn focused too much on diversity while simultaneously excluding their political or religious ideologies.

The majority of these 20 respondents wrote about political ideology (although, given that the survey did not ask demographic questions about political ideology it is difficult to parse exactly to which ideology they refer. One student wrote: “My only issue is that a significant majority of students and instructors that I’ve had seem to be pretty biased politically; usually I feel uncomfortable sharing my actual beliefs during ...class.” Another writes: “It’s not okay for professors to fill their lessons with incredibly biased political agenda...It would really be amazing if Washburn could stand up to this and teach students to think logically, especially in this age where media has such an influence on all our lives.” “...as a conservative student on a college campus, I am frequently called racist or sexist for my political beliefs.” While another states: “Washburn is one of the most liberal colleges around. ...I don’t appreciate spending class time learning about a professor’s (sic) political beliefs when I could be learning about things I enrolled in the class to learn. One student goes as far as to say that professors should not be allowed to state any political opinion. Three students felt their grade was negatively impacted by their political ideology. Two of the respondents liken their reception in the classroom to “attacks.” Many of these respondents blurred the line between religion and political views or political views and their whiteness. One student wrote: “I don’t know that my religious views are very welcome by some teachers,” while another wrote “... being essentially told my opinion doesn’t matter if it’s different than the mainstream—because I’m WHITE strikes me as just as bad a form of discrimination as if that dismissal were based on my sexual orientation.”

Other respondents felt that there was too great a focus on diversity and inclusion efforts. “Washburn is “starting to get infected with the diversity bug” says one student who goes on to complain about “newer medical beliefs like gender fluidity” which he feels “increases divisiveness.” The student ends by conceding that they have never been penalized for their beliefs. Another student writes that “Instead of mostly having panels based on gender identity and racial diversity, we should have panels on political issues and diversity of thought.” Another student wrote: “Unless a class specifically deals with the discussion of personal beliefs regarding politics and religion, I would ensure that staff kept personal bias and opinions to themselves.” Yet another student writes: “There’s too much focus on diversity,” and goes on to talk about the institution trying to meet diversity quotas.

Some respondents became more pointed, stating that they believed “diverse” students had an easier time. One student referred to “foreign ideas” amongst non-native English speakers and complained that they were not held to the same standard as native English speakers. Another student stated that “students from other cultures are held to a different standard and use their culture as a crutch.”

5) Student Experience (Outside the Classroom)

Mental health

Eight responses included reference to mental health concerns on campus. Students suggested that the culture on campus is sad and depressing and that mental health should be considered as more important than academics. Students indicated it may be helpful for there to be more talks on campus to normalize mental health challenges, understanding of a need for mental health days, and required training on mental health for all employees at Washburn.

It was reported that there is an oversight in terms of what is offered for counseling services on campus. While there was a noted appreciation for the current center, this came with limits. Three responses suggested that the center needed to hire more diverse counselors to reflect the student body. Another suggested a need to be moved elsewhere, as “the placement of our counseling center alone screams stigma.”

Financial Aid

Ten responses included reference to financial aid. Of these, nine indicated that financial aid opportunities were insufficient. One student “was not aware of what scholarships were available until it was too late to apply during my time as a student.” Eight responses called for more financial aid offerings; seven responses described which individuals were most deserving of the necessary scholarships. Five responses identified traditionally marginalized groups, while two pointed to a need for more scholarships for middle- and upper-class white males.

Regarding where this money should have come from, one response pointed to the indoor athletics facility. “Nobody on campus wanted that indoor athletic facility; I have not spoken with one person who supports it. Even the athletes would have preferred the money to go to financial aid or study abroad opportunities.”

Student Engagement

Twelve responses called for more opportunities to engage with their peers. Students described others on campus as “distant” and “separate.” One noted that, “People tend to mind their own business.” Another wrote, “I feel like student organization groups ostracize themselves from the general population.” Four responses suggested it being difficult to find a welcoming organization, as many tend to function like cliques.

Veterans and Military Connected Students

Veteran related concerns were mentioned in three responses. One student reported Washburn as the best school among the Kansas Regents for Veterans and military Connected

students. The other two responses were critical of the small and inaccessible Military Student Success Center. Requests for a larger, more accessible space have been made, but according to the responses, there is the appearance that other groups on campus get more attention. One nontraditional male student believed “It would be addressed if there was a complaint that there was not a space for left-handed albino Eskimos [sic] with halitosis.... anyone but veterans have worth on campus. We get lip service and platitudes but that is all Washburn is willing to address.”

Athletics

Forty-two responses included the topic of athletics, with only one person indicating that campus does a good job supporting athletics. More than twenty five percent (n=11) of responses complained about a lack of turnout at sporting events, two calling for more recognition of achievements. A white male student reported believing that campus is boring due to academics overshadowing athletics.

Despite complaints of a lack of support, at least one student thought sports tend to overshadow clubs and Greek organizations in terms of importance. Six other responses supported this, suggesting that there is too much of a focus on sports (n = 2) and that there was little to do on campus after the first week of school other than athletic events (n=4).

There was an assortment of other complaints regarding athletics on campus. Athletes are seen as unfriendly, having an air of entitlement, and segregating themselves from other students. Responses identified a lack of diversity in athletics, with a “complete lack of color on the cheer, dance, and volleyball teams.” On the other hand, it was indicated that there is a lack of diversity outside athletics. It was suggested that POC are only recruited for sports. A final response related to the lack of minority students on campus stated that unless one is an athlete, “life sucks for POC.”

Administrative issues were also brought up – with a call for more sporting programs on campus and better advertisement. A continuous issue was taken with the spending on the indoor practice facility, which according to some, not even the athletes thought was a good idea. Most concerning were the suggestions that more attention needed to be paid to what happens behind closed doors, with a final note of concern being an accusation that the Athletic director is unethical in nature.

International Students

Thirty-seven responses were related to international students. Students suggested there should be representation from more countries and try to accept and value these individuals. This may include expanding diversity efforts to include more than race and ensuring faculty understanding of needs of those not accustomed to U.S. culture. Other ways challenges can be addressed included more campus jobs, cultural food, events, and resources separate from the international house.

Currently, there is a perception that international students are seen as a way to bring more money into the university. This may affect the perception and treatment of international students, with eight responses noting an unwillingness to embrace them due to their self-segregation and unfair preferential treatment. Responses indicated that international students should be treated with the same expectations as domestic students, as well as be held to the same standards (n = 2). A white female student believed that “all international students [should be expected to be] just as responsible as domestic students.”

6) Facilities, Safety, and WUPD

344 references were made to facilities, issues of accessibility and safety on or near campus, and the Washburn University Police Department (WUPD).

Facilities and Accessibility

In general, when students referenced facilities, they requested more space for various purposes such as space for students to study or later hours at the library (n=6), space for identity groups such as veterans (n=3), a multicultural center or additional space for international students (n=4), a daycare center for student-parents' children (n=2), a better recital hall space (n=1), or space for students to just be with no specified purpose (hangout space) (n=14). One respondent lamented that the few common spaces that were on campus appeared to be shrinking.

Several students commented on how attractive and inviting the campus grounds were (n=3), while others asked for more retail or food options on or near campus (n=5) to facilitate a “more college like atmosphere like at KU or KSU.” Additional facilities concerns included the inability to control temperature (n=1), a desire to be a smoke-free campus (n=1), the lack of gender-neutral bathrooms in all buildings (n=2), and classroom facilities that were dated or in need of renovation or repair (n=2).

In addition, several respondents (n=8, almost all female and white-identified) referred to ADA compliance and buildings that were either inaccessible to them (i.e., Carnegie Hall) or were more broadly inaccessibly, particularly for students who use wheelchairs or other mobility devices.

“I really think something needs to be done about Carnegie and its lack of accessibility to physically disabled. I work in the library and have at multiple times had to tell people that there is no way to go up the building via an elevator. I understand its status as a national historical landmark, but I really think something needs to change.”

Another student questioned why the education department was still housed in an inaccessible building. Students also mentioned elevators which were consistently down in Henderson and Morgan requiring courses to be moved or cancelled.

“Improve access in buildings. I have had 4 occasions in 2 separate classes so far that have had to cancel/move class because the professor in one case and student in another could not get to class because the elevators were down [in] Henderson and Morgan.

Still other students reported a perceived lack of accessible parking or that parking spaces reserved for those with mobility placards were routinely used by those who did not have mobility placards.

Parking and Safety

Many students wrote about lack of parking near classrooms and other facilities (n=14). Responding students framed this as an accessibility issue, particularly in the winter months when sidewalks were icy and it gets dark early. "I honestly feel like there needs to be closer parking to certain parts of Washburn, especially due to it becoming darker during the winter season." wrote one respondent. "If you are to park in the very back parking lot, it is a far walk away from all the buildings. That tends to be a little scary." several respondents specifically mentioned shoveling sidewalks.

Fear while walking at night and what students deemed a lack of appropriate lighting and other safety precautions was also a common response (n=17). One female, 20-years-old-or-younger student asked for a "higher presence of security at night, more outdoor lighting," while another 21-25-year-old female student said:

"I am white female so I may be blind to discrimination because I don't experience it. As a woman however I do not feel safe on campus after dark. They need more lights or something like the flashing blue lights they have at Walmart. I shouldn't be anxious walking to my car or home from a night class. (I live across the street)."

A third female respondent questioned why exterior doors to the LLC were locked at 11:00 PM requiring a long walk around the building from the parking lot at night. One student asked for a campus shuttle service at night while another student asked for better bus service to the university. However, one 26-30-year-old, male graduate student did praise the current lighting in the parking lots and another male, gay-identified student did comment about feeling safe on campus.

Safety Off Campus

Almost 74% of concerns about safety were mentioned by students who identified as female or genderqueer/nonbinary with a few male students stating that they felt safe. Many of these responders wrote about feeling unsafe on campus, especially at night. One student responded: "Improve the safety! I can't walk around campus close to evening because I'm scared."

Many respondents (n=21) referred to feeling unsafe in the neighborhoods surrounding campus. For example, "It's a great community on the grounds of Washburn, but I don't feel safe in the general Topeka area." Another respondent stated:

"It really isn't in a good part of town and it seems like many people I have come across aren't always proud to say they go to school here or always have things to complain about. Also no one likes to be out and about on campus at night and night life is nonexistent because it isn't safe. There are multiple parts of campus (especially outer campus) that are dark and sketchy."

While another offered: "If the safety of the area that campus is located in were improved, this would improve every aspect of this institution. We need more investment into the areas around!" Several students used words like sketchy, rundown, and unsafe to refer to apartments, houses, and retail stores within a few blocks of campus. One student said: "I feel like everyone at Washburn knows their surroundings can be dangerous, so everyone keeps to

themselves” while another asked: “People don't feel safe around campus, and a student was murdered 3 blocks away. What did Washburn do other than make a statement?”

Still another student commented on traffic near the university:

“There needs to be a stop light at the intersection of Washburn ave and 19 street on campus. There is a lot of traffic the crosses there and a lot of students cross the street there to get to campus. Also, a sidewalk going up to the side of 19th street on campus would be nice so I don't have to walk in traffic.”

While Washburn University is not responsible for off-campus areas, the perception that the surrounding neighborhoods are “unsafe” negatively impacts campus climate. This perception was noted by one student who responded: “the surrounding area of the University is a student area, even if Washburn doesn't own it. Improving the campus culture starts with improving the areas around the university. I want to feel safe doing things close to campus as well as on campus.”

WUPD was seen as connected to safety, but students appeared unsure of what WUPD could do. All but one responder was white, with responses being roughly split between male and female. “One thing I would improve is the safety surrounding the institution. We have WUPO and emergency poles, but that isn't enough” said one student. Five students wrote explicitly about WUPD. One stated: “More campus police presence during evening class hours,” while another wrote: “I know some students are hesitant to be on campus in the later hours due to cases of crime in Topeka. Perhaps increase outside lighting or security.” Finally, one student wrote of wanting faster WUPD response times and another about a hit and run incident that was not resolved to their liking. The student suggested installing additional surveillance cameras in parking lots.

Washburn University Employees

Qualitative Analysis Methodology

The Washburn University Employee Qualitative Data Analysis sub-team was composed of Kelly Erby (History/CAS), Lindsey Ibañez (Sociology), and Zenova Williams (Human Services). Of 456 faculty and staff who responded to the campus climate survey, 231 (51%) respondents provided an answer to the first qualitative survey question, "How would you describe the campus culture at this institution?" Our team coded these responses for valence – negative, positive, mixed, or unclear (if no valence could be determined). Of the 231 responses provided, 81 (35%) were negative, 75 (32%) were positive, 60 (26%) were mixed, and 15 (6%) were unclear. Responses were then open-coded for themes. For the second qualitative survey question, "What is one thing you would do to improve the campus culture at this institution?", 212 people (46%) provided a response. We open-coded the responses according to theme, many of which were similar to the themes identified in the first question.

Qualitative Findings

Results were grouped into eight categories: diversity and inclusion; openness, friendliness, and supportiveness; academics; budget, bureaucracy, and leadership; relations among faculty and staff; campus and community engagement; safety; and working conditions.

1) Diversity & Inclusion

The largest theme in the data was "Diversity and inclusion," with 93 comments (40% of total responses) coded for this theme. Of these 93, 38 (41%) were negative, 31 (33%) were mixed, 21 (23%) were positive, and 3 (3%) were unclear.

Among the responses coded as negative, several respondents described what they perceived as the University's failure to achieve a climate promoting diversity and inclusion. One noted: "There really is little diversity." Another wrote: "I think we really need a more diverse faculty and staff." According to another: "Well, if you're white and straight, it's fine but I think we have a long way to go to know how better to welcome and substantively value non-white, non-heterosexual students, faculty, and staff."

A common theme among these negative responses was the feeling that, while the University claims to value diversity and inclusion, it struggles to put those values into practice. WU "talks about diversity and inclusion," expressed one respondent, "but does little to make it happen." Another said that they perceived Washburn as "tip toeing around the real issues," adding: "Administration does not want to do the work of really making it an inclusive campus." Another respondent said that the University's stated commitment to diversity and inclusion is "lip service" only, while another explained: "I believe we have conversation and put together committees to discuss and recommend solutions for issues related to diversity and inclusion but then don't act upon the recommendations." Another respondent said: "There is an interest in developing a culture of diversity and inclusion, but only if it doesn't make us feel uncomfortable or bring attention to the university from Board Regents or Media."

Similarly, many respondents who negatively described the campus culture also stated that they felt WU is merely reactive to issues or problems related to diversity and inclusion as opposed to purposefully pursuing change. One respondent wrote: "Any diversity or inclusion initiatives seem reactive or like an afterthought." Another described the culture as "very reactionary in terms of dealing with issues of discrimination or violence - never proactive. Washburn likes to keep negative things that happen very hush and I believe that this is how they escape accountability." Another stated: Administratively, faculty and staff, undoubtedly, think they are being proactive and warm and welcoming. However, the actions often do not translate to that."

A smaller number (9, or about 10%) of those who negatively described the campus culture in terms of diversity and inclusion criticized WU for being intolerant of conservative political and religious viewpoints. One respondent explained: "Conservative political viewpoints are not welcome here, and in fact moderate/middle-of-the-road political viewpoints are treated with hostility because such viewpoints are not liberal enough. Religious backgrounds and perspectives are also not welcome here."

Among the responses coded as mixed, respondents spoke of WU's efforts and the composition of the student body. One noted: "There is a greater minority presence in the student body. It seems that this shift should also be reflected in the course offerings and faculty as well." Other respondents were supportive of the goal of inclusiveness but skeptical of the process; one wrote, "I think that we are trying to be inclusive. I am not sure we have gone about it the wrong way. Sometimes it seems we have pushed students to almost be too outspoken and be more disrespectful." Several mixed responses pointed to a positive overall climate, with some ongoing problems related to inclusion: "It is a positive culture in many ways, with students, faculty, and staff supporting each other well in general. It has ongoing issues with race, as seen last year, and still is not as welcoming to students with disabilities and trans/nonbinary students as it could be. Note for example that the Education Department is in an inaccessible building, the lack of non-gendered restrooms, accessibility issues for buildings during inclement weather, and an administrative culture that values being seen to follow all legal requirements over finding ways to best help students."

Also among the mixed responses, one respondent noted that students whose worldviews are challenged may perceive the campus climate as hostile as a result: "Intentions are mostly good. Being "proactive" hasn't been a strength; efforts there seem to be improving. There is perception among some students that faculty are hostile to conservative political points of view. This is probably justified in some cases, but may be a reaction to beliefs being challenged in others."

Among those whose views on diversity and inclusion at Washburn were positive, respondents indicated that Washburn was making strides: "Washburn does a good job trying to include everyone and make everyone feel welcomed. I believe Washburn tries to be proactive with policies to protect diverse individuals and keep everyone safe." Other comments addressed the diverse composition of the student body in terms of residence, race, and socioeconomic

class: “The student body at Washburn is a curious mix of diverse urban/suburban population and predominantly white rural population. We could do more to recognize the extreme hardships many of our students endure in order to pay for their education.”

Some respondents assessed diversity at Washburn in relation to the surrounding community: “It's very welcoming and open-minded. I think our student/faculty/staff population is not terribly diverse, but only because it reflects the community we live in.” And several respondents spoke of inclusiveness at Washburn as an ongoing work in progress: “I believe the culture from a Faculty/Staff perspective is open and welcoming to a diverse and inclusive campus and campus experience. I believe from a student perspective, more traditionally underrepresented student groups are speaking up about things they would like to change. I see this as stemming either from 1) more students so feel empowered to speak up, 2) feel more comfortable in speaking up or more lines of communication are available to use. Either way, this is a good thing, but also shows that there is more work to be done.”

Among the comments coded as unclear, one respondent pointed out that the student experience is not uniform: “It's ok depending on who you are. If you are “diverse” then being the top 10% of whatever you are involved in will likely be the recipe for a positive experience. I do not know what it is like for those from any background or any area, if they are not in the top 10%. I would anticipate it's a different experience.” Another respondent suggested that Washburn should “[f]ocus on educational programming related to diversity and avoid the forced training approach that invites pushback from those forced to attend.”

2) Openness, Friendliness, and Supportiveness

Of the 231 respondents who answered question 1, 64 (27.7%) addressed the theme of “friendliness/supportiveness/openness/welcoming” in their answer.

Of these 64, 34 (53%) positively assessed Washburn's climate as related to friendliness, supportiveness, and openness. Respondents described Washburn's culture as “Open and accepting” and “Warm, inviting, cooperative, and respectful,” and “welcoming and diverse.” Some respondents noted that Washburn still had room for improvement in cultivating a more open and supportive culture but stated that they believed the University had made strides in this area and was on the right track. For example, one respondent wrote: “Working to improve perceptions and creation of a climate respectful of diverse students and faculty.”

Of these 64, 14 (22%) provided a negative assessment of Washburn's climate in terms of openness and friendliness. Among those respondents who wrote that Washburn's campus culture was *not* open or supportive, a common reason given was a perceived lack of activity and engagement on campus. One respondent wrote: “Relatively conservative and somewhat lifeless due to the large number of commuter students and faculty.” Another expanded upon this, stating: “I'd describe the campus culture as “empty” in the sense that there never seems to be anyone on campus outside of classes/work spaces. Whenever I've walked around other campuses, they always seem to have students/faculty/staff or the general public out and about all over campus, talking, hanging out, studying. I hardly ever see students/faculty/etc. just

hanging out on campus. It seems like people (faculty, staff, and students alike) come here to get done what they have to get done and then leave.”

Also on the negative side, a few respondents described Washburn as “closed,” “suffocating,” “stifling,” and “reactive.” While several (8) commenters described Washburn as “good,” “great,” “outstanding,” or “wonderful,” others described Washburn as “provincial,” “boring,” “[s]low to embrace change,” and “behind the times” in relation to other institutions. One respondent described Washburn as “fragmented” -- among groups of students, among departments and units, and among administrators, faculty, staff, and students.

Of the 64 who addressed openness, friendliness, and supportiveness, 19 (30%) provided a mixed assessment. Many of these respondents reported that the overall campus environment was welcoming and supportive, but they also noted limitations to this openness and friendliness. For example, one respondent wrote: “It is a positive culture in many ways, with students, faculty, and staff supporting each other well in general. It has ongoing issues with race, as seen last year, and still is not as welcoming to students with disabilities and trans/nonbinary students as it could be. Note for example that the Education Department is in an inaccessible building, the lack of non-gendered restrooms, accessibility issues for buildings during inclement weather, and an administrative culture that values being seen to follow all legal requirements over finding ways to best help students.” Another explained: “Campus culture is great, except complaints against minorities are not always taken seriously/no consequences given to aggressor(s). For the most part, everyone is willing to help one another around campus.”

Another common theme among those who were mixed in their assessment of the openness and friendliness of Washburn’s culture was that while respondents felt their own organizational area was generally welcome, they perceived other areas as being less so. These respondents also described the culture as siloed. For example, one respondent wrote: “It has been welcoming within my own area. Those outside my area, not so much. I’m sure that’s because others don’t know I am a new staff member. It seems to be an environment that if you keep to your own, you will do well. Everyone stays to themselves.” Another stated: “Open and inclusive but ... individuals within the campus community do not always seem ... to be fully connected.”

One of the 64 (<1%) was unclear in its assessment of Washburn’s climate as related to friendliness/supportiveness/openness/welcoming.

3) Academics

Regarding academics, comments were a mix of positive and negative. One respondent praised the high quality of the nursing school, law school, and debate teams, and other respondent said that Washburn was “focused on learning and growth.” However, others said that Washburn is “[i]ntellectually timid and shallow,” that the university prioritizes non-academic functions over academic ones, and that it “allow[s] mediocrity in some content areas.” Others lamented the lack of emphasis on faculty scholarship, and one respondent felt that “[i]nnovation...is stifled

here, especially when it requires faculty and staff to adapt and learn new things (online learning platforms, online grade check systems, Banner, etc.).”

In terms of academics, some respondents wanted to see more emphasis on academic achievement and scholarship. One wrote, “Focus first and foremost on academic excellence.” Another said that “social interaction, although valuable, should not be valued over learning.” Several respondents asserted that more resources should be dedicated to instruction and research; for example, one wrote that they would improve access to lab space, reference materials, and films, while another said they would replace outdated equipment. Others called for more funding for Counseling Services and the Center for Student Success.

4) Budget, Bureaucracy, and Leadership

All the comments regarding budget priorities were negative or mixed. Several respondents pointed to what they saw as a “dog-eat-dog” atmosphere at Washburn, driven by budget cuts, competition among departments for funding based on credit hours, the replacement of tenure lines with less secure adjunct positions, and the six-figure salaries of administrators. A couple of respondents argued for funding for academics over new buildings, and another called for salary reductions for upper-level administrators. Some questioned funding athletics at the expense of academics at a teaching-focused institution, while others called the university “top-heavy.” One wrote, “we hear about budget issues and that we will get very small or no raises...yet see spending around campus that is not directly related to instruction, which should be our core focus.” Another noted that it would be difficult to diversify the ranks of faculty if positions were not being replaced.

Some suggestions for improvement were made related to bureaucratic processes, procedures, and structures. Several respondents felt that systems should be more standardized and streamlined. For example, one respondent wrote, “new staff orientation should include more communication about Washburn University's policies and procedures,” and another wanted to see staff training standardized across departments for more consistency. Likewise, another respondent wanted to see better recruitment and training for student employees. One respondent suggested that administrative assistants have their duties more clearly outlined and reflected in their titles. Others wished for the breaking down of silos and more collaboration among departments for program development, while another wanted a “clear path for development and advancement” for employees. One respondent recommended evaluating the staffing levels of programs to ensure balance, so that programs with many students are adequately staffed. One suggested that there should be more oversight of Deans’ offices. Another recommended eliminating chargebacks.

Others made suggestions for improving the student experience. One respondent wrote, “I would streamline the process for high school students in dual credit courses to register for classes.” Another lamented that “[m]any students get passed around from one person to another just trying to get answers to questions. That can be frustrating.”

Leadership was another prominent theme that arose in 40 responses, which were either negative or mixed. While several respondents described the leadership as “sincere,” “supportive,” “welcoming,” and well-intentioned, others described leadership as “reactive,” only responding defensively to issues rather than proactively addressing them. To address concerns about inaction or unfulfilled promises, one respondent suggested leaders should be expected to “stick to a timeline and continue to communicate their progress with students, faculty, and staff.” Others felt that there was not enough communication from leadership, nor did they listen to the concerns of students, faculty, or staff. A few respondents decried a lack of transparency in decision-making; one respondent noted, “[l]ong-term realistic strategic planning does not happen in the open. Long-term decisions should be made by the individuals who have a long-term stake in the institution.” One respondent called for a more people-focused approach: “I think that the administration is so focused on projects that they never really see the details (i.e. the people) that actually make the institution fail or succeed. They try to fix perceived problems with projects and platforms, but I don't see them on campus getting to know staff, faculty, or students. I would like to see campus leaders take less time trying to identify and fix problems, and more time meeting and understanding the people on their campus.”

5) Relations Among Faculty and Staff

More than a dozen comments focused on faculty-staff relations or interpersonal interactions on campus; these were an even mix of positive and negative. Several respondents expressed the sentiment that faculty acted disrespectfully toward staff or failed to appreciate their contributions. For example, one respondent wrote, “Improve the working relationship between faculty and staff. I get the clear impression that many faculty members don't value the work that staff does and think that they can do some of the work better than staff members do. I also get the impression that faculty doesn't value the opinions of staff members to the extent that they value other faculty members' opinions. This isn't every faculty member by any means, but it is enough to be noticeable.” Another stated, “The work we do is just as vital toward managing university operations as theirs, yet we are often treated as more of a hindrance.” Others noted a generational divide among faculty and the persistence of departmental silos that inhibited collaboration and interaction.

6) Campus and Community Engagement

At least 37 comments related to community engagement or on-campus engagement for students. One respondent praised WU's engagement: “the university makes a lot of attempts to engage a wide range of groups and regularly has events/programs/etc. for students, faculty, and staff to participate in for a variety of topics and purposes.” Most comments suggested increasing student, employee, and community engagement, without offering specifics. For example, one stated, “I would have more opportunities and environments for students to speak on issues.” Several respondents lamented that faculty and students come to campus to work but otherwise spend little time there. [Note: The survey was conducted before the COVID pandemic began.]

One respondent wanted to see more programming for international students and domestic students, echoing the sentiments of other respondents who wanted to see more programming and opportunities for students to get involved, connect with each other, and have their voices heard. Another wrote, “We need regular, ongoing, widespread, and intentional activities that bring people from throughout the institution together to interact and work on things with others outside our immediate classrooms and workspaces.” A respondent observed that such interactions would likely be more successful in small groups, while another suggested letting staff take time to participate in campus events during the work day a couple of hours per month. Two respondents called for the return of Leadership Washburn or something similar.

Others felt that more could be done to develop the relationship between Washburn and the city of Topeka, such as “outreach services at local schools and events” as well as “[p]erformance groups and mascot presence in local activities.” Another suggested holding outdoor activities for the public. One respondent asserted that improved community relations would pay off in terms of enrollment: “We should strive to be so well-known and so well-loved by kids who go to elementary, middle, and high school here that a majority of them choose a Washburn school for higher education. These kids’ parents should know that we are affordable and love us so much they feel like Washburn is a home away from home for their children when they go to college.” Some respondents noted that there was not much for students to do off campus.

7) Safety

At least 18 respondents raised the issue of safety on and off campus. Some mentioned shootings that have occurred near campus and the recent shooting death of a student, and several respondents expressed concerns about the safety of students living in off-campus housing near Washburn. Ideas proposed to address this issue included the university purchasing property near campus, working with, and putting pressure on Topeka leaders to improve the area, or developing a partnership with TPD to allow university police to operate near campus. For campus safety, respondents called for better lighting for the walking paths, parking lots, and building entrances on campus, while others suggested more building security such as restricted access. Two respondents felt that WUPD officers were overly hostile to students, staff, and faculty, to the detriment of trust and respect for the department. Lastly, one respondent wished for the prohibition of guns on campus.

8) Working Conditions

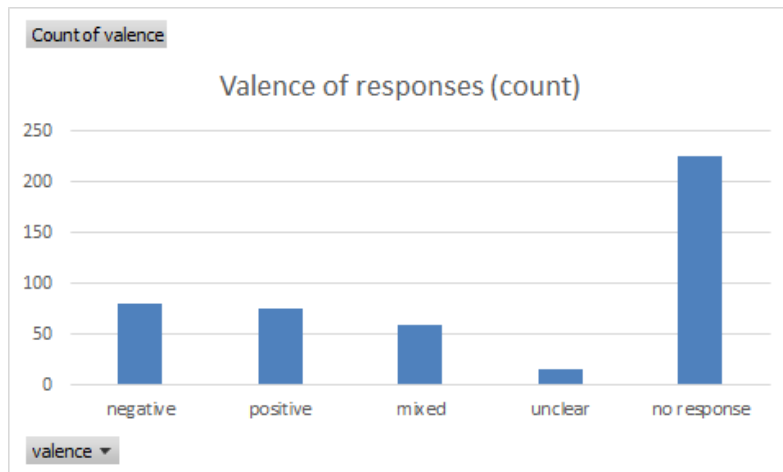
Regarding working conditions at Washburn, all comments were negative or mixed. A couple of respondents noted that staff compensation was below average for the area. One respondent wrote, “morale is low and we are overworked.” Another said, “If you do good work, you are given more and more to do until you risk failure or a mental health breakdown.” One wrote, “many lecturers or non-tenured faculty...are constantly worried they are going to lose their jobs because of low enrollment/economic reasons...faculty who want to stay see that positions in their departments are being eliminated and they are having to carry more of the workload.” Increased workloads were attributed both to shrinking departments and increasing

expectations: One respondent pointed to the “unpaid emotional labor” that is expected from faculty. Another explained, “The campus culture presents an idea to faculty/staff that there is a necessity to bend over backwards for students, to the detriment of teaching them valuable skills, and to the detriment of faculty energy/unpaid emotional labor. There is then an expectation [that] students have of all faculty to allow them to be late, miss class, turn in late work, become counselors, and it undermines how some faculty run their classes, and leads to poor evaluations because there is no standardization in some policies. Faculty and departments are placed under pressure to increase enrollment, which should be the responsibility of admissions. The campus culture suggests that it is ok to increase the workload outside of the classroom, which decreases time spent towards the act/preparation of teaching...There is also a perpetuating fear that enrollment is dropping which means faculty lines should be cut in addition to other resources. It creates an uncomfortable environment to work in, and a fear of job security.”

Others wrote that low morale was tied to the absence of raises or other forms of recognition for strong performance. However, pay was not the only concern of respondents; one wrote, “I don't even want a raise. I just want someone to listen to me and trust and help me when I say I need certain variables to do my job well.” Another respondent felt “micromanage[d]” by administration to the point where their ability to work effectively was inhibited. At least two respondents asserted that the university was becoming more “corporate” and “institutional,” and as a result, less “personal.” Some spoke of gender affecting their working conditions. One wrote, “I think the female faculty and staff carry a higher service burden while men still hold many of the positions of real authority.” Another remarked that gender discrimination is present.

Regarding working conditions for faculty and staff, one respondent suggested that paid maternity and paternity leave would show “employees when they become parents that their work is still valued, and they are still valued members of this community.” Another called for better childcare options for employees, while another recommended new, ergonomic chairs for staff.

Some comments could not be classified under the themes discussed above. For example, one comment recommended reducing the use of plastic bags in the bookshop and the dining areas.



Restricted Data Analysis of Question 1

After coding the data for valence and identifying emergent themes, the analysis team conducted analyses of subsamples of respondents, based on gender, race, religion, sexuality, role at Washburn, and time at Washburn. Below are the findings for each subsample. Percentages are provided for subsamples over 50; otherwise, counts are used.

Gender

Of the 231 respondents who provided an answer to the first qualitative question, 135 (58%) self-identified as women. Of these female respondents, 48 (35%) provided an answer coded as negative, 44 (32%) provided an answer coded as positive, 38 (28%) provided an answer coded as mixed, and 9 (5%) provided an answer coded as unclear. The most prevalent theme among the female respondents to this question was diversity and inclusion, with 62 (45%) of answers coded this way. This is slightly more prevalent compared to the prevalence of the diversity and inclusion theme among all responses to question 1 (40%).

75 (32%) respondents self-identified as men. Of these male respondents, 20 (26%) provided an answer coded as negative, 31 (41%) provided an answer coded as positive, 19 (25%) provided an answer coded as mixed, and 5 (6%) provided an answer coded as unclear. These responses skew slightly more positive compared to the responses, but only slightly. 22 (29%) of male respondents provided an answer coded with the diversity and inclusion theme. Of those answers coded as diversity and inclusion, there was even distribution of positive, negative, and mixed answers.

The sample size of those respondents who did not self-identify as either a man or a woman is too small to analyze.

Sexuality

Of the 231 respondents who provided an answer to the first qualitative question, 10 (4%) self-identified as gay. Of these respondents, 6 provided an answer coded as negative, 2 provided an answer coded as positive, and 2 provided an answer coded as mixed. $\frac{3}{4}$ (75%) of the answers

coded as diversity and inclusion had a valence of negative; ¼ (25%) of these answers had a mixed valence.

31 (13%) self-identified as lesbian, bisexual, asexual, or uncertain or questioning. Of these 23 (67%) of answers were coded as negative; 7 (22%) were coded as positive, 1 (3%) were coded as mixed, and 2 (6%) were coded as unclear. All answers coded as the diversity and inclusion theme (11) were also coded as having a negative valence.

Restricting the data by sexual identity thus reveals that respondents who identify as non-heterosexual were considerably more negative in their assessment of campus climate than those who do identify as heterosexual.

Race

Of the 231 respondents who provided an answer to the first qualitative question, 14 (6%) self-identified as African American. Of these respondents, 43% provided an answer coded as negative, 43% provided an answer coded as positive, and 14% provided an answer coded as mixed. 57% of responses were coded with the theme diversity and inclusion; 62% of these had a negative valence.

14 (6%) of respondents self-identified as Latino/Latina/Hispanic. Of these respondents, 5 (35%) provided an answer coded as negative, 4 (28%) provided an answer coded as positive, 4 (28%) provided an answer coded as mixed, and 1 (7%) provided an answer coded as unclear. 7 (50%) of answers were coded as diversity and inclusion; 4 (57%) of these had a mixed valence.

14 (6%) self-identified as Native American or Asian or Pacific Islander. Of these respondents, 5 (35%) provided an answer coded as negative, 4 (28%) provided an answer coded as positive, 4 (28%) provided an answer coded as mixed, and 1 (7%) provided an answer coded as unclear. 8 (57%) of answers were coded as the diversity and inclusion theme; 4 (50%) of these had a mixed valence, 2 (25%) had a negative valence, and just 1 (12%) had an unclear valence.

Respondents who identify as non-white were thus more likely to give a negative or mixed answer regarding their perception of campus climate.

Time at Washburn

Among faculty who have worked at Washburn for less than 1 year, 47 responded to the survey, of which 23 provided an answer to question 1. Of these responses, 12 were positive, 5 were mixed, 5 were negative, and 1 was unclear.

Among faculty and staff who have worked at Washburn for 1-2 years, 52 responded to the survey, of which 19 (37%) provided a response to question 1. Of these 19 responses, 6 were mixed, 9 were negative, 3 were positive, and 1 was unclear.

Among faculty who have worked at Washburn for 3-5 years, 96 answered the survey, of which 50 (52%) provided a response to question 1. Of these, 18 (36%) were negative, 16 (32%) were positive, 13 (26%) were mixed, and 3 (6%) were unclear.

Among faculty who have worked at Washburn for 6-10 years, 88 responded to the survey, of which 46 (52%) provided a response to question 1. Of these 46 responses, 20 were negative, 15 were positive, 7 were mixed, and 4 were unclear.

Among faculty and staff who have worked at Washburn for 11-20 years, 100 people responded to the survey, of which 59 people (59%) responded to question 1. Of these 59, 25 (42%) offered mixed comments, 16 (27%) offered negative comments, 14 (24%) offered positive comments, and 4 (7%) were coded as unclear.

Among faculty and staff who have worked at Washburn for 21-30 years, 43 responded to the survey, of which 17 provided a response to question 1. Of these 17 responses, 7 were positive, 6 were negative, and 4 were mixed.

Among faculty who have worked at Washburn for more than 30 years, 19 responded to the survey, of which 10 provided a response to question 1. Of these 10 responses, 7 were positive, 2 were negative, and 1 was unclear.

Religion

Of the 456 people who responded to the survey, 253 (55%) self-reported their religion as Christianity, while 19 (4%) self-reported another religion (Judaism, Hinduism, Islam, Paganism, Buddhism, Confucianism, or African Diasporic). These latter groups have been combined into one analysis due to the very small subsample sizes, and in order to assure anonymity for respondents. Finally, 99 people (23%) self-identified as secular, non-religious, agnostic, or atheist. (The other 86 respondents preferred not to answer, preferred not to self-describe, or selected all of the options.)

Among the 253 Christians who responded to the survey, 133 (53%) answered question 1. Of these responses, 51 were positive, 37 were negative, 36 were mixed, and 9 were unclear. Four of the Christian respondents reported experiencing negative interactions on campus due to their faith; one wrote, “[people act as though] you can't be smart and Christian and that is openly said.” Another Christian respondent wrote, “I do not feel like my beliefs are respected and/or tolerated.”

Of the 99 nonreligious respondents, 52 (53%) gave a response to question 1. Of these, 25 were negative, 12 were positive, 10 were mixed, and 5 were unclear. Roughly half of the negative and mixed comments were related to diversity and inclusion, while about one-third of negative and mixed comments were related to academics, working conditions, budget issues, and leadership.

Among the responses from with other religious identifications, 4 were positive, 3 were negative, and 2 were mixed. None of the comments addressed religion explicitly.

Among the 72 who preferred not to respond, 36 responded to question 1. Of these, 19 were negative, 8 were positive, 8 were mixed, and 1 was unclear.

Position

Among administrative support staff, 83 answered the survey, of which 36 (43%) provided a response to question 1. Of these 36, 13 were positive, 11 were negative, 6 were mixed, and 6 were unclear.

Among Executive staff, 13 answered the survey, 7 of which answered question 1; 3 responses were positive, 1 was negative, 2 were mixed, and 1 was unclear. One executive staffer described campus culture as “hypersensitive.”

215 faculty members responded to the survey, of which 114 (53%) answered question 1. Of these 114 responses, 45 (39%) were negative, 33 (29%) were positive, 31 (27%) were mixed, and 5 (4%) were unclear.

Among professional staff, 110 answered the survey, and 56 answered question 1 (51%). Of these 56, 19 (34%) were mixed, 18 (32%) were negative, 18 (32%) were positive, and 1 (2%) was unclear.

Of service, maintenance, and craft staff, 11 responded to the survey, of which 5 provided a response to question 1: 3 positive, 1 mixed, and 1 unclear.

Among employees classified in “other” positions, 12 responded to the survey, of which 6 answered question 1: 4 were positive and 2 were negative.

Conclusion

In summary, roughly half of the faculty and staff who responded to the survey provided a response to the qualitative questions. Overall, the comments were a fairly even mix of positive, negative, and mixed. Most respondents’ assessments of the campus culture were positive in terms of friendliness and openness, while most concerns were related to diversity and inclusion issues. Some respondents applauded the university’s ongoing efforts and the dedication of faculty and staff while noting that more needs to be done.

To some degree, the themes that arose from these data reflect the fault lines in U.S. society, for example the dissonance between secular and religious worldviews, and disagreements over diversity policies. The data also reflect the persistence of biases related to social class, gender, race, sexuality, and ability, and a perceived unwillingness to address these directly. In their comments, faculty and staff also expressed respect and concern for students, and some raised concerns about overwork and burnout among employees. Most suggestions involved ways to improve the student experience (including learning, engagement, and safety), support faculty productivity, and promote collaboration.

This survey was collected before the COVID pandemic began, so it is difficult to know how perceptions have shifted since then. Given that financial constraints have only deepened, we would expect to see ongoing concerns regarding budget priorities and faculty overwork. Given the racial justice protests that erupted nationwide in summer 2020, we would expect concerns about diversity and inclusion to intensify. Meanwhile, the pandemic has prevented many employees and students from coming to campus, further eroding our ability to build the community. Nevertheless, the WU community has leveraged technology to keep students engaged, and initiatives such as WUmester, History Film Nights, and discussion panels on current events are continuing, albeit in an altered format. Collecting data, in itself, does not strengthen an organization; the results must be analyzed judiciously and then acted upon wisely. We look forward to discussing these findings, and we welcome questions.

Washburn Tech Students

Qualitative Analysis Methodology

The Washburn University Tech Qualitative Data Analysis sub-team was composed of Chaz Havens (Director of Washburn Tech East), Beth O'Neill (Social Work), and Jason Miller (Anthropology). Miller first cleaned the data and organized a preliminary meeting to discuss process. After that preliminary planning meeting, team members each read through the data looking for important themes. Next, the team met, shared their results, and created a draft code book of themes and definitions. Team members subsequently went through a process of negotiating codes to produce a final code book. Then, given the relatively small number of responses, each team member used the final code book to code all responses. Finally, the team met and reviewed their work and identified which codes seemed most salient through use of a word cloud and discussion.

Qualitative Findings

Of the 58 student respondents, 43 answered the first qualitative question about the culture of WU Tech and 42 answered the second qualitative question about suggestions for changes at WU Tech. From our analysis, four main themes emerged for the WU Tech student data: 1) Student Experience; 2) Institution and Leadership; 3) Services; and 4) Climate.

1) Student Experience

Eight WU Tech students discussed elements of their student experience, which included the classroom climate, pedagogy/teaching methods of instructors, and interactions they had with employees. All of these students identified as cisgender and heterosexual, and six students identified their race/ethnicity as white only. Four of the students identified their gender as male and four as female. Four of the students communicated positively about their experience with the climate of WU Tech campus. For example, one student who identified as white and female, stated: "In many of my classes we discuss diversity and it made me realize how diversity is positive but also all around me on campus." It was also discussed that the positive classroom climate surrounding diversity was present in online classes. One student who identified as white and male stated: "I do online classes, however there is a wide diversity among our group and I get the chance to communicate via teleconference with the group and it is always a positive learning experience." Exposure to diversity in the classroom, however, does not seem to be a consistent presence, as one student who identified as African American and male commented they had "not felt any noticeable exposure to diversity, ideas about diversity, identity, confronting identity, etc."

Students made a few suggestions for how the climate regarding their student experience at WU-Tech could be improved. Students discussed paying attention to the composition of their classroom experience, including consideration for how high school and adult learners are mixed and providing opportunities to interact with different groups of students virtually to meet others and share experiences. One student expressed an interest in WU-Tech offering Spanish

classes at no extra cost to students. A desire for all staff to exhibit a welcoming and positive attitude was also communicated.

2) Institution and Leadership

Nine WU Tech students responded with elements included in the Institution and Leadership. Two responded in the culture question and eight to the areas of change question. This section includes four sub topics; facilities, cost, funding, and leadership.

There were four responses to the element of facilities. Two of those responses were looking for a student body or commons area, "Maybe create another building with the same capacity as the Union..." There was also a response for Campus safety, "Make it a little brighter at night" and a response for another Tech Bod Shop on the other side of campus. Cost received two comments, both about the cost of food, "I would make the school lunches cheaper. That way the all-day students don't have to leave campus to eat." Funding had one respondent that alluded to funding in both the culture and change question. They responded, "Good but some tech classes need more funding to improve the ability to learn the skills needed." The topic of leadership received two responses, one positive one negative. The positive response was to the culture question, "I believe that the campus administration is doing a good job so far..." The negative response, "have less bureaucratic control," was to the question of change.

3) Services

Twenty-one WU-Tech students responded with elements included in the Services topic. Five responded in the culture question and seventeen responded to the areas of change question. This section includes three sub topics; services, student life, and cost.

The services subtopic received one response to the culture question, "Best in KBOR for Veterans and military affiliated students." Services also received four responses to the question of change. The responses ranged from transportation, "I would make sure everyone can get to the campus," to help with applying for jobs, "When the staff shows a job offer or opportunities for improvement, they only show you the first couple of steps." The respondents also responded about a debt reduction program, "I believe you should be able to work at the university or tech and work your debt off if you choose to." Student Life had the most responses in this section, three responses for culture and nine responses for change. An example of the culture responses would be "I have gotten free food just from walking by the food classrooms multiple times. And have made friends with some faculty from the other side of the campus." The major theme for an area to change was in larger activities. All nine responses to the change question referred to larger group activities or functions. Here are a few examples, "It lacks more inclusion activities that other bigger universities offer. Mainly having to do with culture and social events." "Bring the culture more together and make it more of a family type school. By holding more events that are fun, but also relate to the students" and "Increased campus activities to get other programs to intermingle which will make a more outgoing environment." Food as a subtopic received one culture response and four change responses. The culture response was actually a request for a change. This respondent wants a new Bod Shop that is

accessible to the rest of the campus. The four responses for change in the area of food are broken into three areas, cost, time, and Chartwells. Two respondents would like to see cheaper food, one respondent wants a longer lunch in the cafeteria, “I would extend lunchtimes at the cafeteria. PM classes tend to start after they close.” Finally, the response about Chartwells, “Adding more opportunities for students to do activities that are not bound by bodies such as Chartwells that limits food options and fundraising events with food.”

4) Climate

Our team operationalized the term *climate* as being the respondent’s overall perception of Tech concerning diversity, and their specific mentioning of diversity and inclusion. Many of the respondents used short phrases or single words to describe the culture at Tech often using phrases like “great,” “Good” or “Very good,” or “Very welcoming” which do not provide a lot of fodder for qualitative analysis. 46% (n=27) of respondents wrote in **overall positive** terms about the culture of Tech. While students of a variety of age, religious, gender, and gender backgrounds responded in this way, most of the 27 overall positive respondents were white. For student respondents who spoke in overall favorable terms but wrote more, they also often commented on things like particular interactions with specific employees such as: “Great. People from other classes, as well as teachers, are extremely welcoming.” Another student wrote: “Great. Identity politics don't matter in the classrooms, at least the ones I'm in. And I like it that way. Gives us more time to focus on learning what we came to learn about.”

22% (n=13) of respondents wrote about **diversity** (operationalized as the respondent specifically mentioning diversity or multiculturalism), 12 respondents wrote in positive terms using language such as “Open, it’s always diverse,” “It reflects the beliefs and cultures of all. It is fair to all who attend,” and “evenly diversified.” While there was variation in the age, gender, and sexuality of these respondents, they were primarily white. Two respondents who identified as African American and female commented that Tech was “diverse” and “evenly diversified.” Only two respondents wrote about diversity at Tech in a negative way. A Native American male respondent wrote “I have not felt any noticeable exposure to diversity, ideas about diversity, identity, confronting identity, etc. It simply has never come up in my course.” A biracial female respondent wrote about her desire for “more diverse staff, staff with more knowledge in “ethnic” services” at Tech Cosmetology.

Interestingly, many of the students who write in positive terms about diversity hint that Tech may not be as diverse as they perceive. For example, one white male respondent references that he has friends who are different than he is and attributes that to Tech leadership. Another white male states:

“There are several different diverse groups throughout the main campus and the Washburn Tech campus. Although they tend to be divided amongst themselves so if you are the one to get the ball rolling then they open up real quick. It’s not that people aren't willing to explore or talk to other groups, we just prefer to stay with the people in our courses because we all cover the same topics.”

This would seem to signal that while Tech may be diverse, it is not *inclusive*.

Finally, our team defined ***inclusion*** as being when a particular group of students experienced challenges or supports based on their identity. Only 12% (n=7) of respondents specifically addressed inclusion with 4 speaking in positive terms (with support for veterans and dog owners specifically mentioned) and two in negative terms. One Latino male respondent struggled with inclusivity (and Tech more broadly) by writing that “[Tech] lacks more inclusion activities that other bigger universities offer. Mainly having to do with culture and social events.” Another adult, African American male wrote:

“I would improve the way high school students are mixed in with the adult learners. Some high school students are not serious about their education and when they are paired up with adult learners it becomes a problem.”

Conclusion

Nearly 75% of WU Tech students provided responses to each of the two open-ended questions on the climate survey, and four themes were identified: 1) Student Experience; 2) Institution and Leadership; 3) Services; and 4) Climate. The majority of students spoke positively about the culture at WU Tech, including in regard to faculty/staff interactions, classroom experience, and experiences with other students. Students expressed a desire to have more opportunities to build relationships with each other outside of the classroom setting, and results from this qualitative analysis suggest that it is important to ensure these opportunities are inclusive of students belonging to different backgrounds. A number of students also provided perspectives that indicated positive experiences related to diversity on WU Tech campus, however other students noted some opportunities for improvement related to curriculum and education.

Results were also indicative of the financial stressors felt by some WU Tech students. Aspects related to finances were mentioned regarding transportation, food, and tuition. As students continue to face financial difficulties in a stressed economic system, it will become increasingly important that opportunities for financial assistance and community resource partnerships be available to students in order to promote diversity and inclusion on campus.

Washburn Tech Employees

Qualitative Analysis Methodology

The Washburn University Tech Qualitative Data Analysis sub-team was composed of Chaz Havens (Director of Washburn Tech East), Beth O'Neill (Social Work), and Jason Miller (Anthropology). Miller first cleaned the data and organized a preliminary meeting to discuss process. After that preliminary planning meeting, team members each read through the data looking for important themes. Next, the team met, shared their results, and created a draft code book of themes and definitions. Team members subsequently went through a process of negotiating codes to produce a final code book. Then, given the relatively small number of responses, each team member used the final code book to code all responses. Finally, the team met and reviewed their work and identified which codes seemed most salient through use of a word cloud and discussion.

Qualitative Findings

Of the 69 WU Tech employee survey respondents, 28 responded to the first qualitative question about the culture of WU Tech and only 19 responded to the second qualitative question about what they would change. It is difficult to analyze these data by demographic variables as was done with student responses given the small sample size and the small number of non-majority respondents as doing so might reveal their identity. From our analysis of these data, four themes emerged: 1) employee experience, 2) institution and leadership, 3) facilities and services, and 4) climate.

1) Employee Experience

Eleven faculty and staff at WU-Tech discussed elements related to their employee experience, which was operationalized to include morale, employee/student interactions, diversity training, and continuing education. The majority of these faculty/staff (n=8) discussed employee morale, which was defined by the analysis team as statements about relationships between employees and/or general working environment. A common theme was frustrations regarding administration/leadership that they perceived as contributing to poor morale. For example, one respondent stated: "There have been many changes in leadership. A vibe and statements have been put out to staff that previous to these changes things were not being done appropriately. Everything prior to these individuals was wrong and bad. While that may be true for some issues and things, other people still worked very hard to do their jobs and did a good job. We shouldn't be made to feel like failures/wrong doers just because previous leadership maybe didn't do things the way this person wants to." Respondents also expressed wanting "more value placed on truthfulness and genuineness," and a "more positive, affirming, & team oriented" environment. However, other respondents expressed favorable opinions regarding morale, describing WU-Tech as a "close-knit community," and recognizing positive changes at WU-Tech that are beginning to improve employee morale: "In the past year the institution has made some changes that have started the change in some attitudes and beliefs. Change does not happen overnight, but we are overall moving in the right direction." One respondent also noted the positive interactions that employees at all levels have with the students.

Two respondents also expressed an interest in more training about diversity issues and things that affect the campus community. They stated the importance of having training that helps employees to “identify and know how to properly use our eyes, ears and words so that all people can feel safe, provided proper care and protected,” and trainings regarding “gender violence” and the “Green Dot campaign” were specifically mentioned.

2) Institution and Leadership

The institution and leadership topic had thirteen respondents, those respondents were divided into three subtopics: Relationship with Washburn University, Communication, and Leadership. Responses coded to the relationship with Washburn subtopic were only found in areas for change question. There were three negative responses to that question, those responses included, “There needs to be discussions relating to the fact that many at Tech do not feel valued by the main campus, faculty and students included.” This response went on to add “campus newspaper doesn't know Tech exists unless the newspaper is approached by Tech.” the other respondent stated, “Working at the Tech campus, I definitively consider us outsiders... changes that are little and cost nothing, would be including tech employees on all campus emails.” The communication subtopic only had two responses, both to the areas for change question. Those responses called for more communication between Washburn and Washburn Tech and better communication between Washburn Tech and the students. For example, “In the past year there have been several VP and upper-level appointments that we were not include on the announcement.” The Leadership subtopic had the most responses, five responses to the question of culture and two for the question of areas for change. The responses that were coded with Leadership vary in scope. Three respondents criticize the leadership, “We shouldn't be made to feel like failures/wrong doers just because previous leadership maybe didn't do things the way this person wants to.” And “I believe the administration takes a heavy-handed approach when interacting with faculty and staff when feedback is requested.” Finally, “I get the feeling that top administration on the Tech campus will make most decisions independently, and then bring others along as an after-thought.” There were also three responses that expressed concern of leaderships inability to change, “...we have an inbred mentality relative to the leadership currently in place.” And “This campus culture is very much a "good old boys" environment.” But there were also three positive responses on the change in leadership, “It is improving. In the past year, the institution has made some changes that have started the change in some attitudes and beliefs.” One final respondent summed up the area of leadership in a response, “Changing personalities is difficult. But making sure that leadership knows and understands that not everyone is doing something wrong and we take pride in what we do.”

3) Facilities and Services

The area of Facilities and Services received seven responses, those seven responses were broken into four subtopics: food, facilities, services, and student life.

The topic of food was only raised by one respondent, their response was “...include some sort of a lunch service for the students at the east campus.” Facilities received three responses, one overall good response and two suggestions. One suggested the need for better signage for

buildings and lighting at night because, "...at night it is a bit intimidating..." The other suggestion was "we could use visual a lounge area, where students can eat or relax, but we can also see them." The services sub topic was coded twice for the area for change question. One respondent gave a list of areas for change, "Get some of the counseling/health care services over to Tech 2-3 times each week, have the newspaper focus an article on Tech now and then, plan activities that would normally happen at main campus at Tech" and activities at main campus do not mesh with Tech's schedule (noon break at WU, 11am lunch at Tech." Both respondents stated a need for a shuttle between the Washburn and WU Tech campus. "No shuttle from Tech to Main Campus (suicidal students, counseling, health checks, students living at dorms, use of the gym or other services that students are paying for, etc.)"

4) Climate

Our team operationalized the term *climate* as being the respondent's overall perception of Tech concerning diversity, and their specific mentioning of diversity and inclusion. 46% (n=13) of WU Tech Employee respondents indicated they were generally pleased with the climate at Tech describing the **culture** as: connected, good, relaxed, warm, and comfortable. Several respondents referred to the culture as welcoming. However, one respondent qualified *welcoming* to say that it existed only in "pockets of faculty" and another stating that employees demand a level of professionalism from students in a "good natured, parental way." One respondent wrote that the overall *culture* at Tech is improving due to changes that have recently started, but that there is still work to do. However, not all respondents share this perception. One respondent wrote: "[I have] Concerns for the direction of Washburn Tech" and another wrote about a culture of "good old boys" which permeated the climate at Tech. Several respondents wrote about feeling isolated from main campus (or even from other areas of Tech) which is discussed above. Finally, one respondent wrote that tech is well received in the community, but curiously only provided examples of main WU campus in their response, such as talking about Art Fair and the School of Business.

Only one employee respondent wrote about seeing WU Tech as a **diverse** institution stating that he saw tech students and employees as diverse. Likewise, only one employee respondent wrote about the lack of diversity at WU Tech saying only that he didn't think WU Tech was "multicultural." Several employees wrote about **inclusiveness** at WU Tech with two writing simply that tech was inclusive and one employee saying that Leadership at WU Tech doesn't understand the various academic programs and requests unrealistic changes which makes the employee feel uninvited. Several employees who belonged to historically represented groups (e.g. white, cisgender, heterosexual, Christians) wrote that they were concerned they were not included. One employee wrote about her concern related to inclusivity: "Don't penalize Christians for their sincerely held beliefs about morality, the nature of men and women, and behavior" while another stated that she advocated making: "all feel welcome not just the "special" groups. I think some of the workshops on the main campus are aimed at those special groups. I don't feel as if you have to alienate the rest of us to make them feel welcome." It is unclear to which workshops the respondent referred. Finally, several WU Tech Employee respondents seem to express a preference for a colorblind approach at Tech. For example, one

employee stated: “personal beliefs and one’s home life play little into everyday interaction on campus.”

Conclusion

Only 40% of WU Tech employees provided responses to the first and 27% responded to the second of the two open-ended question on the climate survey, and four themes were identified: 1) Employee Experience; 2) Institution and Leadership; 3) Facilities and Services; and 4) Climate.

Within the responses there was a distinct concern with the current direction of leadership within Washburn Tech (as of the time of the survey). This is demonstrated in the multiple instances referencing change within the leadership direction of Tech. There is concern for the difference between the vision of the previous administration and the current administration. The responses also exhibited a viewpoint supportive of the current administration’s vision.

Another area of particular concern is the feeling of isolation from the main campus of Washburn University. Many respondents expressed concern over a lack of communication between the campuses, I.e., leadership changes, newspaper. This concern of being an outsider is of particular concern as it speaks directly to employee worth and morale. This issue of isolation can also be seen in the concerns of the employees regarding transportation between campuses. The lack of transportation, I.e. shuttle, demonstrates that students and faculty feel as though there is a barrier to receiving services that are offered on the main campus.

Regarding the diversity and inclusiveness of Washburn Tech, the responses reflected the viewpoints of the populous of the surrounding area. Many of the responses were directed more towards the idea of ignorance of DEI issues or a direct avoidance of the topic. Washburn Tech needs basic level DEI instruction. This would assist Washburn Tech employees understand the scope of DEI work and some of their current practices that already support these efforts.

A report on the quantitative results of the
Spring 2020 Washburn Campus Climate Survey
Washburn University and Washburn Institute of Technology
Report submitted April 27, 2022

Questions regarding this report can be directed to Jennifer Ball, Associate Vice President for Academic Affairs (jennifer.ball@washburn.edu) ext. 1840, or Kelly Erby, Assistant Dean of the College of Arts and Sciences (kelly.erby@washburn.edu) ext. 2018.

Purpose

To gather student, faculty, and staff perspectives on how well Washburn is achieving our core value of inclusion, and to use these data and analyses for future planning.

Basic information

The campus climate survey was sent to all currently enrolled students (N=5761) and all faculty and staff (N=1091) at Washburn University (WU) and Washburn Tech (Tech). The response rate was 30.4% for students and 49.4% for faculty and staff. The survey was administered by email on February 3, 2020 and closed on February 24, 2020. Skyfactor Benchworks administered the survey. This vendor was considered initially because Student Life uses Skyfactor for their surveys and adding another survey during the contract year added no cost. However, the Climate Survey Committee reviewed the survey and made many changes to make it more inclusive and to ask additional questions. The Climate Survey Committee consisted of Kelly Erby from CAS, Danielle Dempsey-Swopes from the Office for Diversity and Inclusion, Lisa Blair and Chaz Havens from Washburn Tech, Jennifer Ball and Joey DeSota from the VPAA's office, and Bill Finley and Christa Smith from SAR. Christa Smith (Academic Assessment Analyst at the time) provided advice and the quantitative results. Jennifer Ball was the main administrator of the survey and coordinated the quantitative report with Kelly Erby. Kelly Erby coordinated the qualitative report (under separate cover).

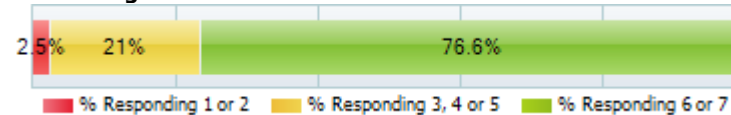
Questions

Questions included general themes such as how welcoming and respectful the institution is overall, and more detailed questions regarding respect of people with different identities (racial, gender, religious, etc.) and questions regarding about the makeup and attitudes of different categories of employees on campus (faculty, staff, and administrators). Several questions allowing for written answers were also asked. Respondent demographics and characteristics were also collected.

Scales and reporting

Most questions used a seven-point Likert scale, as in the example below:

Q001. Perceptions of Institution - To what extent do you agree with the following statements? This institution is welcoming.



	N	% of Total	% Resp = %
(1) Strongly disagree	26	1.5%	N = 1741 Mean = 6.07 Std Dev = 1.27
(2)	17	1.0%	
(3)	29	1.7%	
(4) Neutral	139	8.0%	
(5)	197	11.3%	
(6)	456	26.2%	
(7) Strongly agree	877	50.4%	

The reports provided by Skyfactor were in the form above, but we preferred to group 1, 2, and 3 into “disagree” and 5, 6, and 7 into “agree” (4 remaining “neutral”) so Christa Smith ran the desired reports again from the raw data.

Analysis

The respondent data were analyzed separately for WU students, Tech students, WU faculty/staff, and Tech faculty/staff. An executive summary follows, as well as the full report.

Executive Summary

Overall, a high percentage of Washburn University (WU) student respondents agreed with most positive statements about the university, faculty, and staff in the campus climate survey. More than 80% of students agreed with statements that WU is welcoming and respectful and treats students fairly, and this was also true about similar questions about faculty and staff. Agreement with positive statements about administration and policies were generally in the 65-75% range. The lowest agreement with positive statements were on the topics of diversity in university leadership (57%), adequate outdoor lighting (65%), the safety of walking around campus at night (54%), and course materials being drawn from culturally diverse sources (60%). While most student respondents identifying themselves as being in non-majority categories (based on race, transgender identity, sexual orientation, gender identity, disability status, and religious identity) also agreed with many of the positive statements about the university, faculty, staff, leadership, etc., the pattern is clear that these students were less likely to agree to these positive statements than were majority students. This was true by large margins for many topics. It is also troubling that non-majority student respondents were, in many cases, several times more likely to say they had or were currently considering leaving the university due to issues of diversity or inclusion than were majority students.

Similarly, a high percentage of Washburn University (WU) faculty and staff respondents agreed with most positive statements about the university, faculty, and staff in the campus climate survey. About 90% of these respondents agreed with statements that WU is welcoming and respectful while 70–80% of respondents agreed that WU treats faculty and staff fairly. Faculty and staff respondents indicated they had generally positive perceptions of their fellow faculty and staff members as well. Between 70–78% agreed with positive statements about faculty and between 80–89% agreed with positive statements related to staff. Agreement with positive statements about WU administration were in the 60–70% range. 71% of faculty and staff respondents agreed that WU has a strong commitment to diversity. In terms of overall satisfaction, about 80% of faculty and staff respondents agreed with the statement, “Overall, I am satisfied with my work at this institution.” 90% agreed they would recommend working at WU to a close friend. The lowest agreement with positive statements were on the topics of diversity in faculty and staff (60%) and senior leadership (37%); adequate outdoor lighting (60%); and course materials being drawn from culturally diverse sources (46%). Most faculty and staff respondents who identified as being in non-majority categories (based on race, transgender identity, sexual orientation, gender identity, disability status, and religious or non-religious identity) also agreed with many of the positive statements; however, non-majority faculty and staff respondents were less likely to agree to positive statements than were majority respondents. Most notably, students from many non-majority backgrounds were more likely—and, in many cases, several times more likely, to say they felt a need to minimize various characteristics of their group culture to be able to “fit in” on campus.

Overall, a high percentage of Washburn University Institute of Technology (Tech) student respondents agreed with most positive statements about the institute, faculty, staff, and administration in the campus climate survey. More than 80% of students agreed with statements that Tech is welcoming and respectful and treats students fairly, and this was also true about similar questions about faculty, staff, and administration. Agreement with positive

statements about policies were generally in the 75-80% range. The lowest agreement with positive statements were on the topics of diversity in institutional leadership (64%), the safety of walking around campus at night (64%), programs about different groups in the U.S. being provided (62%), courses on race, culture, and ethnicity being offered (50%), and course materials being drawn from culturally diverse sources (51%). At Tech, students identifying themselves as being in a non-majority category (based on race, transgender identity, sexual orientation, gender identity, disability status, and religious identity) were as often more likely than majority student respondents to agree to positive statements as they were less likely to agree to these statements. However, the number of Tech students responding to the survey was relatively small, and therefore the number of students in the non-majority categories was often very small. Therefore, these results should be interpreted with caution. As with WU, it is troubling that non-majority student respondents at Tech were, in many cases, several times more likely to say they had or were currently considering leaving the institute due to issues of diversity or inclusion than were majority students.

A high percentage of Washburn University Institute of Technology (Tech) faculty and staff respondents agreed with most positive statements about the university, faculty, and staff in the campus climate survey. 96% of these respondents agreed with statements that WU is welcoming and respectful and nearly 80% of respondents agreed that Tech treats faculty and staff fairly. Over 80% of respondents agreed that Tech has a strong commitment to diversity. Faculty and staff respondents indicated they had generally positive perceptions of their fellow faculty and staff members as well (80–90%). Agreement with positive statements about Tech administration were in the 70–80% range. In terms of overall satisfaction, over 90% of faculty and staff respondents agreed with the statement, “Overall, I am satisfied with my work at this institution.” 87% agreed they would recommend working at Tech to a close friend. The lowest agreement with positive statements were on the topics of workplace safety for faculty and staff (68%); diversity in senior leadership (56%); opportunities in the curriculum for faculty, staff, administrators, and students to learn about different groups of people in the United States (41%) and globally (38%); courses on race, culture, ethnicity, and other issues of diversity being regularly offered on Tech’s campus (27%); and course materials being drawn from culturally diverse sources (27%). Most faculty and staff respondents who identified as being in non-majority categories (based on race, sexual orientation, gender identity, disability status, and religious or non-religious identity) also generally agreed with many of the positive statements; however, non-majority faculty and staff respondents were less likely to agree to positive statements than were majority respondents. This was especially true of faculty and staff respondents who identified themselves as being multi-racial, as a member of a racial group not listed in the survey, or as having a religious identity other than Christian. There were some instances in which non-majority faculty and staff respondents were more likely to agree to positive statements than were majority respondents. However, as was true of the survey administered to Tech students, the number of Tech faculty and staff responding to the survey was small, meaning that the number of non-majority respondents was even smaller. Therefore, these results should be interpreted with caution.

Washburn University Students

Quantitative Summary

Demographics

Do you identify as transgender?

Category	Percent
Yes	1.0%
No	97.5%
Prefer not to answer	1.5%
Total	100.0%

Do you have a documented or diagnosed disability?

Category	Percent
No	83.8%
Yes	10.1%
Prefer not to answer	6.0%
Total	100.0%

Religious or Non-Religious Identity

Category	Percent
Christian	58.2%
Secular/non-religious/Agnostic/Atheist	21.5%
Other	20.3%
Total	100.0%

Race/Ethnicity

Category	Percent
African American or Black	4.9%
Latino/Latina/Hispanic	7.4%
White/Caucasian	70.6%
More than one race	8.6%
Asian/Pacific Islander	4.1%
Other	4.3%
Total	100.0%

Gender Identity

Category	Percent
Man	32.4%
Woman	64.1%
Non-binary	2.0%
Prefer not to answer	1.5%
Total	100.0%

Sexual Orientation

Category	Percent
Heterosexual or Straight	79.6%
Gay or Lesbian	2.7%
Other	13.2%
Prefer not to answer	4.6%
Total	100.0%

Personal Characteristics

Are you an international student (i.e., not a US citizen or permanent resident)?

Category	Percent
No	92.1%
Yes	6.5%
Prefer not to answer	1.3%
Total	100.0%

How old are you?

Category	Percent
20 years old or younger	37.1%
21 to 25 years old	37.6%
26 to 30 years old	9.1%
31 to 40 years old	8.7%
41 to 50 years old	4.0%
51 years old or older	3.5%
Total	100.0%

What is your current academic class standing?

Category	Percent
Freshman/first-year	18.6%
Sophomore	15.7%
Junior	22.9%
Senior	25.8%
Graduate/professional student	14.0%
Non-degree or other	3.0%
Total	100.0%

Did you transfer to this institution this academic year?

Category	Percent
No	84.3%
Yes	15.7%
Total	100.0%

Have you ever served in the Armed Forces of the United States?

Category	Percent
No previous or current military service	94.4%
Yes, currently serving (including Guard or Reservist)	2.0%
Yes, previous service but not currently serving	3.6%
Total	100.0%

What is your cumulative GPA?

Category	Percent
Below 2.00	1.8%
2.00 to 2.49	5.7%
2.50 to 2.99	13.4%
3.00 to 3.49	25.6%
3.50 or above	46.0%
Don't know	7.5%
Total	100.0%

Personal Characteristics - What is your place of residence?

Category	Percent
Residence hall	13.7%
Fraternity/Sorority	2.4%
On-campus apartment	4.5%
Off-campus apartment	31.5%
Living at home	35.2%
Other	12.7%
Total	100.0%

Did either of your parents/guardians graduate from college?

Category	Percent
No	43.2%
Yes	55.3%
Don't know	1.5%
Total	100.0%

Perceptions

With the general statements “This institution is welcoming,” and “This institution is respectful,” about 90% of Washburn University student respondents agreed.

Overall, between 80-85% of respondents agreed with statements that WU treats students fairly, regardless of race, age, sexual orientation, gender identity, religious affiliation, abilities, and socioeconomic status. About 77% of respondents agreed that WU treats students fairly, regardless of their political ideology.

Visibility

About 80% of respondents agreed with the statement that “This institution has students from diverse backgrounds;” and about 70% agree with similar statements about faculty and staff (two questions with approximately the same percentage agreeing), and 57% agreed that WU has senior leadership from diverse backgrounds.

Personal attitudes

More than 90% of respondents indicated they are comfortable interacting with other students, having friends, or having roommates or neighbors from diverse backgrounds. 74% said they were comfortable bringing up issues of discrimination or harassment.

Co-curricular experiences

About 75% of respondents indicated student activities offered enhanced their ability to interact with, value and respect, or work with people different from themselves. 77% agreed student organizations are welcoming, and 73% said student organizations reflect a diverse group of people.

Perceptions of peers

From about 66% to 69% of respondents agree that other students encourage free and open discussions about difficult or controversial topics, are willing to talk about group differences, and are open-minded when it comes to sharing different ideas and beliefs.

Perceptions of faculty

About 80% of respondents said faculty value different perspectives in the classroom and almost 90% said faculty treat them with respect. About 78% said that faculty turn difficult or controversial topics into constructive discussions, and that faculty are genuinely concerned with their welfare.

Perceptions of staff

Approximately 85% of respondents said staff are supportive of students from diverse backgrounds and that staff create an environment of acceptance for students from diverse backgrounds. Almost 90% said staff treat them with respect.

Perceptions of administration

About 68% of respondents said administrators are genuinely concerned about their welfare, 70% said administrators respect what students think, and about 74% said administrators treat students fairly. 70% of respondents said administrators regularly speak of the value of diversity and 68% said administration demonstrates leadership that fosters diversity.

Policies

The statements regarding policies are in the form that the institution proactively implements policies to prevent discrimination related to ability, age, etc. The categories and the approximate percentage of respondents agreeing that WU proactively implements such policies follow: abilities/disabilities, 74%; age, 73%; gender identity, 74%; political ideology, 66%; nationality, 75%; race, 76%; religious/nonreligious identity, 71%; sexual orientation, 74%; socioeconomic status, 70%.

Accessibility

About 10% of respondents answered “yes” to the question, “Do you have a documented or diagnosed disability?” Of these students, approximately 80% agreed that they can easily access administrative functions such as registering for classes and applying for financial aid. About 86% agreed they can easily access WU’s web sites and around 82% said they could easily access course materials. About 84% of these students said they could easily access classrooms, buildings, and dining facilities, and 89% said they could easily access campus sidewalks. About 80% said they can easily access campus events.

Campus safety

Approximately 83% of respondents agreed that WU is a safe place for students. However, only 65% of respondents said that the campus has adequate outdoor lighting, and about 54% said it was safe to walk around campus at night.

Overall learning

In this category of statements, students are asked the extent to which they agree with statements that begin, “As a result of my experiences at this institution,” and end with a variety of diversity-related clauses. These clauses and the approximate percentage of respondents agreeing with the statement follow: “I discuss issues related to diversity,” 70%; “I make an effort to get to know people from diverse backgrounds,” 77%; “I have felt challenged to think more broadly about diverse issues,” 75%; “I have recognized biases that affect my thinking,” 78%; I have critically evaluated my position on diverse issues, 79%; “I can communicate effectively with people who are different from myself,” 89%.

Overall satisfaction

About 84% of respondents agreed with the statement, “Overall, I am satisfied with my experience at this institution.” 76% agree they belong at WU and about 80% say they’d recommend WU to a friend. About 77% say they feel accepted by other students, and about 69% say they feel valued by the institution.

Around 85% of respondents they have never considered leaving WU because of an issue related to diversity or inclusion. About 10% say they have or are currently considering leaving WU for this reason, and about 5% said they were unsure or preferred not to answer.

Approximately 90% of respondents said they will return to WU next year and about the same percentage say they intend to graduate from WU.

Institution specific questions (written by the climate survey committee)

About 71% of respondents agree that WU provides programs for faculty, staff, and students to learn about different groups or people in the United States, and about different groups of people globally. About 68% said courses on race, culture, ethnicity, and other issues of diversity are regularly offered on WU's campus. 60% said the materials used in courses are drawn from a culturally diverse body of literature.

Approximately 87% of respondents said academic support services needed to ensure academic success are provided at WU.

When asked if they feel the need to minimize various characteristics of their group culture to fit in at WU, about 43% disagreed, 22% were neutral, and 35% agreed.

About 61% of respondents said it was important to them to interact with students, faculty, and staff from underrepresented groups in daily campus life; 30% of respondents were neutral on this, with about 8% disagreeing.

Areas of Concern

In general, non-majority respondents (meaning respondents who are not white, male, cisgender, straight, able-bodied, or Christian) were less likely to agree to positive statements about WU than were majority respondents. While most of the non-majority respondents agreed with many of the positive statements about WU in the survey, there were substantial gaps between the percentage of majority respondents answering positively and the percentage of non-majority respondents answering positively. Simply as an example, about 94% of white students agreed to the statement that "Washburn University is welcoming" whereas about 68% of African-American/Black students and students identifying as a race not listed, about 79% of Latinx and Asian/Pacific Islander students, and 83% of students identifying as more than one race agreed with the statement. The point is, although most students in each of these categories agreed with the statement, a substantially smaller percentage of students in the non-majority groups did so.

This pattern was pervasive throughout the results of the survey, such that it is difficult to focus on areas of concern using this as the only metric. Therefore, two criteria were used to identify the areas that perhaps deserve the most focus. 1) If four or more non-majority groups (based on race, transgender identification, sexual orientation, gender identification, disability status, or religious identification) were 15 percentage points or more below the majority group in their agreement to a positive statement, OR 2) if there were at least three such non-majority groups and in at least one of these groups most of the students did NOT respond positively, then the statement was flagged as one of particular concern. One of these criteria were met with 15 statements on the survey, and they are outlined below. For ease of reading, a small chart for each question is provided, with only the majority and non-majority groups with the largest differences in responses. Not all majority and non-majority groups are shown.

Perceptions

Overall, about 83% of respondents agreed with the statement, “Washburn University treats all students fairly regardless of their religious or non-religious identity.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	86%	Not listed	59%
Cisgender	83%	Transgender	64%
Straight	85%	Gay/lesbian	64%
Men	84%	Non-binary	53%

Similarly, about 85% of respondents agreed with the statement, “Washburn University treats all students fairly regardless of their sexual orientation.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	88%	Race not listed	63%
Cisgender	86%	Transgender	63%
Straight	87%	Gay/lesbian	68%
Men	86%	Non-binary	58%

Finally, about 80% of respondents agreed with the statement, “Washburn University treats all students fairly regardless of their socioeconomic status.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	83%	Race not listed	57%
Straight	83%	Gay/lesbian	58%
Men	81%	Non-binary	56%
Not disabled	82%	Disabled	67%

Visibility

Overall, about 58% of respondents agreed with the statement, “Washburn University has senior leadership from diverse backgrounds.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	62%	Af Am/Black	45%
		More than one race	46%
		Race not listed	44%
Straight	62%	SO not listed	43%
Men	64%	Non-binary	37%

Co-curricular experiences

Overall, about 73% of respondents agreed with the statement, “The student activities offered by Washburn University enhance my ability to interact with people who are different from myself (i.e., race, gender identity, beliefs).”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	77%	Race not listed	59%
Cisgender	74%	Transgender	46%
Men	75%	Non-binary	57%

Perceptions of administration

Overall, about 73% of respondents agreed with the statement, “Administrators at Washburn University respect what students think.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	73%	Race not listed	47%
Straight	74%	Gay/lesbian	53%
		SO not listed	58%
Men	72%	Non-binary	47%

Similarly, about 74% of respondents agreed with the statement, “Administrators at Washburn University treat students fairly.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	77%	Race not listed	54%
Straight	77%	Gay/lesbian	58%
		Non-binary	48%
Men	72%		

Finally, about 68% of respondents agreed with the statement, “Administrators at Washburn University demonstrate leadership that fosters diversity.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	73%	Race not listed	38%
Straight	72%	Gay/lesbian	54%
		SO not listed	54%
Men	77%	Non-binary	45%

Policies

Overall, about 74% of respondents agreed with the statement, “Washburn University proactively implements policies to prevent discrimination related to abilities/disabilities.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	77%	Race not listed	47%
Cisgender	75%	Transgender	60%
Men	77%	Non-binary	47%

Similarly, about 74% of respondents agreed with the statement, “Washburn University proactively implements policies to prevent discrimination related to gender identity.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	77%	Race not listed	58%
		More than one race	62%
Cisgender	75%	Transgender	44%
Men	77%	Non-binary	36%

Finally, about 71% of WU student respondents agreed with the statement, “Washburn University proactively implements policies to prevent discrimination related to religious or non-religious identity.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	74%	Race not listed	51%
Cisgender	72%	Transgender	57%
Men	74%	Non-binary	50%

Campus safety

Overall, about 54% of respondents agreed with the statement, “Washburn University is safe to walk around at night.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	54%	More than one race	45%
Cisgender	54%	Transgender	69%
Straight	55%	SO not listed	49%
Men	67%	Non-binary	42%
		Women	47%
Not disabled	55%	Disabled	47%

Overall satisfaction

Overall, about 69% of respondents agreed with the statement, “I feel valued by the students at Washburn University.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	73%	Af Am/Black	57%
		More than one race	47%
		Race not listed	55%
Men	72%	Non-binary	46%
Not disabled	71%	Disabled	56%

Institution specific questions (written by the climate survey committee)

Overall, about 35% of respondents agreed with the statement, “At Washburn University, I feel I need to minimize various characteristics of my group culture to be able to fit in.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
		Asian/Pacific	
White	32%	Islander	50%
Cisgender	35%	Transgender	56%
Men	42%	Non-binary	55%

Finally, about 61% of respondents agreed with the statement, “Materials used in the courses at Washburn University are drawn from a culturally diverse body of literature.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	65%	Race not listed	47%
Cisgender	62%	Transgender	38%
Men	61%	Non-binary	42%

Have You Considered Leaving?

The responses to the question, “Have you considered leaving this institution because of an issue related to diversity or inclusion?” do not meet the criteria noted above for discussion in this section. However, the importance of this question and the differences in the answers from the majority and the non-majority student-respondents merit mention here. Overall, 9% of respondents said they had previously considered leaving WU because of an issue related to diversity or inclusion, and 2% said they were currently considering leaving.

Majority category	Majority agreement- have considered	Majority agreement- currently considering	Non-majority category	Non-majority agreement- have considered	Non-majority agreement- currently considering
White	5%	2%	Af Am/Black	22%	7%
Cisgender	8%	2%	Transgender	13%	13%
Straight	7%	2%	Gay/lesbian	16%	5%
Men	6%	2%	Nonbinary	12%	9%
Not disabled	7%	2%	Disabled	12%	2%

As can be seen, non-majority respondents were much more likely (1.5 to several times more likely) to report they have previously considered or are currently considering leaving WU for a reason related to diversity and inclusion.

Washburn University Faculty and Staff

Quantitative Summary

Demographics

Do you identify as transgender?

Category	Percent
Yes	0.4%
No	94.9%
Prefer not to answer	4.7%
Total	100.0%

Do you have a documented or diagnosed disability?

Category	Percent
No	87.7%
Yes	5.4%
Prefer not to answer	7.0%
Total	100.0%

Religious Identity

Category	Percent
Christian	55.0%
Secular/non-religious/Agnostic/Atheist	20.4%
Other	24.6%
Total	100.0%

Race/Ethnicity

Category	Percent
African American or Black	2.4%
Latino/Latina/Hispanic	2.4%
White/Caucasian	81.1%
More than one race	2.4%
Other	11.6%
Total	100.0%

Gender Identity

Category	Percent
Man	32.5%
Woman	60.5%
Non-binary	0.9%
Prefer not to answer	6.2%
Total	100.0%

Sexual Orientation

Category	Percent
Heterosexual or Straight	82.9%
Gay or Lesbian	3.3%
Other	4.9%
Prefer not to answer	8.9%
Total	100.0%

Personal Characteristics

What best describes your citizenship status?

Category	Percent
U.S. citizen	95.4%
U.S. permanent resident	1.3%
Other	0.9%
Prefer not to answer	2.4%
Total	100.0%

How old are you?

Category	Percent
20 years old or younger	0.4%
21 to 30 years old	7.9%
31 to 40 years old	22.5%
41 to 50 years old	24.7%
51 to 60 years old	28.3%
More than 60 years old	16.2%
Total	100.0%

What is the highest level of education you have completed?

Category	Percent
Less than high school	0.2%
High school diploma or GED	1.8%
Some college	6.0%
Associates degree	1.8%
Bachelors degree	21.7%
Masters degree	27.5%
Doctoral degree	33.1%
Professional degree (i.e. law, medicine)	7.8%
Total	100.0%

Are you a full-time or part-time employee?

Category	Percent
Full-time	94.2%
Part-time	5.8%
Total	100.0%

How long have you been employed at this institution?

Category	Percent
Less than 1 year	10.6%
1 to 2 years	11.7%
3 to 5 years	21.6%
6 to 10 years	19.8%
11 to 20 years	22.5%
21 to 30 years	9.7%
More than 30 years	4.3%
Total	100.0%

Which of the following describes your primary position/role?

Category	Percent
Faculty	48.4%
Executive (i.e., President, Provost, Vice President, Dean, AVP)	2.9%
Professional Staff (i.e., Director, Assistant Director, Coordinator)	24.8%
Administrative Support Staff/Paraprofessional	18.7%
Service/Maintenance/Skilled Craft Staff	2.5%
Other (Please specify.)	2.7%
Total	100.0%

What is your tenure status?

Category	Percent
Tenured	22.5%
Tenure-track	8.6%
Not tenure track	20.9%
Not applicable	48.0%
Total	100.0%

Rank and Title - What is your current rank/title?

Category	Percent
Full professor	36.4%
Associate professor	32.6%
Assistant professor	28.8%
Not applicable	0.8%

Other (Please specify.)	1.5%
Total	100.0%

Institution Specific Questions - Do you have children or other family caretaking responsibilities (e.g., elderly or disabled parents)?

Category	Percent
Yes	51.1%
No	40.6%
Prefer not to answer	8.3%
Total	100.0%

Perceptions

With the general statements “This institution is welcoming,” and “This institution is respectful,” about 90% of Washburn University faculty and staff respondents agreed. 71% of faculty and staff respondents agreed that the institution encourages free and open discussion on difficult topics. 79% said WU makes them feel included as a member of the community. 66.2% agreed the institution encourages faculty and staff to open share their ideas. 65% agreed it adequately keeps faculty and staff informed on important matters. Finally, about 71% agreed WU has a strong commitment to diversity.

Campus Environment

Overall, between 70–80% of faculty and staff respondents agreed with statements that WU treats faculty and staff fairly, regardless of race, age, sexual orientation, gender identity, religious or non-religious affiliation, nationality, ability, socioeconomic status, and political ideology.

Visibility

About 87% of faculty and staff respondents agreed with the statement that “This institution has students from diverse backgrounds.” Fewer faculty and staff respondents agreed the institution has diverse faculty and staff (about 60% agreed with such statements for faculty and staff). Only about 37% agreed that WU has senior leadership from diverse backgrounds.

Work Environment

Faculty and staff respondents generally agreed with positive statements about their supervisors and work environment. Approximately 88% of respondents said their supervisor treats them with respect and values the work they do. About 86% said appropriate and inclusive language is used in their work environment and 87% agreed they feel welcome in their work environment.

Perceptions of Faculty & Staff, & Students

Faculty and staff respondents indicated they had generally positive perceptions of their fellow faculty and staff members. Between 70–78% of respondents agreed that faculty treat them with respect, display an appreciation for those from diverse backgrounds, and value their work and feedback. Perceptions of staff were even more positive with roughly 80–89% agreeing to the same questions. Regarding perceptions of students, roughly between 80–90% of respondents agreed with these questions.

Perceptions of Administration & Administrative Policies

A slight majority of faculty and staff respondents indicated they had positive perceptions of administration. Nearly 60% said that administrators are genuinely concerned about their welfare, respect what faculty and staff think, and value the work they do. Between 65–70% of respondents agreed that the institution proactively implements policies to prevent discrimination related to ability/disability, age, gender identity, nationality, political ideology, race, religious or non-religious identity, and socioeconomic status.

Accessibility

5.4% of faculty and staff respondents answered “yes” to the question, “Do you have a documented or diagnosed disability?” Of these respondents, approximately 66% agreed they could easily access campus buildings. 86% said they could access campus dining facilities. About 80% said they could easily access campus sidewalks and their own workspace.

Campus Safety

Approximately 85% of faculty and staff respondents agreed that WU is a safe place for students and a safe space for faculty and staff. However, only 60% of respondents said that the campus has adequate outdoor lighting. 79% said it is safe to walk around on campus at night. 98.4% said they were satisfied with the physical safety of their work environment.

Personal Attitudes and Behaviors

Over 98% of faculty and staff respondents agreed they were comfortable interacting with faculty, staff, and students from diverse backgrounds. Over 94% said they were comfortable having colleagues from diverse backgrounds. 86% agreed they have discussions with people whose ideas and values are different from my own.

Overall satisfaction

About 80% of faculty and staff respondents agreed with the statement, “Overall, I am satisfied with my work at this institution.” 90% agreed they would recommend working at WU to a close friend. 84% indicated they felt accepted by students and 88% said they feel valued by students. About 82% said they feel accepted by faculty and staff while 82% said they feel valued by faculty and staff.

Institution specific questions (written by the climate survey committee)

About 65% of faculty and staff respondents agreed the curriculum at WU provides programs for faculty, staff, administrators, and students to learn about different groups of people in the United States and about 68% said the curriculum provides opportunities for such learning about different groups of people globally. Approximately 66% said courses on race, culture, ethnicity, and other issues of diversity are regularly offered on WU’s campus. However, only about 46% of respondents said the materials used in courses are drawn from a culturally diverse body of literature. Approximately 83% of student respondents said academic support services needed to ensure academic success are provided at WU.

When asked if they feel the need to minimize various characteristics of their group culture to fit in at WU, about 54% disagreed, 17% were neutral, and 28% agreed.

73% of faculty and staff respondents said it was important to them to interact with students, faculty, and staff from underrepresented groups in daily campus life; 23% of respondents were neutral on this, with 4% disagreeing.

Areas of Concern

The 2020 climate survey results indicated that faculty and staff respondents generally hold positive perceptions about Washburn. Similar to students, however, the survey found that non-majority faculty and staff respondents (respondents who are not white, male, cisgender, straight, able-bodied, or Christian) were less likely to agree to positive statements about WU than were majority respondents. While most of the non-majority respondents agreed with many of the positive statements about WU in the survey, there were substantial gaps between the percentage of majority respondents answering positively and the percentage of non-majority respondents answering positively.

This pattern was pervasive throughout the results of the survey, such that it is difficult to focus on areas of concern using this as the only metric. Therefore, two criteria were used to identify the areas that perhaps deserve the most focus. 1) If four or more non-majority groups (based on race, transgender identification, sexual orientation, gender identification, disability status, or religious identification) were 15 percentage points or more below the majority group in their agreement to a positive statement, OR 2) if there were at least three such non-majority groups and in at least one of these groups most of the respondents did NOT respond positively, then the statement was flagged as one of particular concern. One of these criteria were met with 13 statements on the survey, and they are outlined below. For ease of reading, a small chart for each question is provided, with only the majority and non-majority groups with the largest differences in responses. Not all majority and non-majority groups are shown.

Perceptions

Overall, about 71% of respondents agreed with the statement, “this institution has a strong commitment to diversity.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White/Caucasian	74%	Latino/a/Hispanic	54%
Cisgender	100%	AA or Black	45%
		Transgender	68%

78% of respondents agreed with the statement, “Faculty display an appreciation for those from diverse backgrounds.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White/Caucasian	81%	AA or Black	60%
		Latino/a/Hispanic	45%
		Race not listed	62%

59% of respondents agreed with the statement, “Administrators are genuinely concerned about my welfare.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
Men	64%	Non-binary	34%
Not disabled	61%	Disabled	48%
Christian	66%	Not religious	51%
		Religious identity other than Christian	49%

Overall, about 57% of respondents agreed with the statement, “Administrators respect what faculty and staff think.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
Men	61%	Non-binary	28%
Not disabled	58%	Disabled	48%
Christian	63%	Not religious	48%
		Religious identity other than Christian	49%

Overall, about 65% of respondents agreed with the statement, “this institution adequately keeps faculty and staff informed on important matters.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
Men	70%	Non-binary	31%
Heterosexual/straight	68%	SO not listed	54%
Cisgender	67%	Transgender	50%

Campus Environment

Overall, about 74% of respondents agreed that faculty and staff are treated fairly regardless of their gender identity.

Majority category	Majority agreement	Non-majority category	Non-majority agreement
Not disabled	78%	Disabled	41%
Cisgender	76%	Transgender	50%
Men	81%	Non-binary	47%

78% of respondents agreed with the statement, “Faculty and staff are treated fairly regardless of their age.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
Not disabled	82%	Disabled	62%
Men	77%	Non-binary	41%
Cisgender	79%	Transgender	50%

Administrative Policies

Overall, about 67% of respondents agreed with the statement, “this institution proactively implements policies to prevent discrimination related to socioeconomic status.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
Not disabled	69%	Disabled	45%
Men	73%	Non-binary	41%
Heterosexual or straight	71%	Gay or lesbian	53%
Cisgender	68%	SO not listed	68%
		Transgender	50%

Visibility

Overall, about 61% of respondents agreed with the statement, “this institution has faculty from diverse backgrounds.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
Heterosexual	65%	Gay/lesbian	33%
White	63%	AA or Black	23%
		Latino/a/Hispanic	36%

75% of respondents agreed with the statement, “This institution has students from diverse backgrounds.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
Men	68%	Non-binary	41%
White/Caucasian	60%	AA or Black	45%
		Latino/a/Hispanic	36%
		Race not listed	48%

Overall, 37% of respondents agreed with the statement, “this institution has senior leadership from diverse backgrounds.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
Men	67%	Non-binary	41%
White/Caucasian	37%	AA or Black	10%
Christian	41%	Not religious	23%

Institution specific questions (written by the climate survey committee)

Overall, about 46% of respondents agreed with the statement, “Materials used in the courses on my campus are drawn from a culturally diverse body of literature.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
Men	49%	Non-binary	23%
White	48%	AA or Black	20%
		Race not listed	29%

Christian	50%	Religious identity other than Christian	37%
Heterosexual	49%	Not religious	44%
		Gay/lesbian	27%
		SO not listed	59%

Overall, 28% of respondents agreed with the statement, “On my campus, I feel I need to minimize various characteristics of my group culture to be able to “fit in.””

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	27%	Latino/a/Hispanic	73%
Heterosexual	25%	Gay/lesbian	60%
		SO not listed	50%
Christian	25%	Not religious	31%
		Religious identity other than Christian	31%
Cisgender	28%	Transgender	50%

Washburn Institute of Technology Students

Quantitative Summary

Demographics

Do you identify as transgender?

Category	Percent
Yes	0.9%
No	98.1%
Prefer not to answer	0.9%
Total	100.0%

Do you have a documented or diagnosed disability?

Category	Percent
No	74.0%
Yes	14.4%
Prefer not to answer	11.5%
Total	100.0%
System	

Religious or Non-Religious Identity

Category	Percent
Christian	56.5%
Secular/non-religious/Agnostic/Atheist	19.4%
Other	24.1%
Total	100.0%

Race Ethnicity

Category	Percent
African American or Black	10.9%
Latino/Latina/Hispanic	5.4%
White/Caucasian	68.5%
More than one race	10.9%
Other	4.3%
Total	100.0%

Gender Identity

Category	Percent
Man	50.0%
Woman	45.4%
Non-binary	2.8%
Prefer not to answer	1.9%
Total	100.0%

Sexual Orientation

Category	Percent
Heterosexual or Straight	72.9%
Gay or Lesbian	0.9%
Other	10.3%
Prefer not to answer	15.9%
Total	100.0%

Personal Characteristics

Race/Ethnicity (reporting only)

Category	Percent
Race and ethnicity unknown	100.0

Are you an international student (i.e., not a US citizen or permanent resident)?

Category	Percent
No	97.2
Yes	1.9
Prefer not to answer	0.9
Total	100.0

How old are you?

Category	Percent
20 years old or younger	38.0
21 to 25 years old	27.8
26 to 30 years old	13.0
31 to 40 years old	11.1
41 to 50 years old	5.6
51 years old or older	4.6
Total	100.0

What is your current academic class standing?

Category	Percent
Freshman/first-year	36.1
Sophomore	7.4
Junior	12.0
Senior	11.1
Graduate/professional student	8.3
Non-degree or other	25.0
Total	100.0

Did you transfer to this institution this academic year?

Category	Percent
No	79.6
Yes	20.4
Total	100.0

Have you ever served in the Armed Forces of the United States?

Category	Percent
No previous or current military service	94.4
Yes, previous service but not currently serving	5.6
Total	100.0

What is your cumulative GPA?

Category	Percent
Below 2.00	0.9
2.00 to 2.49	0.9
2.50 to 2.99	9.3
3.00 to 3.49	28.7
3.50 or above	38.0
Dont know	22.2
Total	100.0

What is your place of residence?

Category	Percent
Residence hall	12.0
On-campus apartment	1.9
Off-campus apartment	20.4
Living at home	54.6
Other	11.1
Total	100.0

Did either of your parents/guardians graduate from college?

Category	Percent
No	51.9
Yes	41.7
Dont know	6.5
Total	100.0

Perceptions

With the general statements “This institution is welcoming,” and “This institution is respectful,” about 90% of Washburn Institute of Technology (Tech) student respondents agreed.

Overall, between 85-95% of respondents agreed with statements that Tech treats students fairly, regardless of race, age, sexual orientation, gender identity, religious affiliation, abilities, and socioeconomic status. About 83% of respondents agreed that Tech treats students fairly, regardless of their political ideology.

Visibility

About 78% of respondents agreed with the statement that “This institution has students from diverse backgrounds.” About 74% and 78% agree with similar statements about faculty and staff respectively, and 64% agreed that Tech has senior leadership from diverse backgrounds.

Personal attitudes

More than 90% of respondents indicated they are comfortable interacting with other students or having friends from diverse backgrounds; about 90% also said they have discussions with people who have ideas and values different than their own. About 88% said they’d be comfortable having a roommate or neighbor from a diverse background. 74% said they were comfortable bringing up issues of discrimination or harassment.

Co-curricular experiences

About 80-82% of respondents indicated student activities offered enhanced their ability to interact with, value and respect, or work with people different from themselves. Around 80% agreed student organizations are welcoming, and 75% said student organizations reflect a diverse group of people.

Perceptions of peers

From about 76-80% of respondents agree that other students encourage free and open discussions about difficult or controversial topics, are willing to talk about group differences, and are open-minded when it comes to sharing different ideas and beliefs.

Perceptions of faculty

About 82% of respondents said faculty value different perspectives in the classroom and almost 90% said faculty treat them with respect. About 79% said that faculty turn difficult or controversial topics into constructive discussions, and 80% said that faculty are genuinely concerned with their welfare.

Perceptions of staff

Approximately 83% of respondents said staff are supportive of students from diverse backgrounds and that 81% said staff create an environment of acceptance for students from diverse backgrounds. Almost 88% said staff treat them with respect.

Perceptions of administration

About 80% of respondents said administrators are genuinely concerned about their welfare, 78% said administrators respect what students think, and about 83% said administrators treat students fairly. 73% of respondents said administrators regularly speak of the value of diversity and that administration demonstrates leadership that fosters diversity.

Policies

The statements regarding policies are in the form that the institution proactively implements policies to prevent discrimination related to ability, age, etc. The categories and the approximate percentage of respondents agreeing that Tech proactively implements such policies follow: abilities/disabilities, 80%; age, 79%; gender identity, 80%; political ideology, 75%; nationality, 78%; race, 80%; religious/nonreligious identity, 81%; sexual orientation, 78%; socioeconomic status, 78%.

Accessibility

About 14% of respondents answered “yes” to the question, “Do you have a documented or diagnosed disability?” Of these students, approximately 71% agreed that they can easily access administrative functions such as registering for classes and applying for financial aid. About 80% agreed they can easily access Tech’s web sites and around 73% said they could easily access course materials. About 86% of these students said they could easily access classrooms and buildings, and 92% said they could access dining facilities. 93% said they could easily access campus sidewalks and about 85% said they can easily access campus events.

Campus safety

Approximately 89% of respondents agreed that Tech is a safe place for students. 77% of respondents said that the campus has adequate outdoor lighting, and about 64% said it was safe to walk around campus at night.

Overall learning

In this category of statements, students are asked the extent to which they agree with statements that begin, “As a result of my experiences at this institution,” and end with a variety of diversity-related clauses. These clauses and the approximate percentage of respondents agreeing with the statement follow: “I discuss issues related to diversity,” 68%; “I make an effort to get to know people from diverse backgrounds,” 78%; “I have felt challenged to think more broadly about diverse issues,” 72%; “I have recognized biases that affect my thinking,” 71%; I have critically evaluated my position on diverse issues, 72%; “I can communicate effectively with people who are different from myself,” 90%.

Overall satisfaction

About 88% of respondents agreed with the statement, “Overall, I am satisfied with my experience at this institution.” 80% agree they belong at Tech and about 83% say they’d recommend Tech to a friend. About 87% say they feel accepted by other students, and about 80% say they feel valued by the students at the institution.

Around 88% of respondents they have never considered leaving Tech because of an issue related to diversity or inclusion. About 1% say they are currently considering leaving Tech for this reason, and about 6% said they had considered it in the past. About 6% were unsure or preferred not to answer.

Approximately 93% of respondents said they will return to Tech next year and 92% say they intend to graduate from Tech.

Institution specific questions (written by the climate survey committee)

About 62% of respondents agree that Tech provides programs for faculty, staff, and students to learn about different groups or people in the United States, and about different groups of people globally. About 50% said courses on race, culture, ethnicity, and other issues of diversity are regularly offered on Tech's campus. 51% said the materials used in courses are drawn from a culturally diverse body of literature.

Approximately 76% of respondents said academic support services needed to ensure academic success are provided at Tech.

When asked if they feel the need to minimize various characteristics of their group culture to fit in at Tech, about 41% disagreed, 25% were neutral, and 35% agreed.

About 64% of respondents said it was important to them to interact with students, faculty, and staff from underrepresented groups in daily campus life; 29% of respondents were neutral on this, with about 7% disagreeing.

Areas of Concern

At Washburn Tech, some non-majority groups were more likely to agree to positive statements about the institution than the majority group, while other non-majority groups were less likely to respond positively. For example, African American, gay/lesbian, women, and disabled students more often agreed to positive statements about Washburn Tech than did white, heterosexual, men, and non-disabled students (respectively). Students identifying as a race not listed in the survey, transgender students, students with a sexual orientation other than straight or gay/lesbian, and non-Christian students agreed less often to positive statements than did white, cisgender, straight, and Christian students (respectively). It should be kept in mind that the number of responses from Washburn Tech students was relatively small and many of these subsets of students are very small. Therefore, these results should be interpreted with care.

Substantial differences in the responses among groups were extremely common, such that (again) it is difficult to focus on areas of concern using this as the only metric. Therefore, as with the findings regarding Washburn University students, two criteria were used to identify the areas that perhaps deserve the most focus, but then one more was also added due to the difference in results noted in the previous paragraph. 1) If four or more non-majority groups (based on race, transgender identification, sexual orientation, gender identification, disability status, or religious identification) were 15 percentage points or more below the majority group in their agreement to a positive statement, OR 2) if there were at least three such non-majority groups and in at least one of these groups most of the students did NOT respond positively, then the statement was flagged as one of particular concern. Because there are also several questions for which multiple non-majority groups were 15 percentage points *above* the majority group in their agreement to a positive statement, one more criterion was used: 3) if there were four or more of these groups, these questions are flagged as well. One of these criteria was met with nine statements on the survey, and they are outlined below. For ease of reading, a small chart for each question is provided, with only the majority and non-majority

groups with the largest differences in responses. Not all majority and non-majority groups are shown.

Visibility

Overall, about 68% of respondents agreed with the statement, “This institution has senior leadership from diverse backgrounds.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	66%	Other	100%
Straight	70%	Gay/Lesbian	100%
Non-disabled	56%	Disabled	78%
Christian	61%	Other	78%

Policies

Overall, about 76% of respondents agreed with the statement, “This institution proactively implements policies to prevent discrimination related to political ideology.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	76%	Latino/Latina/Hispanic	60%
		More than one race	60%
Christian	82%	Secular	67%
		Other	65%

Overall, about 78% of respondents agreed with the statement, “This institution proactively implements policies to prevent discrimination related to gender identity.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	79%	More than one race	60%
Cisgender	75%	Transgender	43%
Christian	86%	Secular	71%

Overall, about 81% of respondents agreed with the statement, “This institution proactively implements policies to prevent discrimination related to religious or non-religious identity.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	83%	Latino/Latina/Hispanic	60%
Cisgender	72%	Transgender	57%
Christian	88%	Secular	71%
		Other	73%

Campus Safety

Overall, about 82% of respondents agreed with the statement, “This institution has adequate outdoor lighting.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	80%	Latino/Latina/Hispanic	100%
Straight	82%	Gay/Lesbian	100%
Men	79%	Non-binary	100%
Non-disabled	76%	Disabled	93%

Overall, about 64% of WU Tech student respondents agreed with the statement, “This institution is safe to walk around at night.”

Overall Learning

Overall, about 69% of respondents agreed with the statement, “As a result of my experiences at this institution: I discuss issues related to diversity.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
Straight	75%	Other	46%
Men	63%	Non-binary	50%
Christian	88%	Secular	71%
		Other	73%

Overall, about 72% of respondents agreed with the statement, “As a result of my experiences at this institution, I have felt challenged to think more broadly about diverse issues.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	69%	Af Am/Black	90%
		Latino/Latina/Hispanic	100%
Cisgender	75%	Transgender	92%
Straight	71%	Gay/Lesbian	100%
Men	67%	Non-binary	100%

Finally, about 69% of respondents agreed with the statement, “As a result of my experiences at this institution, I have recognized biases that affect my thinking.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White	69%	Latina/Latino/Hispanic	100%
Straight	69%	Gay/Lesbian	100%
Men	65%	Non-binary	100%
Non-disabled	68%	Disabled	93%

Institution specific questions (written by the climate survey committee)

Overall, about 52% of respondents agreed with the statement, “Materials used in the courses on my campus are drawn from a culturally diverse body of literature.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
Cisgender	62%	Transgender	38%
Men	47%	Non-binary	33%
Non-disabled	55%	Disabled	40%
Christian	56%	Other	40%

Have You Considered Leaving?

The responses to the question, “Have you considered leaving this institution because of an issue related to diversity or inclusion?” do not meet the criteria noted above for discussion in this section. However, the importance of this question and the differences in the answers from the majority and the non-majority student-respondents merit mention here. Overall, 4% of respondents said they had previously considered leaving Washburn Tech because of an issue related to diversity or inclusion, and 1% said they were currently considering leaving.

Majority category	Majority agreement- have considered	Majority agreement -currently considerin g	Non-majority category	Non-majority agreement- have considered	Non-majority agreement -currently considerin g
White	2%	2%	Af Am/Black	20%	0%
			Latina/Latino/Hispani c	20%	0%
Cisgender	8%	2%	Transgender	13%	13%
Men	4%	2%	Nonbinary	33%	0%
Non-disabled	5%	0%	Disabled	13%	0%
Christian	5%	2%	Religion not listed	12%	0%

As can be seen, non-majority respondents were much more likely (1.5 to several times more likely) to report they have previously considered or are currently considering leaving Washburn Tech for a reason related to diversity and inclusion.

Washburn Institute of Technology Faculty and Staff

Quantitative Summary

Demographics

Institution Specific Questions - Do you identify as transgender?

Category	Percent
No	93.2%
Prefer not to answer	6.8%
Total	100.0%

Campus Accessibility - Do you have a documented or diagnosed disability?

Category	Percent
No	87.5%
Yes	5.6%
Prefer not to answer	6.9%
Total	100.0%

Religious or Non-Religious Identity

Category	Percent
Christian	66.7%
Secular/non-religious/Agnostic/Atheist	10.1%
Other	23.2%
Total	100.0%

Race Ethnicity

Category	Percent
African American or Black	2.9%
Latino/Latina/Hispanic	1.4%
White/Caucasian	78.6%
More than one race	4.3%
Other	12.9%
Total	100.0%

Gender Identity

Category	Percent
Man	41.3%
Woman	50.7%
Prefer not to answer	8.0%
Total	100.0%

Sexual Orientation

Category	Percent
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Heterosexual or Straight	76.0%
Gay or Lesbian	2.7%
Other	2.7%
Prefer not to answer	18.7%
Total	100.0%

Personal Characteristics

What best describes your citizenship status?

Category	Percent
U.S. citizen	97.3%
Prefer not to answer	2.7%
Total	100.0%

How old are you?

Category	Percent
21 to 30 years old	6.8%
31 to 40 years old	20.5%
41 to 50 years old	24.7%
51 to 60 years old	27.4%
More than 60 years old	20.5%
Total	100.0%

What is the highest level of education you have completed?

Category	Percent
High school diploma or GED	4.2%
Some college	22.5%
Associates degree	14.1%
Bachelor's degree	29.6%
Master's degree	18.3%
Doctoral degree	9.9%
Professional degree (i.e. law, medicine)	1.4%
Total	100.0%

Are you a full-time or part-time employee?

Category	Percent
Full-time	85.9%
Part-time	14.1%
Total	100.0%

How long have you been employed at this institution?

Category	Percent
Less than 1 year	12.2%
1 to 2 years	13.5%
3 to 5 years	32.4%
6 to 10 years	25.7%
11 to 20 years	12.2%
21 to 30 years	4.1%
Total	100.0%

Which of the following describes your primary position/role?

Category	Percent
Faculty	50.7%
Professional Staff (i.e., Director, Assistant Director, Coordinator)	20.5%
Administrative Support Staff/Paraprofessional	19.2%
Service/Maintenance/Skilled Craft Staff	1.4%
Teaching/Graduate Assistant	4.1%
Other (Please specify.)	4.1%
Total	100.0%

What is your tenure status?

Category	Percent
Tenured	4.1%
Tenure-track	4.1%
Not tenure track	13.5%
Not applicable	78.4%
Total	100.0%

Rank and Title - What is your current rank/title?

Category	Percent
Full professor	16.7%
Associate professor	33.3%
Assistant professor	16.7%
Other (Please specify.)	33.3%
Total	100.0%

Institution Specific Questions - Do you have children or other family caretaking responsibilities (e.g., elderly or disabled parents)?

Category	Percent
Yes	45.9%
No	41.9%
Prefer not to answer	12.2%
Total	100.0%

Perceptions

With the general statements “This institution is welcoming,” and “This institution is respectful,” 96% of Washburn Tech faculty and staff respondents agreed. About 79% of faculty and staff respondents agreed that the institution encourages free and open discussion on difficult topics. 77% said Tech makes them feel included as a member of the community. 73% agreed the institution encourages faculty and staff to open share their ideas. 77% agreed it adequately keeps faculty and staff informed on important matters. Finally, about 81% agreed Tech has a strong commitment to diversity.

Campus Environment

Overall, between 75–80% of faculty and staff respondents agreed with statements that Washburn Tech treats faculty and staff fairly, regardless of race, age, sexual orientation, gender identity, religious or non-religious affiliation, nationality, ability, and socioeconomic status. About 64% of respondents agreed that faculty and staff are treated fairly regardless of their political ideology.

Visibility

About 87% of faculty and staff respondents agreed with the statement, “This institution has students from diverse backgrounds.” Fewer faculty and staff respondents agreed the institution has diverse faculty and staff (about 70% agreed with the statements for faculty and 76% for staff). 56% agreed that Washburn Tech has senior leadership from diverse backgrounds.

Work Environment

Faculty and staff respondents generally agreed with positive statements about their supervisors and work environment. Approximately 88% of respondents said their supervisor treats them with respect and values the work they do. 88% also said appropriate and inclusive language is used in their work environment and agreed they feel welcome in their work environment.

Perceptions of Faculty & Staff, & Students

Faculty and staff respondents indicated they had generally positive perceptions of their fellow faculty and staff members. 90% agreed that faculty treat them with respect. About 80% agreed that faculty display an appreciation for those from diverse backgrounds, and value their work and feedback. Perceptions of staff were even more positive with roughly 86–96% agreeing to the same questions. Regarding perceptions of students, roughly between 80–90% of respondents agreed with these questions.

Perceptions of Administration & Administrative Policies

A slight majority of faculty and staff respondents indicated they had positive perceptions of administration. About 70% said that administrators are genuinely concerned about their welfare, respect what faculty and staff think, and value the work they do. Between 70–80% of respondents agreed that the institution proactively implements policies to prevent discrimination related to

ability/disability, age, gender identity, nationality, political ideology, race, religious or non-religious identity, and socioeconomic status.

Accessibility

5.6% of faculty and staff respondents answered “yes” to the question, “Do you have a documented or diagnosed disability?” Of these respondents, 75% agreed they could easily access campus buildings. 100% said they could access campus dining facilities and campus sidewalks. 89% said they could easily access their own workspace.

Campus safety

Approximately 88% of faculty and staff respondents agreed that the campus of Washburn Tech is a safe place for students while 68% agreed it was a safe space for faculty and staff. 78% of respondents said that the campus has adequate outdoor lighting. 98% said it is safe to walk around on campus at night. 100% said they were satisfied with the physical safety of their work environment.

Personal Attitudes and Behaviors

100% of faculty and staff respondents agreed they were comfortable interacting with faculty, staff, and students from diverse backgrounds. 89% said they were comfortable having colleagues from diverse backgrounds. 86% agreed they have discussions with people whose ideas and values are different from my own.

Overall satisfaction

93% of faculty and staff respondents agreed with the statement, “Overall, I am satisfied with my work at this institution.” 87% agreed they would recommend working at Washburn Tech to a close friend. 93% indicated they felt accepted by students and 88% said they feel valued by students. Over 90% said they feel accepted by faculty and staff.

Institution specific questions (written by the climate survey committee)

Only 41% of faculty and staff respondents agreed the curriculum at WU provides programs for faculty, staff, administrators, and students to learn about different groups of people in the United States and about 38% said the curriculum provides opportunities for such learning about different groups of people globally. 27% said courses on race, culture, ethnicity, and other issues of diversity are regularly offered on Tech’s campus. 27% of respondents also said the materials used in courses are drawn from a culturally diverse body of literature.

Approximately 78% of student respondents said academic support services needed to ensure academic success are provided at Washburn Tech.

When asked if they feel the need to minimize various characteristics of their group culture to fit in at WU, about 48% disagreed, 21% were neutral, and 30% agreed.

About 57% of faculty and staff respondents said it was important to them to interact with students, faculty, and staff from underrepresented groups in daily campus life.

Areas of Concern

At Washburn Tech, some non-majority groups were more likely to agree to positive statements about the institution than the majority group, while other non-majority groups were less likely to respond positively. For example, African American, Latino/a/Hispanic, and gay/lesbian respondents more often agreed to positive statements about Washburn Tech than did white, heterosexual, men, and non-disabled students (respectively). Respondents identifying as a race not listed in the survey, respondents with a sexual orientation other than straight or gay/lesbian, and non-Christian respondents agreed less often to positive statements than did white, cisgender, straight, and Christian respondents (respectively). It should be kept in mind that the number of responses from Washburn Tech faculty and staff was relatively small and therefore many of these subsets of respondents are very small. Therefore, these results should be interpreted with care.

Substantial differences in the responses among groups were extremely common, such that (again) it is difficult to focus on areas of concern using this as the only metric. Therefore, as with the findings regarding Washburn University students, two criteria were used to identify the areas that perhaps deserve the most focus. 1) If four or more non-majority groups (based on race, sexual orientation, gender identification, disability status, or religious identification) were 15 percentage points or more below the majority group in their agreement to a positive statement, OR 2) if there were at least three such non-majority groups and in at least one of these groups most of the respondents did NOT respond positively, then the statement was flagged as one of particular concern. Because there were also several questions for which multiple non-majority groups were 15 percentage points *above* the majority group in their agreement to a positive statement, one more criterion was used: if there were four or more of these groups, these questions were flagged as well. One of these criteria were met with 14 statements on the survey, and they are outlined below. For ease of reading, a small chart for each question is provided, with only the majority and non-majority groups with the largest differences in responses. Not all majority and non-majority groups are shown.

Perceptions

Overall, 73% of respondents agreed with the statement, “This institution encourages faculty and staff to openly share their ideas.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
Not disabled	76%	Disabled	50%
White	76%	More than one race	33%
		Race not listed	33%

71% of respondents agreed with the statement, “Administrators are genuinely concerned about my welfare.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White/Caucasian	77%	More than one race	33%
		Race not listed	33%
Christian	78%	Religious identity other than Christian	53%

69% of respondents agreed with the statement, "Administrators respect what faculty and staff think."

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White/Caucasian	72%	More than one race	0%
		Race not listed	56%
Christian	76%	Religious identity other than Christian	50%

76% of respondents agreed with the statement, "Administrators value the work I do."

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White/Caucasian	80%	More than one race	33%
		Race not listed	56%
Christian	80%	Religious identity other than Christian	62%
Heterosexual or straight	79%	SO not listed	50%

Campus Environment

Overall, 81% of respondents agreed with the statement, "Faculty and staff are treated fairly regardless of their age."

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White/Caucasian	83%	More than one race	68%
		Race not listed	68%
Christian	84%	Not religious	50%

64% of respondents agreed with the statement, "Faculty and staff are treated fairly regardless of their political ideology."

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White/Caucasian	68%	Race not listed	33%
Christian	66%	Religious identity other than Christian	50%

About 70% of respondents agreed with the statement, “Faculty and staff are treated fairly regardless of their socioeconomic status.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White/Caucasian	72%	Race not listed	44%
Christian	73%	Religious identity other than Christian	56%

Administrative Policies

81% of respondents agreed with the statement, “This institution proactively implements policies to prevent discrimination related to abilities/disabilities.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
Christian	83%	Not religious	67%
		Religious identity other than Christian	75%
Heterosexual or straight	82%	SO not listed	50%

Campus Safety

68% of respondents agreed with the statement, “This institution is a safe place for faculty and staff.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White/Caucasian	67%	AA or Black	100%
		Latino/a/Hispanic	100%
		More than one race	100%
Heterosexual or straight	69%	Gay or lesbian	100%

Visibility

87% of respondents agreed with the statement, “This institution has faculty from diverse backgrounds.”

Majority category	Majority agreement	Non-majority category	Non-majority agreement
Not disabled	74%	Disabled	25%
White	74%	AA or Black	50%
		Race not listed	56%

56% of respondents agreed with the statement, "This institution has senior leadership from diverse backgrounds."

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White/Caucasian	62%	AA or Black	50%
		More than one race	33%
		Race not listed	22%
Christian	63%	Not religious	43%
		Religious identity Other than Christian	44%

Institution specific questions (written by the climate survey committee)

38% of respondents mildly agreed, agreed, or strongly agreed with the statement, "The curriculum on my campus provides programs for faculty, staff, administrators, and students to learn about different groups of people globally."

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White/Caucasian	31%	AA or Black	50%
		Race not listed	22%
Heterosexual or straight	30%	SO not listed	50%

27% of respondents mildly agreed, agreed, or strongly agreed with the statement, "Courses on race, culture, ethnicity, and other issues of diversity are regularly offered on my campus."

Majority category	Majority agreement	Non-majority category	Non-majority agreement
White/Caucasian	22%	AA or Black	0%
		Race not listed	37%
Heterosexual or straight	18%	SO not listed	50%

27% of respondents mildly agreed, agreed, or strongly agreed with the statement, "Materials used in the courses on my campus are drawn from a culturally diverse body of literature."

Majority category	Majority agreement	Non-majority category	Non-majority agreement
Christian	33%	Not religious	0%
		Religious identity other than Christian	13%
Heterosexual or straight	22%	Gay or lesbian	50%
		SO not listed	50%