

2024 James Madison College Faculty/Staff Climate and Culture Survey: Comparison of 2016 and 2024 Results

Conducted on Behalf of

James Madison College

By

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This document presents a comparison of data from questions asked in both 2016 and 2024 assessing the climate at James Madison College.

The data for 2016 was gathered by the Office for Survey Research between March 18 and March 30, 2016, resulting in 50 complete responses.

For the 2024 data, the same sampling frame was used as in 2016, which included all currently employed faculty and staff. This data collection occurred between September 25 and October 25, 2024, and yielded 43 responses.

While efforts were made to maintain the same questions and question wording for comparison between the two time periods, slight changes in wording and question structure were incorporated in 2024 to better meet the needs and reflect changes in the college since 2016.

For all items where means are presented, means are calculated on a scale of 1 to 5 where 1 represents the most negative position and 5 the most positive.

Satisfaction with Racial and Ethnic Diversity of College

There was no change in faculty and staff satisfaction regarding the racial and ethnic diversity of the student body between 2016 and 2024.

However, they were far less satisfied with the level of diversity among faculty in 2024 than in 2016, with a mean score of 2.93 in 2024, compared to a mean score of 3.24 in 2016.

On the other hand, faculty and staff reported greater satisfaction with the racial and ethnic diversity of the staff (which includes both academic staff and university support staff) in 2024, with a mean score of 3.10, compared to 2.91 in 2016.

Table 1. Satisfaction with Racial and Ethnic Diversity of College: 2016 – 2024 Comparison

Overall, how satisfied or dissatisfied are you with the racial and ethnic diversity of the James Madison College . .	2016	2024
Student Body	2.75	2.74
Faculty	3.24	2.93
Support Staff	2.91	3.10

Perspectives Regarding Race and Ethnicity

In 2016, the mean scores for two of the three items in this series of questions were higher compared to 2024. The item measuring staff openness to diverse perspectives related to race and ethnicity had a mean score of 4.09 in 2024, slightly higher than the 4.00 recorded in 2016.

The most significant difference was observed in the item regarding the reasonableness of demands for increased racial and ethnic diversity within the college population, which saw a decrease of 0.28 points. The mean score in 2016 was 3.98, while it dropped to 3.70 in 2024.

Additionally, the item assessing faculty openness to diverse perspectives regarding race and ethnicity experienced a decrease of 0.24 points from 2016 to 2024.

Table 2. Perspectives Regarding Race and Ethnicity : 2016-2024 Comparison

Thinking about your experiences within James Madison College, please indicate to what extent you agree or disagree with each of the following statements.	2016	2024
Recent demands for more racial and ethnic diversity among students, faculty, and staff and in the curriculum are reasonable.	3.98	3.70
Most James Madison College faculty are open to diverse perspectives related to race and ethnicity.	3.91	3.67
Most James Madison College staff are open to diverse perspectives related to race and ethnicity.	4.00	4.09

College Leadership Response to Racial Climate

Of the seven questions asked in this section in 2024 only two were asked in both 2016 and 2024.

Faculty and staff were much more positive about college leadership in 2016 than in 2024. In 2016, the mean score for the item measuring leadership's effectiveness in addressing issues concerning the racial climate was 3.87. However, by 2024, this mean score had dropped to 2.98, a decrease of 0.89 points.

Similarly, on the item measuring leadership's effectiveness in communicating how it addresses issues related to the racial climate, the mean score was 3.43 in 2016. By 2024, this score had fallen by 0.52 points to 2.91.

Table 3. College Leadership Response to Racial Climate: 2016 – 2024 Comparison

Again, thinking about your experiences within James Madison College, please indicate to what extent you agree or disagree with each of the following statements.	2016	2024
College leadership . . .		
Effectively communicates the ways in which it addresses issues concerning the racial climate.	3.43	2.91
Effectively addresses issues concerning the racial climate.	3.87	2.98

Addressing Racial and Ethnic Bias

In 2016 and 2024, the same three questions were asked regarding confidence in identifying and addressing racial bias incidents, along with one question about the importance of addressing racial bias incidents in the college.

Mean scores increased for two items and decreased for the other two. The largest increase was seen in the item measuring confidence in identifying racial incidents in the workplace. The mean score in 2016 was 4.02, while in 2024 it rose to 4.35, representing an increase of 0.33 points. Additionally, confidence in one's ability to address racial incidents also increased slightly between 2016 and 2024.

In 2016, mean scores were slightly higher for items related to identifying racial bias in the classroom and the importance of addressing racial bias incidents in the workplace.

Table 4. Confidence in Identifying and Addressing Racial Bias: 2016 – 2024 Comparison

Thinking about your work experiences, please indicate to what extent you agree or disagree with each of the following statements.	2016	2024
I feel confident that I can identify or perceive racial bias incidents when they happen in the classroom. [FACULTY ONLY]	4.42	4.31
I feel confident that I can identify or perceive racial bias incidents when they happen in the course of my work.	4.02	4.35
I am confident that I can address racial bias incidents in the course of my work.	3.69	3.74
It is important to address racial bias incidents in the course of my work.	4.80	4.70

Bias Incidents in the College

Racial bias incidents in the classroom increased slightly between 2016 and 2024. In both years, this question was only posed to faculty.

The frequency in which faculty experienced these incidents also increased during this period. In 2016, no respondents reported experiencing an incident occurring once a week (0.0%). By 2024, 8.8% reported experiencing these events weekly. In 2016, 38.9% reported at least one incident per semester, while in 2024, this percentage rose to 49.9%.

Faculty also reported an increase in racial bias events occurring outside of the classroom. In 2024, separate questions addressing incidents experienced outside the classroom were asked of faculty and staff. In 2016, both groups were asked one question. The percentages for this item are reported separately for faculty and staff. In 2016, there were no reports of these events happening on a weekly basis, and 34.2% experienced at least one event per semester. However, by 2024, 55.9% reported experiencing at least one incident per semester.

The number of incidents reported by staff decreased in 2024. In 2016, 66.7% of staff witnessed at least one incident per semester, while in 2024, only 37.5% reported witnessing an event during this time period.

Table 5: Frequency Experience Bias Incidents: 2016 – 2024 Comparison

During your time at James Madison College, how often, if at all, have you experienced a racial bias incident that made at least one student uncomfortable in the classroom?	Frequency	2016	2024
FACULTY ONLY - IN CLASSROOM BIAS	Once a week	0.0%	8.8%
	Once a month	16.7%	23.5%
	Once a semester	22.2%	17.6%
	Once a year	19.4%	17.6%

	Less than once a year	30.6%	23.5%
	Never	11.1%	8.8%
During your time at James Madison College, how often, if at all, have you experienced a racial bias incident that made at least one student uncomfortable in your work outside of the classroom?	Frequency	2016	2024
FACULTY ONLY - OUTSIDE CLASSROOM BIAS	Once a week	0.0%	8.8%
	Once a month	5.3%	20.6%
	Once a semester	28.9%	26.5%
	Once a year	10.5%	8.8%
	Less than once a year	34.2%	20.6%
	Never	21.1%	14.7%
During your time at James Madison College, how often, if at all, have you experienced a racial bias incident that made at least one student uncomfortable in the course of your work?	Frequency	2016	2024
STAFF EXPERIENCE COURSE OF DUTIES	Once a week	0.0%	0.0%
	Once a month	11.1%	25.0%
	Once a semester	55.6%	12.5%
	Once a year	11.1%	0.0%
	Less than once a year	0.0%	25.0%
	Never	22.2%	37.5%

In 2016, respondents were asked separate questions about how often they addressed incidents of racial bias that occurred both inside and outside the classroom. In contrast, in 2024, a single question was posed regarding all witnessed events. The results are presented below; however, due to the change in question format in 2024, the comparison may not be entirely precise.

In 2024, a higher overall percentage of faculty and staff (83.7%) reported addressing all, most, or half of the incidents they witnessed, compared to 2016, where the figures were 79.4% for incidents in the classroom and 69.3% for incidents outside the classroom.

Table 6. Frequency Address Bias Incidences – 2016 – 2024 Comparison

How often have you addressed racial bias incidents when they have occurred in the course of your work?	Frequency	2016 In Classroom	2016 Outside Classroom	2024 Address Any Incident
FREQUENCY ADDRESS	All of the time	38.2%	10.8%	16.2%
	Most of the time	35.3%	45.9%	40.5%
	About half the time	5.9%	12.5%	27.0%
	Rarely	14.7%	27.0%	8.1%
	Never	5.9%	2.7%	8.1%

Classes Specifically Address Race, Ethnicity, and Nationality

Overall, faculty members were more favorable in their assessment of core classes in 2024 that addressed issues related to race, ethnicity, and nationality, as well as the representation of authors from marginalized backgrounds than in 2016.

In 2024, faculty members were much more positive about how MC201 addressed these issues and how it included authors from marginalized backgrounds compared to 2016. The average score for MC201 regarding the representation of authors from minoritized backgrounds increased by 0.78 points, from a mean score of 3.13 in 2016 to 3.68 in 2024. The second largest increase was 0.55 points in how MC201 addressed issues of race, ethnicity, and nationality.

In contrast, mean scores were higher in 2016 for MC202 and how it addressed issues of race, ethnicity, and nationality, with scores of 3.96 in 2016 and 3.68 in 2024. Similarly, for MC111, the mean scores were 4.39 in 2016 and 4.25 in 2024.

Table 7. Classes Specifically Address Race, Ethnicity, and Nationality: 2016-2024 Comparison

For each of the following James Madison College courses, please indicate to what extent the course curriculum addresses issues related to race, ethnicity, and nationality. To what extent does . . .	2016	2024
MC 201 address issues of race, ethnicity, and nationality?	3.13	3.68
MC 201 has representation of authors from minoritized backgrounds?	2.60	3.38
MC 202 address issues of race, ethnicity, and nationality?	3.96	3.68
MC 202 has representation of authors from minoritized backgrounds?	3.42	3.58
MC 111 address issues of race, ethnicity, and nationality?	4.39	4.25
MC 111 has representation of authors from minoritized backgrounds?	4.16	4.32

Extent MC201 and MC202 Should Address Issues

In 2016 a single question was asked that included both MC201 and MC202. In 2024, separate questions were asked about each course. The results are presented but comparison between the two years is not precise.

Table 8. Extent MC201 and MC202 Should Address Issues: 2016 – 2024 Comparison

To what extent should	Mean	Mean
MC 201 address issues of race, ethnicity, and nationality?	4.14	3.88
MC 202 address issues of race, ethnicity, and nationality?		3.31

Overall Curriculum, Required, and Elective Courses Address Issues

Faculty were more favorable in assessing the extent to which required and elective courses, as well as the overall curriculum, addressed issues related to race, ethnicity, and nationality, and featured representation of authors from marginalized backgrounds in 2014 compared to 2016.

The largest increase in mean scores was noted for having representation of authors from marginalized backgrounds. Required courses experienced a .52-point increase, elective courses a .48-point increase, and the overall curriculum a .54-point increase.

Increases in mean scores for addressing issues related to race, ethnicity, and nationality ranged from 0.10 to 0.39 points.

Table 9. Major and Elective Course and Overall Curriculum Address Issues: 2016 – 2024 Comparison

For each of the following, please indicate to what extent courses in your field and the overall curriculum address issues related to race, ethnicity, and nationality.	2016	2024
To what extent . . .		
Do required courses in your field address issues of race, ethnicity, and nationality?	3.71	4.10
Do required courses in your field have representation of authors from minoritized backgrounds?	3.09	3.61
Do elective courses in your field address issues of race, ethnicity, and nationality?	4.00	4.17
Do elective courses in your field have representation of authors from minoritized backgrounds?	3.42	3.90
Does the James Madison College curriculum overall address issues of race, ethnicity, and nationality?	3.53	3.63
Does the James Madison College curriculum overall have representation of authors from minoritized backgrounds?	2.90	3.44