

2024 James Madison College Faculty and Staff Climate and Culture Survey

Conducted on Behalf of

James Madison College

By

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Overview and Methodology

In the fall of 2024, Michigan State University's James Madison College (JMC) invited all current faculty, academic staff, and university support staff. and students to assess the climate and culture within the college. This report focuses on the results of the faculty and staff survey.

The data collection instrument used in 2024 was based on the instrument used in 2016 which measured similar concepts.

While efforts were made to keep questions the same for comparisons between the two data collection periods, slight wording and question structural changes were made to reflect changes in the college and university policy since 2016. The full version of the survey instrument can be found in Appendix A.

The data collection instrument contained the following sections:

- Introduction and Informed Consent
- Climate Assessment and Perception – 13 questions
- Bias Incidences - 31 questions
- College Curriculum – 18 closed-ended.
- Racial Climate Feedback – 3 open-ended questions
- Demographics – 4 questions

Population

The survey was administered to 64 James Madison College faculty, academic staff, and university support staff employed with the college as September 24, 2024, using a web-based data collection platform. All data was submitted anonymously.

Table 1 shows the demographic profile of the James Madison College employees who completed the survey using institutional data¹ for employee group and self-reported data for gender identity, race, and field. For employee group, Academic staff and university support staff were combined into a single category for analysis purposes.

For all self-reported demographics there was a high percentage of missing data. Preliminary analysis of the data shows that respondents who chose not to report their gender identity or race held very different viewpoints on several items. To protect the confidentiality of respondents and for analysis purposes the self-reported data for gender identity was collapsed from eight to three categories: Man, Woman, Did Not Provide and for race the data was coded into three categories, Person Not of Color, Person of Color and Did Not Report. Due to the small number of respondents who reported their field, no analysis was done by this variable.

¹ Prior to data collection an embedded variable was created to classify each respondent as either faculty or staff (academic and university support staff). This was done to direct respondents to questions specific to their employee group,

Table 1. Demographic Profile of Respondents and College

Demographic Group		N	%
Employee Group	Faculty	35	81.4%
	Academic Staff (Specialists)	3	7.0%
	University Support Staff (APA, APSA, CT)	5	11.6%
	Total	43	100.0%
Field	Comparative Cultures and Politics	1	2.3%
	Humanities, Culture, and Writing	2	4.7%
	International Relations	13	30.2%
	Political Theory and Constitutional Democracy	0	0.0%
	Social Relations and Policy	3	7.0%
	Did Not Provide	24	55.8%
	Total	43	100.0%
Gender Identity	Man	9	20.9%
	Woman	18	41.9%
	Did Not Provide	16	37.2%
	Total	43	100%
Race	Person of Color	8	18.6%
	Race – Person Not of Color	18	41.9%
	Did Not Provide	17	39.5%
	Total	43	100.0%

Data Collection

During the data collection period, 47 employees opened the survey with 43 submitting completed surveys (91.5%). The overall response rate for employees was 67.2%, for faculty 68.6% and staff 61.5%.

For this study, all members of the population, not random samples of the populations were used for data collection. Test of Significance, such as Chi-Square and t-test, are designed to test whether the differences seen between groups during analysis exist in the population and are not simply due to sampling error. Since there were no samples used, there can be no sampling error. Differences between groups seen during this study's analysis exist in the population if the overrepresentation or underrepresentation of one group does not bias the results.

Interpretation of Tables

Tables displaying overall results for each item in the questionnaire show the percentage distribution across each scale point, the total number of respondents answering the question, the overall mean value, and the standard deviation for each item when applicable.

Means are calculated on a scale of 1 to 5, with 1 representing the most negative position and 5 the most positive position unless otherwise noted. The number of respondents may vary per item as some items were directed to a specific employee group and respondents could choose not to answer questions. All questions within matrices were presented to respondents in a random order to negate order effects².

² The expression "order effect" refers to the well-documented phenomenon that different orders in which the questions (or response alternatives) are presented may influence respondents' answers in a more or less systematic fashion (cf. Schuman & Presser, 1981).

Tables displaying results by demographic subgroups show the mean score (in some instances the percentage of experiencing behavior) for each subgroup. When comparing groups within demographic characteristics, minor differences between groups are to be expected and may only be due to non-response.

The ranges for interpreting the Likert scale mean scores are 1.00-2.49 (Negative attitude), 2.50-3.49 (Neutral attitude), and 3.50-5.00 (Positive attitude) unless noted. Mean scores 4.50 and above can also be seen as very positive and scores 1.50 and below as very negative.

Results

Satisfaction with Race and Ethnic Diversity within the College

The first series of questions focused on assessing the racial and ethnic diversity within the college. Table 2A shows the full results.

Respondents were asked to indicate their level of satisfaction with the racial and ethnic diversity of the student body, the faculty, and staff. Mean scores for all groups fell into the neutral range of the scale. The lowest, 2.74, measured satisfaction with the racial and ethnic diversity of the student body, the highest, 3.10, the racial and ethnic diversity of the staff.

Employees were more dissatisfied than satisfied with the level of diversity of the student body (52.4% level of dissatisfaction, 33.3% level of satisfaction) and the faculty (44.2% level of dissatisfaction, 39.5% level of satisfaction).

Employees were slightly more satisfied with the racial and ethnic diversity of staff, 42.8% versus 35.7%.

When looking at this data by demographic groups (Table 2B), the data shows:

- There was no difference between faculty and staff in their satisfaction with the level of diversity of the student body.
- Faculty were slightly more satisfied with the diversity of the faculty, mean score 2.97 than staff, mean score 2.75. Staff were slightly more satisfied with the diversity of staff than faculty.
- Employees of color were the most satisfied with the diversity level of all three groups, followed by employees not of color.
- Employees who did not provide their race were the least satisfied. All mean scores for this group fell into the negative range of the scale (1.00 - 2.49). There was more than a full point difference between the mean scores for this group and the other two groups.
- Women were the least satisfied across all three gender groups, men the most satisfied. The largest difference between men and woman was satisfaction with the diversity of staff, 3.88 versus 2.89.

Table 2A. Satisfaction with Racial Diversity in the College

<p>In Fall 2023, students of color made up 24.7% of JMC's student population and 19% of JMC's faculty/staff were persons of color.</p> <p>Overall, how satisfied, or dissatisfied are you with the racial and ethnic diversity of James Madison College . . .</p>								
	Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied nor Dissatisfied	Somewhat Satisfied	Very Satisfied	N	Mean	Std. Dev
Student Body	21.4%	31.0%	14.3%	19.0%	14.3%	42	2.74	1.38
Faculty	20.9%	23.3%	16.3%	20.9%	18.6%	43	2.93	1.44
Support Staff	16.7%	19.0%	21.4%	23.8%	19.0%	42	3.10	1.38

Table 2B. Satisfaction with Racial Diversity in College by Role, Race, and Gender Identity

	Overall	Role		Race			Gender Identity		
		Faculty	Staff	POC	Non-POC	Did Not Provide	Man	Woman	Did Not Provide
Student body	2.74	2.74	2.75	3.38	3.18	2.00	3.00	2.61	2.75
Faculty	2.93	2.97	2.75	3.63	3.33	2.18	3.56	2.67	2.88
Staff	3.10	3.06	3.25	3.88	3.47	2.35	3.88	2.89	2.94

Employees were asked to indicate their level of agreement with four statements designed to measure support for more diversity in the college, openness in the college to diverse perspectives, and communicating processes to report issues related to the climate.

The highest level of agreement, 74.4%, was on the item measuring staff being open to diverse perspectives followed by the faculty being open to diverse perspectives, 65.1%, and demands for more diversity being reasonable, 62.8%.

Employees were far less positive in assessing whether the college is communicating how to report issues, with only 34.9% agreeing with the statement and 37.3% disagreeing. Table 3A shows the overall results and Table 3B by demographic group.

By demographic group, differences include:

- Faculty, employees of color, and men were the most likely to agree that demands for increased diversity in the college were reasonable.
- Staff were much less likely to agree that faculty were open to diverse perspectives than faculty, mean score for staff, 2.88, faculty, 3.86. The mean score for faculty also is indicative that not all faculty believes their peers are open to diverse perspectives at the same level.
- Faculty not of color were slightly more likely to agree that faculty were open to diverse perspectives than faculty of color, mean scores 3.89 and 3.38 respectively.
- Employees who did not provide their gender identity were much more likely than men and women to agree that faculty were open to diverse perspectives.
- Staff were very positive in their assessment of their fellow staff being open to diverse perspectives, mean score 4.63.
- The two groups that were far less positive in assessing staff being open to diverse perspectives were employees who chose not to provide their race and those who chose not to provide their gender.

Table 3A. Perspectives Regarding Race and Ethnicity in the College

Thinking about your experiences within James Madison College, please indicate to what extent you agree or disagree with each of the following statements.	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree	N	Mean	Std. Dev
Recent demands for more racial and ethnic diversity among students, faculty, and staff and in the curriculum are reasonable.	11.6%	11.6%	14.0%	20.9%	41.9%	43	3.70	1.42
Most James Madison College faculty are open to diverse perspectives related to race and ethnicity.	4.7%	16.3%	14.0%	37.2%	27.9%	43	3.67	1.19
Most James Madison College staff are open to diverse perspectives related to race and ethnicity.	2.3%	4.7%	18.6%	30.2%	44.2%	43	4.09	1.02
The College communicates processes to report issues related to the racial climate and/or bias incidents that arise in the College if they occur.	14.0%	23.3%	27.9%	16.3%	18.6%	43	3.02	1.32

Table 3B. Perspectives Regarding Race and Ethnicity in the College by Role, Race and Gender Identity

	Overall	Role		Race			Gender Identity		
		Faculty	Staff	POC	Non-POC	Did Not Provide	Man	Woman	Did Not Provide
Recent demands for more racial and ethnic diversity among students, faculty, and staff and in the curriculum are reasonable.	3.70	3.74	3.50	4.00	3.39	3.88	4.11	3.72	3.44
Most James Madison College faculty are open to diverse perspectives related to race and ethnicity.	3.67	3.86	2.88	3.38	3.89	3.59	3.33	3.50	4.06
Most James Madison College staff are open to diverse perspectives related to race and ethnicity.	4.09	3.97	4.63	4.25	4.67	3.41	4.44	4.22	3.75
The College communicates processes to report issues related to the racial climate and/or bias incidents that arise in the College if they occur.	3.02	3.06	2.88	3.50	3.33	2.47	3.33	3.00	2.88

College Leadership Response to Racial Climate

Employees were also asked to rate college leadership's response to the racial climate in the college. Full results are shown in Table 4A by demographic group in Table 4B.

The items with the lowest mean scores and higher levels of disagreement than agreement measured effectively addressing issues concerning the racial climate (mean score 2.91, agreement 34.9% disagreement 44.2%) and communicating to the college how racial issues are addressed (mean score 2.98, agreement 39.6%, disagreement 41.9%).

Also receiving lower levels of agreement were items measuring treating faculty and staff fairly when reporting issues, 46.6% level of agreement, and clearly outlining expectations for creating a respectful, inclusive, and non-discriminatory environment, 46.5% level of agreement.

Employees were slightly more positive in rating whether students are treated fairly when reporting issues, 51.2% agreement and being transparent regarding issues facing the college, also 51.2% agreement.

The item with the highest mean score, 3.74, and level of agreement, 62.8%, measured leadership being genuinely concerned about student, faculty, and staff well-being.

As shown in Table 4B,

- Staff were positive in their assessment of leadership on most items. The item where faculty had a higher mean score was on the item measuring leadership being transparent, faculty, 3.29, staff, 3.13.
- The items with the largest difference between the two groups were: outlining clear expectations for employees, staff 3.88, faculty, 3.03; treating faculty and staff fairly when reporting racial climate issues, staff 4.00, faculty, 3.20; and leadership being genuinely concerned about well-being, staff 4.38, faculty, 3.60.
- Employees not of color were the most positive in their assessment of college leadership on six of the seven items. Employees of color had the highest mean score, 3.63, on rating leadership's effectiveness in addressing issues affecting the climate.
- The groups that were the most critical of leadership were employees who did not provide their race and those that did not provide their gender, with those not reporting their race the most critical.
- The mean scores for those that did not provide their race were much more negative. Six of the seven mean scores fell into the negative range of the scale. The lowest mean scores were on the items measuring effectively addressing issues concerning the racial climate, 2.12 and effectively communicating ways in which leadership addresses issues concerning the racial climate, 2.18.
- Men assessed leadership more positively than women on most items. Women were more positive on items measuring leadership genuinely caring about well-being, and treating students, faculty, and staff fairly when reporting racial climate issues.
- Employees who did not provide their gender identity overall rated leadership lower. For this group, the lowest mean scores were on effectively addressing issues concerning the racial climate and effectively communicating how issues are addressed.

Table 4A. Leadership Response to Racial Climate

Again, thinking about your experiences within James Madison College, please indicate to what extent you agree or disagree with each of the following statements. College leadership . . .	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree	N	Mean	Std. Dev
Effectively addresses issues concerning the racial climate.	18.6%	25.6%	20.9%	16.3%	18.6%	43	2.91	1.39
Effectively communicates the ways in which it addresses issues concerning the racial climate.	16.3%	25.6%	18.6%	23.3%	16.3%	43	2.98	1.35
Has clearly outlined expectations for employees for creating a respectful, inclusive, and non-discriminatory environment.	16.3%	14.0%	23.3%	27.9%	18.6%	43	3.19	1.35
Is genuinely concerned about student, faculty, and staff well-being.	9.3%	11.6%	16.3%	20.9%	41.9%	43	3.74	1.36
Is open and transparent about challenges regarding the college's racial climate.	16.3%	20.9%	11.6%	23.3%	27.9%	43	3.26	1.48
Treats students fairly when they report racial climate issues.	11.6%	18.6%	18.6%	23.3%	27.9%	43	3.37	1.38
Treats faculty and staff fairly when they report racial climate issues.	11.6%	20.9%	20.9%	14.0%	32.6%	43	3.35	1.43

Table 4B. Leadership Response to Racial Climate by Role, Race and Gender Identity

	Overall	Role		Race			Gender		
		Faculty	Staff	POC	Non-POC	Did Not Provide	Man	Woman	Did Not Provide
Effectively addresses issues concerning the racial climate.	2.98	2.86	3.13	3.63	3.33	2.12	3.22	3.11	2.50
Effectively communicates the ways in which it addresses issues concerning the racial climate.	2.91	2.97	3.00	3.25	3.61	2.18	3.33	3.11	2.63
Has clearly outlined expectations for employees for creating a respectful, inclusive, and non-discriminatory environment.	3.26	3.03	3.88	3.63	3.89	2.24	4.00	3.17	2.75
Is genuinely concerned about student, faculty, and staff well-being.	3.37	3.60	4.38	3.63	4.56	2.94	3.89	4.00	3.38
Is open and transparent about challenges regarding the college's racial climate.	3.35	3.29	3.13	3.75	3.83	2.41	3.44	3.28	3.13
Treats students fairly when they report racial climate issues.	3.19	3.26	3.88	3.63	4.22	2.35	3.56	3.67	2.94
Treats faculty and staff fairly when they report racial climate issues.	3.74	3.20	4.00	3.75	4.17	2.29	3.44	3.61	3.00

Addressing Racial and Ethnic Bias

Employees were asked to indicate their level of agreement to five statements measuring their confidence in identifying racial biases in the classroom and in their work and the importance of addressing racial bias incidents. Overall results are shown in Table 5A.

Employees overwhelmingly agreed on the importance of addressing racial bias incidents, 95.3% level of agreement.

Employees were extremely confident in their ability to identify racial bias incidents in the course of their work with 95.4% agreeing to some extent. Faculty were asked separately about their confidence in their ability to identify racial bias incidents in the classroom. This item has a 91.5% level of agreement.

While there were high levels of confidence in their ability to identify racial bias incidents both in the classroom and in the course of their work, employees were less confident in their abilities to address such incidents (69.8% level of agreement) and report them (79.0% level of agreement).

Table 5B shows the results by demographic group.

- Faculty had higher mean scores on all items compared to staff with the largest difference on the item measuring how to report racial bias incidences, 4.17 versus 3.75.
- Employees of color had the highest mean scores on all items, with the highest, 4.88 on the item measuring importance of addressing racial bias in the course of work.
- Employees not of color had the second highest mean scores on all items with the exception of measuring identifying racial bias in the classroom where those that did not provide their race/ethnicity had the second highest, 4.35. The item with the largest difference in mean score with those choosing not to provide their race having the lowest mean score, 3.94, was on the item measuring confidence in reporting racial bias incidents.
- Across gender identity, men gave the highest mean scores, with the highest 5.00 on the item measuring the importance of addressing racial bias.
- There were slight differences in mean scores between women and employees who chose not to provide their gender on most items. The item with the largest difference between these two groups was on measuring confidence in reporting, Women, 4.17, not provided, 3.81.

Table 5A. Confidence in Identifying and Addressing Racial Bias

Thinking about your work experiences, please indicate to what extent you agree or disagree with each of the following statements.	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree	N	Mean	Std. Dev
I feel confident that I can identify or perceive racial bias incidents when they happen in the classroom. [FACULTY ONLY]	0.0%	2.9%	5.7%	48.6%	42.9%	35	4.31	0.72
I feel confident that I can identify or perceive racial bias incidents when they happen in the course of my work.	0.0%	2.3%	2.3%	53.5%	41.9%	43	4.35	0.65
I am confident that I can address racial bias incidents in the course of my work.	4.7%	14.0%	11.6%	41.9%	27.9%	43	3.74	1.16
It is important to address racial bias incidents in the course of my work.	0.0%	2.3%	2.3%	18.6%	76.7%	43	4.70	0.64
I feel confident that I know how to report racial bias incidents when they happen.	0.0%	9.3%	11.6%	39.5%	39.5%	43	4.09	0.95

Table 5B. Confidence in Identifying and Addressing Racial Bias by Role, Race, and Gender Identity

	Overall	Role		Race			Gender Identity		
		Faculty	Staff	POC	Non-POC	Did Not Provide	Man	Woman	Did Not Provide
I feel confident that I can identify or perceive racial bias incidents when they happen in the classroom. [FACULTY ONLY]	4.31	4.31	.	4.29	4.27	4.35	4.38	4.36	4.25
I feel confident that I can identify or perceive racial bias incidents when they happen in the course of my work.	4.35	4.40	4.13	4.50	4.33	4.29	4.56	4.28	4.31
I am confident that I can address racial bias incidents in the course of my work.	3.74	3.80	3.50	4.00	3.72	3.65	4.22	3.56	3.69
It is important to address racial bias incidents in the course of my work.	4.70	4.74	4.50	4.88	4.72	4.59	5.00	4.67	4.56
I feel confident that I know how to report racial bias incidents when they happen.	4.09	4.17	3.75	4.38	4.11	3.94	4.44	4.17	3.81

Frequency of Bias Incidents

Employees were asked the frequency in which they experienced a racial bias that made a student or co-worker uncomfortable. Faculty were asked about classroom experiences, and all employees were asked about in the course of their work. It is important to note that no time period was included for reference therefore employees could be responding based on their entire time in the college.

Most faculty, 91.5%, reported experiencing a racial bias event in the classroom that made at least one student uncomfortable. Among faculty who experienced a racial bias event, 34.4% experience this on at least a monthly basis.

Table 6A. Bias Incidents in the Classroom – Faculty Only

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	N	%
FACULTY ONLY - IN CLASSROOM BIAS	Once a week	3	8.6%
	Once a month	8	22.9%
	Once a semester	7	20.0%
	Once a year	6	17.1%
	Less than once a year	8	22.9%
	Never	3	8.6%
	Total	35	100.1%
% Experiencing at least one incident	91.5%		

- Faculty of color were the least likely to have experienced a racial bias incident in the classroom, 71.5%, followed by men, 75.0%.
- Faculty who chose not to report race and/or gender experienced racial bias incidents the most, 99.9% and 100.0%, respectively.

Table 6B. Bias Incidents in the Classroom – Faculty Only by Race and Gender Identity

	Overall	Race			Gender Identity		
		POC	Non-POC	Did Not Provide	Man	Woman	Did Not Provide
FACULTY ONLY - IN CLASSROOM BIAS	91.5%	71.5%	91.0%	99.9%	75.0%	91.0%	100.0%

A sizable percentage of employees, 81.4%, also reported experiencing a racial event outside of the classroom or in the course of their work that made at least one student uncomfortable with 65.7% experiencing this at least once a semester.

Table 6C. Bias Incidents in the Course of Work (Outside Classroom)

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/in the course of your work?	Frequency	N	%
OUTSIDE CLASSROOM/COURSE OF WORK	Once a week	3	7.0%
	Once a month	9	20.9%
	Once a semester	11	25.6%
	Once a year	3	7.0%
	Less than once a year	9	20.9%
	Never	8	18.6%
	Total	43	100.0%
% Experiencing at least one incident		81.4%	

- Staff were less likely to experience racial bias incidents outside of the classroom than faculty, 62.5% versus 85.7%.
- There was a slight difference in the percentage of faculty of color and faculty not of color who experienced racial bias incidents outside of the classroom, 75.0% and 77.8%, respectively.
- Employees who chose not to provide their race reported experiencing these events the most.
- There was no difference in the percentage of men and women in experiencing events outside the classroom (77.8%) while 87.5% of the employees who did not specify their gender experienced such events.

Table 6D. Bias Incidents in the Course of Work (Outside Classroom) by Role, Race, and Gender Identity

		Role		Race			Gender Identity		
		Faculty	Staff	POC	Non-POC	Did Not Provide	Man	Woman	Did Not Provide
OUTSIDE CLASSROOM/COURSE OF WORK	84.4%	85.7%	62.5%	75.0%	77.8%	88.2%	77.8%	77.8%	87.5%

A high percentage of employees, 83.8%, indicated that they had experienced a racial event involving a co-worker. Nearly 3 out of 4 employees reported experiencing an event at least once a semester, with more than half, 55.6%, experiencing an event on at least a monthly basis.

Table 6E. Bias Incidents Involving Co-Workers

During your time at James Madison College, how often, if at all, have you experienced a racial bias incident that made a co-worker uncomfortable in the course of your work?	Frequency	N	%
ALL COWORKER BIAS	Once a week	3	7.0%
	Once a month	17	39.5%
	Once a semester	6	14.0%
	Once a year	3	7.0%
	Less than once a year	7	16.3%
	Never	7	16.3%
	Total	43	100.1%
% Experiencing at least one incident		83.8%	

- Faculty were more likely to experience bias incidents that made a co-worker uncomfortable than staff.
- Employees who chose not to provide their race or their gender identity reported experiencing this event the most.

Table 6F. Bias Incidents Involving Co-Workers by Role, Race, and Gender Identity

	Overall	Role		Race			Gender Identity		
		Faculty	Staff	POC	Non-POC	Did Not Provide	Man	Woman	Did Not Provide
ALL COWORKER BIAS	83.8%	85.7%	75.0%	75.0%	83.3%	88.3%	77.7%	83.4%	87.6%

Employees were also asked how often they addressed the racial bias incidents they experienced, with 92.1% indicating that they had addressed at least one incident. Overall, 55.3% of employees reported addressing all or most of the incidents they encountered in the course of their work.

Table 7A. Frequency Address Bias Incidences

How often have you addressed racial bias incidents when they have occurred in the course of your work?	Frequency	N	%
FREQUENCY ADDRESS	All of the time	6	15.8%
	Most of the time	15	39.5%
	About half the time	10	26.3%
	Rarely	4	10.5%
	Never	3	7.9%
	Total	38	100.0%
% Addressed at least one incident		92.1%	

- Faculty were more likely to address bias incidents when they occurred than staff. While 19.4% of faculty reported addressing incidents all of the time, no staff member reported addressing all the incidents they witnessed.
- Employees of color were the most likely to address incidents as were employees who chose not to provide their race.
- Women and employees who chose not to provide their gender were also more likely to address an event than men.

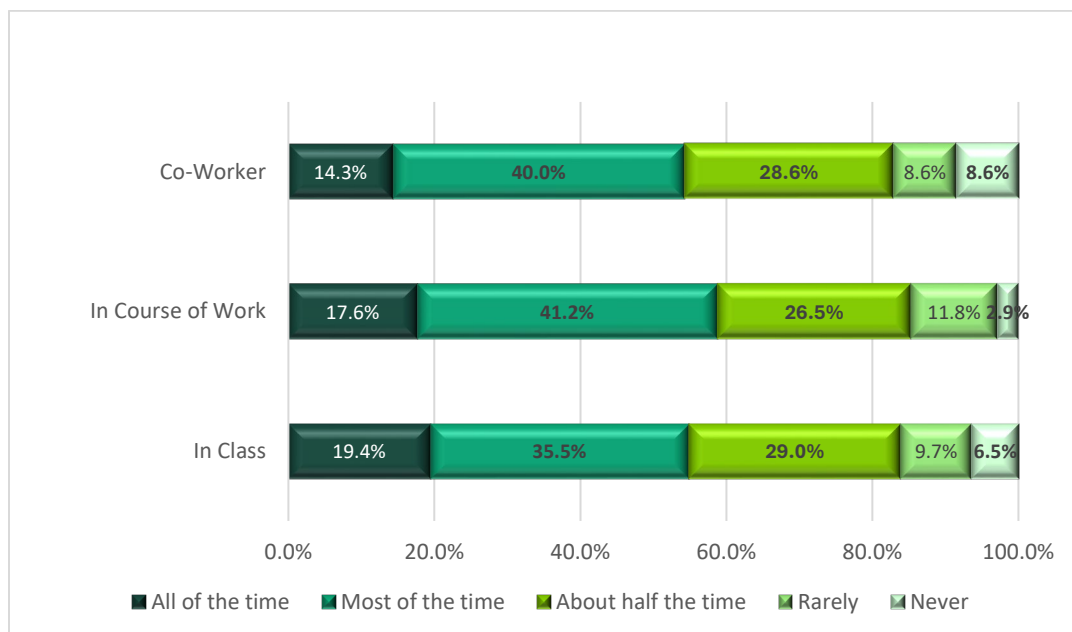
Table 7B Frequency Address Bias Incidences by Role, Race, and Gender Identity

		Role		Race			Gender		
		Faculty	Staff	POC	Non-POC	Did Not Provide	Man	Woman	Did Not Provide
FREQUENCY ADDRESS	92.1%	93.6%	85.7%	100.0%	87.6%	93.8%	85.8%	93.3%	93.9%

Chart 1 shows the frequency in which each type of bias incident, in class, in the course of work, and involving coworkers was addressed.

In classroom incidents had the highest percentage of being reported all of the time, 19.4%, and those involving coworkers, the highest percentage of never being addressed, 8.6%.

Chart 1. Frequency Address Bias Incidents by Type of Incident



Employees were asked more detailed questions about bias incidences in the college. Prior to being asked questions, the following definitions were provided.

Bias is defined as showing a preference or tendency, conscious or unconscious, which can be for or against a person, group, or thing when compared to another.

A **bias incident** is an incident of verbal or non-verbal conduct that is threatening, harassing, intimidating, discriminatory or hostile and is based on a category protected under the MSU Anti-Discrimination Policy. Please also see the MSU Anti-Harassment Statement for more information.

Employees were asked to identify specific events or actions related to bias incidences they experienced in the past year. Full results are shown in Table 8A.

The action experienced by most employees was assisting a colleague with a problem about discrimination with 65.9% doing this at least once in the past year. This was followed by witnessing discrimination, experienced at least once by 61.9% of employees, and assisting a student with a problem about discrimination, 57.1%.

Almost half of employees, 47.6%, reported experiencing discrimination, and 21.9% reported an incident of harassment or discrimination to MSU's Office for of Civil Rights and Title IX Education and Compliance.

A very small percentage of respondents, 2.4%, indicated that they experienced some form of sexual harassment in the past year while 31.9% indicated reporting such incidences to the university in the past year. This percentage seems extremely high given the small percentage of employees reporting experiencing the behavior. Employees may be reflecting on past experiences with reporting rather than more recent experiences.

When looking at this data by demographic group:

- Results for experienced sexual harassment will not be reported due to the possibility of identifying a respondent.
- Faculty were more likely to assist students and colleagues with a problem about discrimination than staff. While both groups were equally likely to witness discrimination and report incidents of harassment or discrimination, faculty were more likely to experience discrimination.
- Employees who did not provide their race assisted both students and colleagues at much higher rates than employees of color and non-color. They were also more likely to witness discrimination, 75.1, and report incidences to the university.
- Employees of color were the most likely to experience discrimination with 75.0% reporting experiencing at least one incident in the past year, but no employee of color reported incidences of harassment or discrimination to the university.
- Employees who did not provide their gender were also more like to experience all the behaviors and engage in all the actions than both men and women. Men were the least likely to assist students and report incidents of harassment or discrimination to the university. Men and women reported experiencing discrimination at the same rates while women were more likely to witness discrimination than men.

Table 8A. Frequency Experiencing or Taking Action to Address Bias/Discrimination

In James Madison College, how many times in the past year, if at all, have you:	Never	1-2 times	3-4 times	5 or more times	N	% Experiencing Behavior
Assisted a student with a problem about discrimination.	42.9%	33.3%	14.3%	9.5%	42	57.1%
Assisted a colleague with a problem about discrimination.	34.1%	43.9%	17.1%	4.9%	41	65.9%
Witnessed discrimination.	38.1%	40.5%	14.3%	7.1%	42	61.9%
Experienced discrimination.	52.4%	26.2%	11.9%	9.5%	42	47.6%
Experienced sexual harassment.	97.6%	2.4%	0.0%	0.0%	41	2.4%
Reported an incident of harassment or discrimination with MSU's Office of Civil Rights and Title IX Education and Compliance.	78.0%	19.5%	0.0%	2.4%	41	21.9%
Reported an incident of Relationship Violence and/or Sexual Misconduct with MSU's Office of Civil Rights and Title IX Education and Compliance.	68.3%	24.4%	2.4%	4.9%	41	31.7%

Table 8B. Frequency Experiencing or Taking Action to Address Bias/Discrimination by Role, Race, and Gender Identity

	Overall	Role		Race			Gender Identity		
		Faculty	Staff	POC	Non-POC	Did Not Provide	Man	Woman	Did Not Provide
Assisted a student with a problem about discrimination.	57.1%	58.9%	50.0%	25.0%	50.1%	81.3%	33.3%	55.6%	73.3%
Assisted a colleague with a problem about discrimination.	65.9%	72.8%	37.5%	50.0%	55.5%	86.7%	55.5%	55.6%	85.7%
Witnessed discrimination.	61.9%	61.7%	62.5%	62.5%	50.0%	75.1%	44.4%	66.7%	66.7%
Experienced discrimination.	47.6%	50.0%	37.5%	75.0%	16.7%	68.8%	44.4%	44.5%	53.3%
Experienced sexual harassment.	2.4%								
Reported an incident of harassment or discrimination with MSU's Office of Civil Rights and Title IX Education and Compliance.	21.9%	21.2%	25.0%	0.0%	16.7%	40.0%	0.0%	27.8%	28.5%
Reported an incident of Relationship Violence and/or Sexual Misconduct with MSU's Office of Civil Rights and Title IX Education and Compliance.	31.7%	36.4%	12.5%	0.0%	17.6%	62.6%	11.1%	29.4%	46.6%

Disparaging Remarks in College

Employees were also asked if in the past year they heard any member of the college community (students, staff, faculty, or leadership) make disparaging or insensitive remarks about an underrepresented group.

Among the groups listed, the two groups with the highest percentage this behavior was directed towards were women, 23.8% and People of Color, the lowest, LCBTQIA2S+, 7.1% (Table 9A).

About a third of employees reported hearing disparaging or insensitive remarks about other underrepresented groups. The groups mentioned most were MENA and immigrants.

As shown in Table 8B:

- Faculty were more likely to hear disparaging remarks directed towards members of underrepresented groups than staff.
- The group that reported the highest percentage experiencing these events were employees who chose not to provide their race. This group was most likely to hear disparaging remarks about people of color (43.8%), women (50.0%), and those with disabilities (18.8%).
- Employees not of color reported experiencing very low rates overall with no member of this demographic group reported hearing remarks towards people of color.
- Across gender identity, employees who did not provide their gender identity reported the highest percentages of hearing disparaging remarks about people of color, women, and other underrepresented groups.
- All demographic subgroups with the exception of people of color reported hearing intensive or disparaging remarks about other underrepresented groups.

Table 9A. Frequency of Disparaging or Insensitive Remarks

In the past year, please indicate if you have heard leadership, faculty, staff, or students make insensitive or disparaging remarks about . . .	Yes	No	N
People of Color	21.4%	78.6%	42
Women	23.8%	76.2%	42
LCBTQIA2S+	7.1%	92.9%	42
People with disabilities	9.5%	90.5%	42
Another underrepresented group, please specify	32.3%	67.7%	31

Table 9B. Frequency of Disparaging or Insensitive Remarks by Role, Race, and Gender Identity

In the past year,	Overall	Role		Race			Gender Identity		
		Faculty	Staff	POC	Non-POC	Did Not Provide	Man	Woman	Did Not Provide
People of Color	21.4%	23.5%	12.5%	25.0%	0.0%	43.8%	11.1%	16.7%	33.3%
Women	23.8%	26.5%	12.5%	12.5%	5.6%	50.0%	11.1%	27.8%	26.7%
LGBTQIA2S+	7.1%	5.9%	12.5%	12.5%	5.6%	6.3%	22.2%	0.0%	6.7%
People with disabilities	9.5%	11.8%	0.0%	0.0%	5.6%	18.8%	11.1%	11.1%	6.7%
Another underrepresented group, please specify	32.3%	33.3%	28.6%	0.0%	37.5%	40.0%	33.3%	30.8%	33.3%

Experiencing Bias

Respondents were presented with a list of 15 personal attributes, beliefs, or characteristics and were asked if they had personally experienced bias, discrimination, or exclusion based on any of these. Overall, 72.1% of employees experienced at least one incident of bias, discrimination, or exclusion (Table 10A).

The most common experience among employees was bias, discrimination, or exclusion based on parental status, 38.1% followed by job classification and political beliefs or affiliation, both experienced by 31.7% of employees.

Higher percentages of employees also reported experiencing bias, discrimination, or exclusion based on race/ethnicity, 26.8%, gender identity, 22.0% and religious or spiritual beliefs, 20.0%.

Very small percentages of employees reported experiencing bias, discrimination or exclusion based on sexual orientation, 2.4%.

When looking at this data by demographic group (Table 10B):

- Faculty were more likely to report experiencing bias, discrimination or exclusion based on their political beliefs, 36.4% and race/ethnicity 20.3%.
- Overall, staff were the least likely group to report experiencing bias, discrimination, or exclusion. They did, however, experience bias, discrimination, or exclusion based on their job classification at higher rates than any other group with 75.0% of staff indicating this happened to them.
- Half of employees who identified as people of color experienced racial or ethnic bias, discrimination, or exclusion.
- Employees not of color were most likely to experience bias, discrimination or exclusion based on their political beliefs or affiliations.
- Those that did not provide their race experienced bias, discrimination or exclusion based on 14 of the 15 attributes listed. The most common were their gender identity, political beliefs or affiliations, race ethnicity, and parental status.
- Men were most likely to experience bias, discrimination or exclusion based on their political beliefs, women their job classification, and those that did not provide their gender, their political beliefs, or

affiliations. This group also experienced some form of bias, discrimination or exclusion based on 14 of the 15 attributes listed.

Table 10A. Bias, Discrimination, or Exclusion Experienced

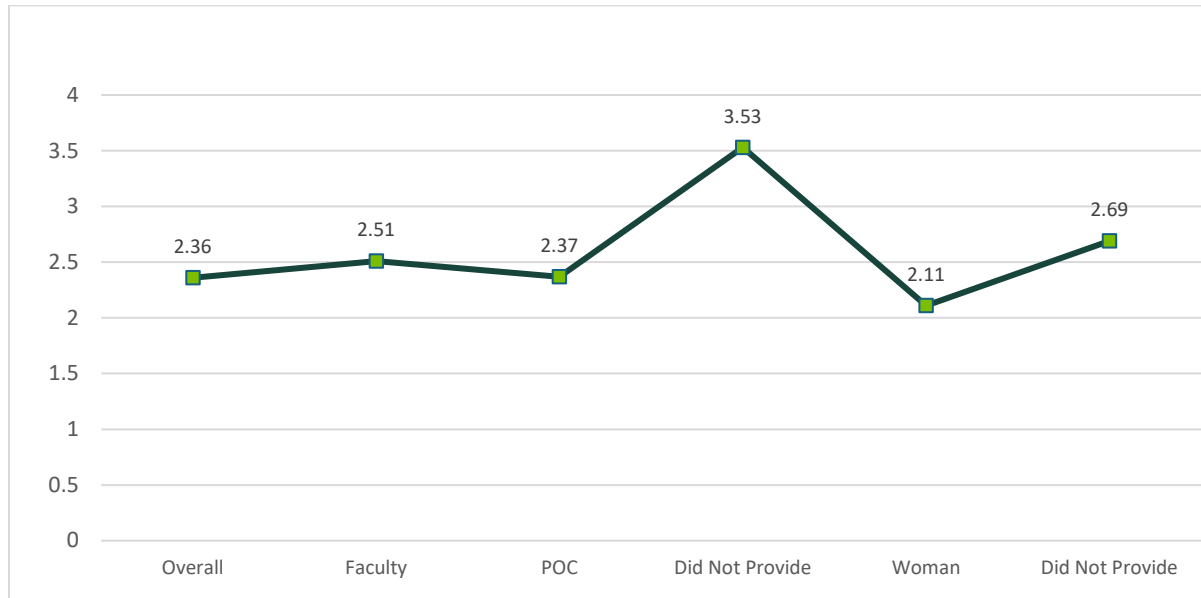
In college, have you personally experienced bias, discrimination, or exclusion based on any of the following?	Yes, Experienced	No, Have Not Experienced	N
Ability/Disability status	16.3%	83.7%	43
Age	10.0%	90.0%	40
Citizenship status	4.9%	95.1%	41
Caregiver status (e.g., caretaker of adult, non-dependent individual(s))	17.1%	82.9%	41
Gender/gender identity	22.0%	78.0%	41
Job classification (e.g., Title, Position)	31.7%	68.3%	41
Level of education	2.4%	97.6%	42
Political beliefs or affiliations	31.7%	68.3%	41
Race/Ethnicity	26.8%	73.2%	41
Religious/Spiritual beliefs	20.0%	80.0%	40
Sexual orientation	2.4%	97.6%	41
Socioeconomic status	7.3%	92.7%	41
Medical condition	9.5%	90.5%	42
Relationship status (e.g., single, married, partnered)	9.8%	90.2%	41
Parental status (e.g., caretaker of child(ren)) or not having children	38.1%	61.9%	42

Table 10B. Bias, Discrimination, or Exclusion Experienced by Role, Race, and Gender Identity

	Overall		Role		Race			Gender Identity	
		Faculty	Staff	POC	Non-POC	Did Not Provide	Man	Woman	Did Not Provide
Ability/Disability status	16.3%	17.1%	12.5%	0.0%	5.6%	35.3%	0.0%	16.7%	25.0%
Age	10.0%	12.5%	0.0%	0.0%	5.9%	20.0%	0.0%	5.9%	21.4%
Citizenship status	4.9%	6.1%	0.0%	12.5%	0.0%	6.7%	11.1%	0.0%	7.1%
Caregiver status (e.g., caretaker of adult, non-dependent individual(s))	17.1%	21.2%	0.0%	12.5%	5.9%	31.3%	22.2%	16.7%	14.3%
Gender/gender identity	22.0%	21.2%	25.0%	25.0%	5.6%	40.0%	11.1%	27.8%	21.4%
Job classification (e.g., Title, Position)	31.7%	21.2%	75.0%	25.0%	35.3%	31.3%	11.1%	47.1%	26.7%
Level of education	2.4%	2.9%	0.0%	0.0%	0.0%	6.3%	0.0%	0.0%	6.7%
Political beliefs or affiliations	31.7%	36.4%	12.5%	25.0%	27.8%	40.0%	44.4%	16.7%	42.9%
Race/Ethnicity	26.8%	30.3%	12.5%	50.0%	5.6%	40.0%	22.2%	33.3%	21.4%
Religious/Spiritual beliefs	20.0%	21.9%	12.5%	25.0%	5.9%	33.3%	33.3%	5.9%	28.6%
Sexual orientation	2.4%	0.0%	12.5%	12.5%	0.0%	0.0%	11.1%	0.0%	0.0%
Socioeconomic status	7.3%	6.1%	12.5%	12.5%	5.6%	6.7%	22.2%	0.0%	7.1%
Medical condition	9.5%	11.8%	0.0%	0.0%	0.0%	25.0%	0.0%	5.6%	20.0%
Relationship status (e.g., single, married, partnered)	9.8%	12.1%	0.0%	12.5%	5.6%	13.3%	22.2%	5.6%	7.1%
Parental status (e.g., caretaker of child(ren)) or not having children	38.1%	44.1%	12.5%	25.0%	27.8%	56.3%	33.3%	33.3%	46.7%

A variable was created that calculated the number of different personal attributes, beliefs or characteristics that led to an employee experiencing bias, discrimination, or exclusion. The average across employees was 2.36. As shown in Chart 2 employees who did not provide their race experienced bias, discrimination, or exclusion based on an average of 3.53 personal attributes or characteristics.

Chart 2. Number of Personal Attributes, Characteristic, or Beliefs Leading to Bias, Discrimination, or Exclusion



DEI Involvement

Employees were also asked about their level of involvement in DEI activities. Full results are shown in Table 11A.

Almost all employees, 97.6%, indicated that they had attending at least one program focused on diversity. Another 92.9% reported educating themselves about individuals different than themselves, with 42.9% engaging in this activity 5 or more times.

A sizable percentage of employees also reported challenging others on issues of discrimination, 73.8%. Of those that did this, 61.3% did this 1-2 times, 19.4% 3-4 times, and 19.4% 5 or more times.

Overall, employees were least likely to participate in a coalition to address social justice, 58.5%.

There were differences by demographic groups:

- Men (55.5%), staff (50.0%) and employees not of color (61.2%) were the least likely to challenge others on issues of discrimination. Faculty, and those who choose not to provide their race or gender, were the most likely to do this.
- Faculty, employees who did not provide their race, and women were the most likely to participate in a coalition to address social justice.

Table 11A. Participation in DEI Related Actions

How many times in the past year, if at all, have you engaged in any of the following?	Never	1-2 times	3-4 times	5 or more times	N	% Engaging in Action
Challenged others on issues of discrimination.	26.2%	45.2%	14.3%	14.3%	42	73.8%
Educated yourself about individuals who are different from you.	7.1%	16.7%	33.3%	42.9%	42	92.9%
Participated in a coalition of different groups to address social justice issues.	41.5%	26.8%	12.2%	19.5%	41	58.5%
Attended programs focused on diversity (e.g., presentations, performances, art exhibits, debates).	2.4%	23.8%	47.6%	26.2%	42	97.6%

Table 11B. Participation in DEI Related Actions by Role, Race, and Gender Identity

	Overall	Role			Race			Gender Identity	
		Faculty	Staff	POC	Non-POC	Did Not Provide	Man	Woman	Did Not Provide
Challenged others on issues of discrimination.	74%	79.4%	50.0%	75.0%	61.2%	87.6%	55.5%	72.2%	86.7%
Educated yourself about individuals who are different from you.	93%	91.2%	100.0%	62.5%	99.9%	100.1%	88.9%	94.4%	93.3%
Participated in a coalition of different groups to address social justice issues.	59%	60.6%	50.0%	37.5%	50.0%	80.0%	33.3%	72.3%	57.1%
Attended programs focused on diversity (e.g., presentations, performances, art exhibits, debates).	98%	100.0%	87.5%	100.0%	94.4%	100.1%	99.9%	94.4%	100.0%

College Curriculum

Only faculty were asked to assess to what extent they felt core classes, MC 201, MC 202, and MC 111 addressed issues related to race, ethnicity, and nationality. These results are shown in Table 12A and Table 12B.

As shown in Table 12A, the course faculty felt covered these issues the most extensively was MC 111. The mean score for having representation of authors from minoritized backgrounds was 4.32, and for addressing issues of race, ethnicity, and nationality 4.25.

Faculty felt that MC 201 was slightly better at covering issues of race, ethnicity, and nationality, mean score 3.73. than MC 202, mean score 3.68.

They felt MC 202 had more extensive representation of authors from marginalized backgrounds, mean score 3.58 than MC 201, mean score 3.32.

A small percentage of faculty did not feel MC 202 addressed these issues at all.

By demographic group, the data shows:

- Faculty of color felt that MC 201 and MC 111 most extensively addressed issues of race, ethnicity, and nationality.
- Faculty not of color felt that MC 111 had the most extensive addressed issues of race, ethnicity, and nationality, mean score 4.18. They also felt this course had the most extensive representation of authors from minoritized backgrounds. They also felt that MC 201 had the least extensive representation overall and for authors. This was also true for faculty who did not provide their race. This group also had the highest mean scores, 4.38 respectively for MC 111 for both overall and for authors.
- Women were the least positive in assessing all three courses. Their lowest mean score, 2.86, was for MC 201 having representation of authors from marginalized backgrounds.
- Faculty who did not provide their gender were the most positive on all items except MC 202 representation of authors. The highest mean score for this was from men.

Table 12A. James Madison Core Classes Addressing Issues Related to Race, Ethnicity, and Nationality

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.	Not At All	1	2	3	4	Extensively 5	N	Mean	Std. Dev
To what extent does . . .	All								
MC 201 address issues of race, ethnicity, and nationality?	0.0%		7.7%	42.3%	19.2%	30.8%	26	3.73	1.00
MC 201 has representation of authors from minoritized backgrounds?	0.0%		18.2%	45.5%	22.7%	13.6%	22	3.32	0.95
MC 202 address issues of race, ethnicity, and nationality?	4.5%		4.5%	36.4%	27.3%	27.3%	22	3.68	1.09
MC 202 has representation of authors from minoritized backgrounds?	5.3%		5.3%	36.8%	31.6%	21.1%	19	3.58	1.07
MC 111 address issues of race, ethnicity, and nationality?	0.0%		0.0%	10.0%	55.0%	35.0%	20	4.25	0.64
MC 111 has representation of authors from minoritized backgrounds?	0.0%		0.0%	5.3%	57.9%	36.8%	19	4.32	0.58

Table 12B. James Madison Core Classes Addressing Issues Related to Race, Ethnicity, and Nationality by Race and Gender Identity

	Overall	Race			Gender Identity		
		POC	Non-POC	Did Not Provide	Man	Woman	Did Not Provide
MC 201 address issues of race, ethnicity, and nationality?	3.73	4.00	3.80	3.55	3.43	3.38	4.18
MC 201 has representation of authors from minoritized backgrounds?	3.32	3.50	3.57	3.09	3.33	2.86	3.67
MC 202 address issues of race, ethnicity, and nationality?	3.68	3.33	4.00	3.44	3.80	3.00	4.00
MC 202 has representation of authors from minoritized backgrounds?	3.58	3.00	4.13	3.22	3.80	3.20	3.67
MC 111 address issues of race, ethnicity, and nationality?	4.25	4.00	4.18	4.38	4.00	3.75	4.55
MC 111 has representation of authors from minoritized backgrounds?	4.32	.	4.27	4.38	4.00	4.00	4.60

When asked to what extent MC 201 and MC 202 should address issues of race, ethnicity, and nationality, faculty felt MC 201 should be more responsible for this than MC 202.

All demographic subgroups with the exception of men felt that MC 201 should cover issues of race, ethnicity, and nationality more extensively than MC 202. Men had the same mean score, 3.57 for both items.

Table 13A. Extent MC 201 and MC 202 Should Address Issues of Race, Ethnicity, and Nationality

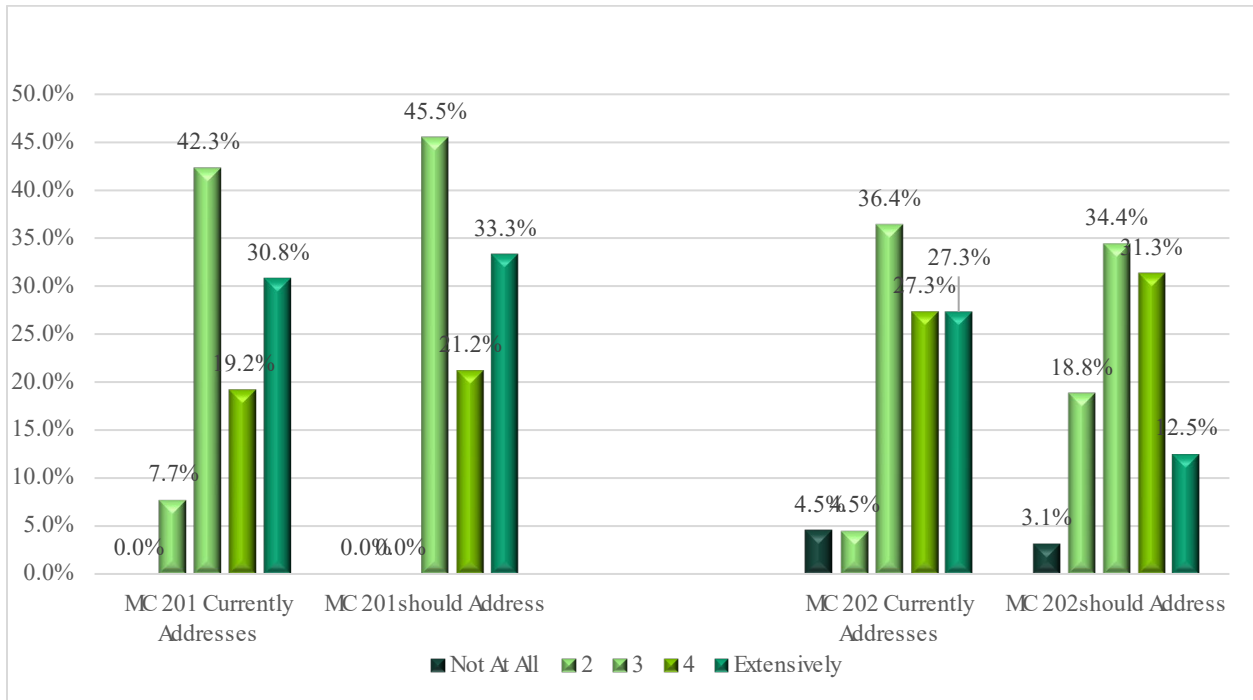
To what extent should	Not At All	1	2	3	4	Extensively 5	n	Mean	Std. Dev
MC 201 address issues of race, ethnicity, and nationality?	0.0%		0.0%	45.5%	21.2%	33.3%	33	3.88	0.89
MC 202 address issues of race, ethnicity, and nationality?	3.1%		18.8%	34.4%	31.3%	12.5%	32	3.31	1.03

Table 13B Extent MC 201 and MC 202 Should Address Issues of Race, Ethnicity, and Nationality by Race and Gender Identity

To what extent should . . .		Race			Gender		
	Overall	POC	Non-POC	Did Not Provide	Man	Woman	Did Not Provide
MC 201 address issues of race, ethnicity, and nationality?	3.88	3.80	3.36	4.24	3.57	4.00	3.94
MC 202 address issues of race, ethnicity, and nationality?	3.31	3.25	3.18	3.41	3.57	3.56	3.06

As shown in Chart 3, MC 201's current representation is close to expected representation whereas MC 202 current representation is far greater than faculty expectations.

Chart 3. MC 201 and MC 202 Current Versus Expected Representation



Charts 4 and 5 show this data (current versus expected representation) by demographic group.

Chart 4. MC 201 Current Versus Expected Representation by Role, Race, and Gender Identity

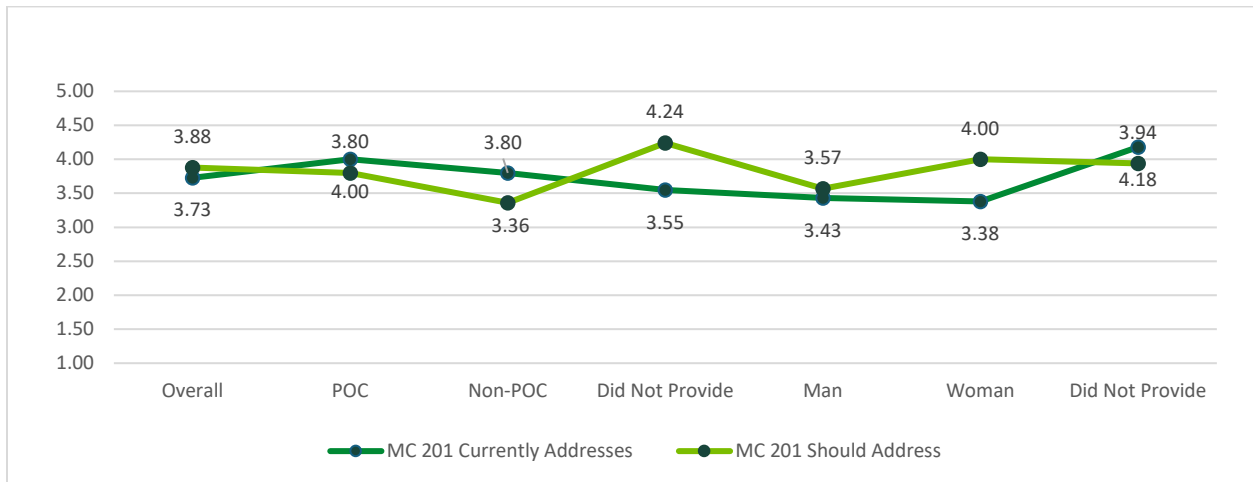
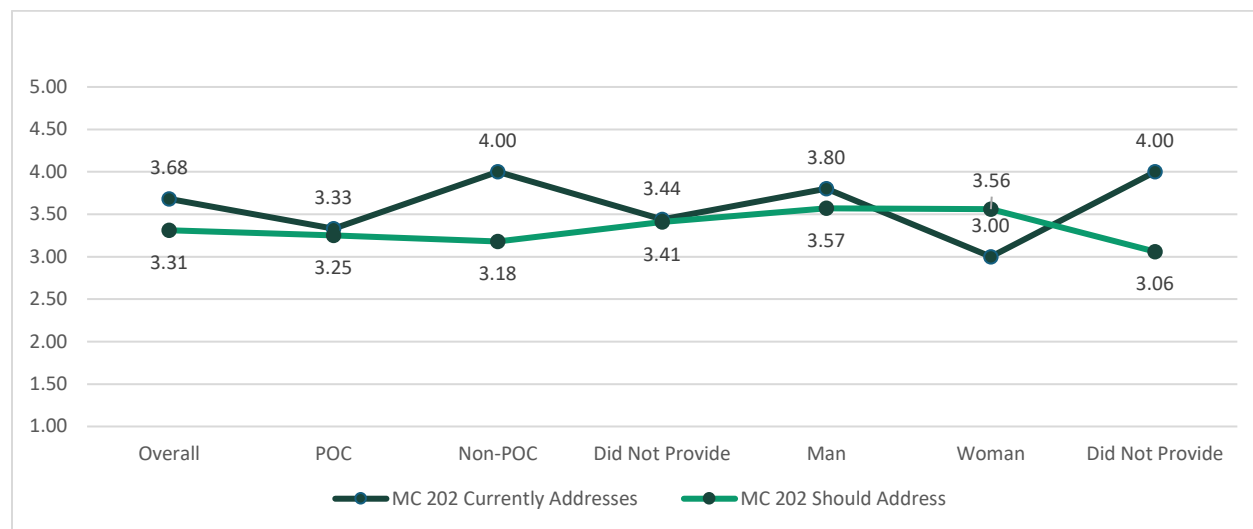


Chart 5. MC 202 Current Versus Expected Representation by Role, Race, and Gender Identity



Faculty were also asked to indicate to what extent the overall curriculum, required courses in their field, and elective courses addressed issues related to race, ethnicity, and nationality. Full results are shown in Table 14A.

Faculty felt that elective courses in the college covered issues of race, ethnicity, and nationality more extensively, mean score 4.16, than the overall curriculum, mean score 3.58 or required courses, 4.03.

They also felt that elective courses had more extensive representation of authors from marginalized backgrounds (3.87) than required courses (4.03) or the overall curriculum (3.39).

Table 14B shows the results by demographic group. Because this question was only asked to faculty, results by role are not presented.

- Faculty of color were the most positive when rating all three types of courses, with elective courses receiving the highest mean scores.
- Faculty who chose not to provide their race were the most negative overall. They were most negative in assessing the overall curriculum with their lowest mean score, 2.94 on the item measuring the representation of authors from marginalized backgrounds.
- Women rated the overall college curriculum the lowest, mean score for addressing issues of race, ethnicity, and nationality, 2.80. and having representation of authors, 2.90.
- Men had the highest mean scores on all items with the exception of required courses addressing issues of race, ethnicity, and nationality, where women had the highest mean score.

Table 14A. Overall Curriculum, Required, and Elective Courses Address Issues

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.	Not At All							
To what extent . . .	1	2	3	4	Extensively 5	N	Mean	Std. Dev
Do required courses in your field address issues of race, ethnicity, and nationality?	3.1%	3.1%	21.9%	31.3%	40.6%	32	4.03	1.03
Do required courses in your field have representation of authors from minoritized backgrounds?	3.1%	18.8%	15.6%	43.8%	18.8%	32	3.56	1.11
Do elective courses in your field address issues of race, ethnicity, and nationality?	3.2%	0.0%	9.7%	51.6%	35.5%	31	4.16	0.86
Do elective courses in your field have representation of authors from minoritized backgrounds?	3.2%	3.2%	19.4%	51.6%	22.6%	31	3.87	0.92
Does the James Madison College curriculum overall address issues of race, ethnicity, and nationality?	3.0%	12.1%	30.3%	33.3%	21.2%	33	3.58	1.06
Does the James Madison College curriculum overall have representation of authors from minoritized backgrounds?	3.0%	15.2%	36.4%	30.3%	15.2%	33	3.39	1.03

Table 14B. Overall Curriculum, Required, and Elective Courses Address Issues by Race and Gender Identity

	Overall	Race			Gender Identity		
		POC	Non-POC	Did Not Provide	Man	Woman	Did Not Provide
Do required courses in your field address issues of race, ethnicity, and nationality?	4.03	4.17	4.10	3.94	3.88	4.22	4.00
Do required courses in your field have representation of authors from minoritized backgrounds?	3.56	4.17	3.50	3.38	3.63	3.56	3.53
Do elective courses in your field address issues of race, ethnicity, and nationality?	4.16	4.33	4.30	4.00	4.25	4.22	4.07
Do elective courses in your field have representation of authors from minoritized backgrounds?	3.87	4.33	4.10	3.53	4.13	3.89	3.71
Does the James Madison College curriculum overall address issues of race, ethnicity, and nationality?	3.58	4.00	4.00	3.13	4.13	2.80	3.80
Does the James Madison College curriculum overall have representation of authors from minoritized backgrounds?	3.39	3.50	4.00	2.94	3.75	2.90	3.53

All employees were asked to indicate to what extent both students and faculty and staff advisors from minoritized backgrounds were represented in college programs and organizations. Table 15A and Table 15B show these results.

The mean score for measuring the extent of representation of students from minoritized backgrounds in college programs and organizations was higher than for representation of faculty and staff advisors, 3.63 and 3.21, respectively.

- Faculty were slightly more positive than staff in assessing the extent to which programs and organizations have representation, 3.63 and 3.60, respectively.
- Faculty were also more positive than staff in assessing whether college programs and organization have faculty and staff advisors from minoritized backgrounds, 3.26 and 3.00, respectively.
- Employees not of color were the most positive, those who chose not to provide their race the least positive.
- Women were the least positive in assessing the extent students from minoritized backgrounds were represented in college programs and organizations.
- Employees who chose not to provide their gender were the least positive in assessing the representation of faculty and staff advisors from marginalized backgrounds in organizations and programs.

Table 15A. Representation in College Programs and Organizations

Please indicate to what extent James Madison College programs and organizations have . . .	Not At All 1	2	3	4	Extensively 5	N	Mean	Std. Dev
Representation of students from minoritized backgrounds?	0.0%	11.4%	31.4%	40.0%	17.1%	35	3.63	0.91
Representation of faculty and staff advisors from minoritized backgrounds?	4.8%	14.3%	47.6%	21.4%	11.9%	42	3.21	1.00

Table 15B. Representation in College Programs and Organizations by Role, Race, and Gender Identity

Please indicate to what extent James Madison College programs and organizations have . . .	Overall	Role		Race			Gender Identity		
		Faculty	Staff	POC	Non-POC	Did Not Provide	Man	Woman	Did Not Provide
Representation of students from minoritized backgrounds?	3.63	3.63	3.60	3.71	3.86	3.36	3.86	3.33	3.85
Representation of faculty and staff advisors from minoritized backgrounds?	3.21	3.26	3.00	3.25	3.50	2.88	3.44	3.17	3.13

Summary

- There were high percentages of respondents who chose not to provide a response on key demographic items: race and ethnicity (39.5%), gender identity (37.2%), and field (55.8%). Choosing not to provide demographic information to this extent indicates a level of mistrust with both leadership and peers and employees may be fearful of retaliation for voicing unpopular or critical opinions. Those who chose not to provide their race, gender identity, or both often had more negative viewpoints than those that disclosed this information.
- There were high levels of dissatisfaction overall and across all demographic groups with the level of diversity in the college. Employees were most dissatisfied with the level of diversity of the student body. Despite the high levels of dissatisfaction, over one-third of employees disagreed with the statement measuring recent demands for more diversity were reasonable.
- Employees were more confident in staff being open to diverse perspectives than they were of faculty being open to diverse perspectives. Faculty were also less confident in their peers being open to diverse perspectives (mean score 3.67).
- Overall, employees were most critical of leadership and leadership's response to the racial climate in the college. The items measuring these concepts received some of the lowest mean scores across all items asked. Employees were most critical of leadership effectively addressing issues related to the racial climate and communicating to the members of the college how these issues are addressed. They were also critical of the college communicating to employees the processes to report issues related to race and ethnicity in the college.
- The groups most negative of leadership were those who chose not to provide their race or gender identity with six of seven mean scores for this group falling into the negative range of the scale.
- Both faculty and staff overwhelmingly agreed on the importance of addressing racial bias incidents and in their ability to identify racial bias incidents. They were less confident in their ability to address and report such incidents. This can be easily addressed by leadership by providing training and support to employees.
- High percentages of faculty and staff experienced (or witnessed) racial bias incidents both in and outside of the classroom involving both students and co-workers. It is important to note that it is unknown whether these incidents are recent as respondents were asked to respond thinking of their entire tenure in the college which for some may be several years. While the high percentages may be alarming, this data supports faculty and staff's strong self-assessment in their ability to identify racial bias incidents, which is an important step in addressing and preventing such events.
- Over 90% of employees reported addressing at least one racial bias incident they encountered in the classroom, in the course of their work, or involving co-workers. This does not mean that all incidents were addressed as less than 20% of employees indicated addressing all incidents they experienced.

- Nearly half of all employees indicated that they had experienced some form of discrimination, bias, or exclusion at least once in the past year while nearly two-thirds witnessed discrimination. The most prevalent forms of discrimination, bias, or exclusion were based on parental status, job classification, and political beliefs or affiliation.
- Employees also reported hearing disparaging remarks from their peers, students, and leadership about marginalized groups, in particular Women and People of Color.
- The data also shows that employees are highly engaged in addressing incidents of bias, discrimination, and exclusion through assisting students or colleagues with a problem and reporting incidents to the university. The data also showed that more education and guidance is needed in the area of how, when, and where to report incidents.
- The data also show there is also a strong commitment to participating in DEI activities across the college with high percentages of employees attending DEI focused programming, educating themselves on issues of diversity, and challenging others on issues of discrimination.
- Faculty were for the most part supportive of the curriculum. Faculty felt that MC 111 best addressed issues related to race, ethnicity, and nationality. They were most critical of MC 202, especially regarding the current focus of the course versus expectations of the course. They also felt that elective courses addressed issues related to race, ethnicity, and nationality better than required courses and the overall curriculum.