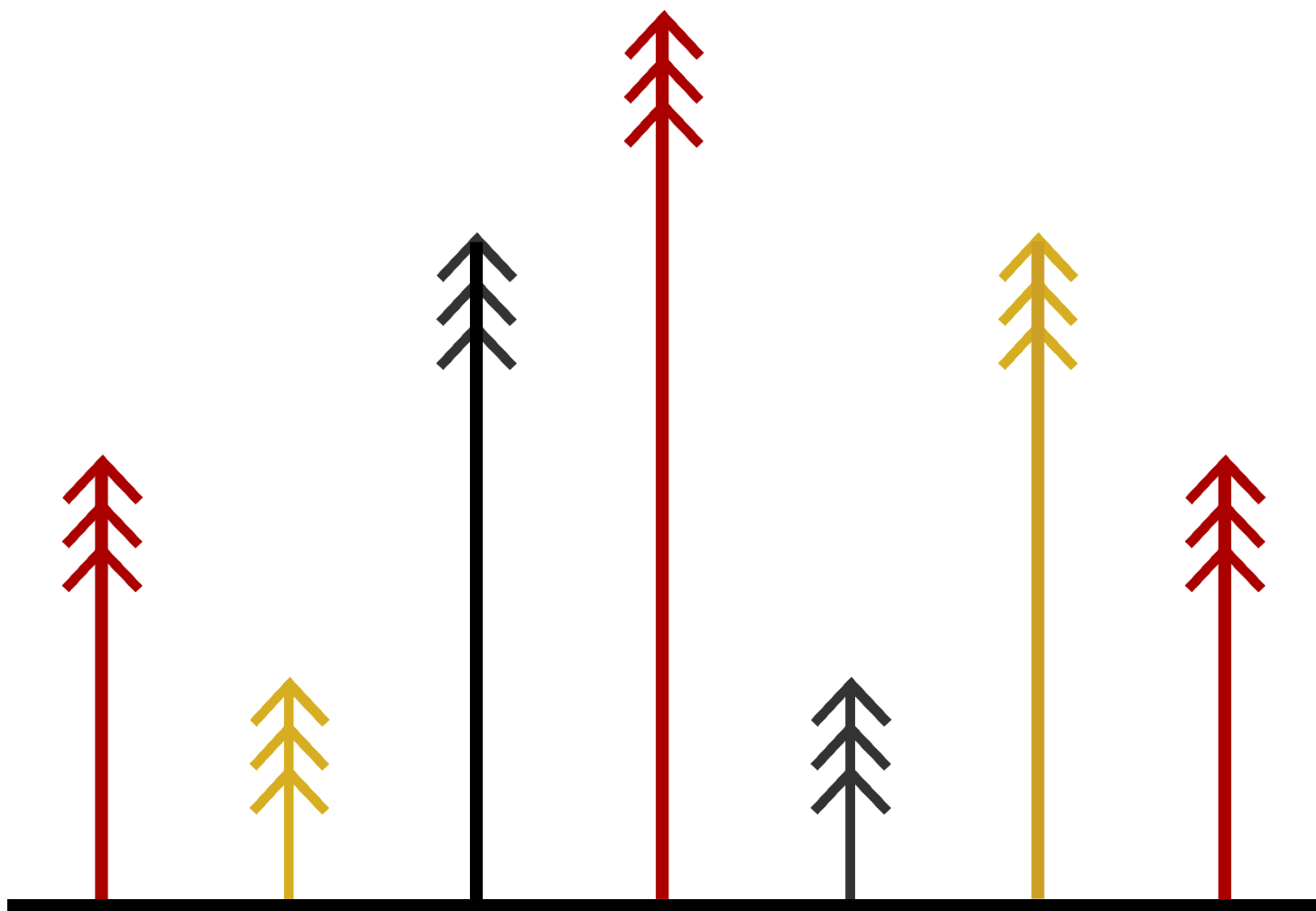


2021 Report on Diversity, Equity & Inclusion Initiatives

Department of Criminal Justice, Criminology & Forensics

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Report Background

In early June of 2020, the criminal justice, criminology, and forensics faculty held listening sessions to provide a space for students to share their thoughts, feelings, and concerns about the murder of George Floyd, the subsequent protests, and the larger issues of implicit bias, systematic prejudice, and institutional racism within the criminal justice system. Students who participated also provided their thoughts about the department and curriculum.

One outcome of the listening session was a decision by the faculty to develop and administer a survey that focused specifically on students' educational experiences specific to several topics that fall under the broad umbrella of diversity, equity, and inclusion. Specifically, the survey asked about the ways in which they had been taught, or not, about disparities in the criminal justice system that disproportionately impact individuals and communities that are underrepresented and/or marginalized because of their race, ethnicity, gender, gender identity, gender expression, and/or sexual orientation. The survey was developed by students and faculty and shared with the College of Arts & Science's Dean's Office and the Seattle University Office of Diversity and Inclusion for review. The survey was administered during the Spring Quarter of 2021 to current students and alumni.

Also, during the Spring Quarter of 2021, a working committee that included Professors Carmen Rivera, Trisha King-Stargel, and William Parkin identified opportunities for growth within the department that would ensure all criminal justice, criminology, and forensics students would be exposed to a wide variation of perspectives about the criminal justice system, its history, and its impact on individuals and communities within the United States. This work was utilized to inform a faculty discussion on how to create a more diverse and inclusive department and curriculum. At the end of the quarter, faculty voted on changes to the curriculum and the department's bylaws for initiatives to enact immediately and initiatives to further develop and discuss during the 2021-2022 academic year.

This 2021 report contains a list of the approved initiatives (page 2) and a list of initiatives that will be further developed and discussed starting in the fall of the 2021-2022 academic year (page 3). Finally, the results of the survey administered to current students and alumni are described (page 4) and presented in table form (page 6).

Any questions or comments about this report, specifically, or department level diversity, equity, and inclusion initiatives, generally, may be directed to William Parkin at parkinw@seattleu.edu. All feedback will be compiled and provided to the department's Diversity, Equity & Inclusion committee at the start of the fall quarter.

Initiatives Approved During the 2020-2021 Academic Year to Increase Diversity, Equity and Inclusion within the Department



The department voted to require Gender, Race and Crime, currently an elective, for all undergraduate majors starting Fall 2022

Course Description: Study of gender and race/ethnicity disparities and discriminatory practices in criminal justice with attention to the ways in which gender and race/ethnicity has been historically addressed in criminological theory. Exploration of feminist and cultural perspectives in understanding crime and its response. Comparisons in offending, police contact, case processing, correctional supervision and confinement, capital punishment, and social response and control of criminal behavior. Topics include: Racial profiling, race and gender disparity versus discrimination at different stages of the criminal justice process, female offending, and male violence against women.



The department voted to require Critical Criminology, currently an elective, for all graduate students starting Fall 2022

Course Description: Examination of postmodern alternative theoretical frameworks and methodologies that deconstruct scientific thinking, language, and theoretical perspectives that have perpetuated oppression and have shaped construction of crime and power relations of justice and injustice. Focus on Marxist, feminist, radical, and cultural perspectives that critically challenge traditional theories and perspectives on crime and justice with attention to the ways in which the politics of meaning around race, class, gender, age, sexual identity, and marginalized groups make their way into definitions of crime and the administration of justice.



The department voted to change its bylaws to create a standing committee on Diversity, Equity & Inclusion to be chaired by a tenure track faculty member and include a non-tenure track faculty member, a staff member, an undergraduate student, and a graduate student.

- The committee will provide guidance, advice, and recommendations to the department on diversity, equity, and inclusion related issues, broadly defined, that come from the department, faculty, and/or students.
- The committee will provide guidance, advice, and recommendations to the department on diversity, equity, and inclusion related policy and guidance that is provided by the college and the university.
- The committee will interface, when needed, with college and university level committees and administrators on diversity, equity, and inclusion related issues.
- The committee will provide guidance, advice, and recommendations to other department committees either through request, joint "jurisdiction" projects, or from committee work.



The department voted to change its name to the Department of Criminal Justice, Criminology & Forensics to better reflect the interests of our students, coursework, and research.

Initiatives for Further Development and Discussion during the 2021-2022 Academic Year to Increase Diversity, Equity and Inclusion within the Department



The department voted to support the development of an undergraduate specialization and graduate concentration that focuses on advocacy and reform.

The development of these new educational pathways will begin during the 2021-2022 academic years and will include recommendations put forth by the department's Diversity, Equity & Inclusion Committee and Curriculum Committee. Specifically, these committees will determine what current courses would potentially fit within the proposed specialization/concentration and what classes will need to be developed to cover new content.



The department voted to support the development of multiple 1-credit practicums that increase our students' exposure to a diversity of perspectives, individuals, and organizations.

These practicums will focus specifically on identifying a diverse set of topics, community organizations, speakers, and/or practitioners that will present varying perspectives about the criminal justice system and its impact on different communities.



A self-assessment tool will be developed that allows all faculty to examine their courses through a diversity and inclusion lens. Specifically, it will allow faculty to assess the depth and breadth of the perspectives and materials they are providing their students in the course.



Department level training that focuses on facilitating difficult discussions related to diversity, equity and inclusion will be identified and offered to all criminal justice, criminology, and forensics faculty. This training, or another training, will also focus on identifying and addressing microaggressions within a classroom setting.



The qualitative comments from the current student and alumni survey are currently being coded for themes by our students and once the coding is completed, the results will be presented to the Diversity, Equity & Inclusion Committee and included in next year's report.



A report will be completed to update students, alumni, faculty, and advisory board members on completed and new action items from the 2021-2022 academic year.

Survey Results

One-hundred and twenty-eight respondents completed the survey (Table 1). Approximately 1/3 were current students and 2/3 were alumni. Slightly less than 60% of alumni took classes in the undergraduate program and almost 47% took classes in the graduate program. Almost 20% identified as a member of the LGBTQ+ community and 39% identified as a member of a racial and/or ethnic group that is underrepresented and/or marginalized. Although not a direct demographic comparison, 78% of our current students are female, and 50% of our students identify as members of a racial and/or ethnic group that is underrepresented and/or marginalized. With an eye toward identifying areas of improvement for the department, portions of the results are reported below, and the full results are reported in Tables 1 through 8. Open-ended comments were also collected and our currently being coded for future analysis.

In almost all categories, most students stated that all or some of their classes included materials that focused on the disparate impact the criminal justice system has on individuals and groups based on their race, ethnicity, gender, gender identity, gender expression, and/or sexual orientation (Table 2). Taken as a whole, classes less often included materials that focused on effective policy solutions and most often offered theoretical perspectives, empirical research, and concrete examples related to these topics. Also, courses were more likely to focus on the disparate impact the criminal justice system has on individuals and groups based on their race and/or ethnicity, when compared to topics specific to gender, gender identity, gender expression, and/or sexual orientation.

Respondents were also asked to identify the types of class materials that focused on the disparate impact the criminal justice system has on individuals and groups based on their race, ethnicity, gender, gender identity, gender expression, and/or sexual orientation (Table 3). Current students and alumni reported the highest rates, on average, of materials connected to discussions on race and/or ethnicity were course readings and lectures. Consistently, however, material types covering race and/or ethnicity were used more often than those covering gender, gender identity, gender expression, and/or sexual orientation. Also, respondents who identified as a member of the LGBTQ+ community or of a racial and/or ethnic group that is underrepresented and/or marginalized more often reported having these types of materials in their classes. Two possible explanations for this could be that students identifying as members of these group may be more likely to take courses that specifically focus on these topics or these topics are more salient in their lives and therefore they are more likely to remember whether or not a course utilized materials that covered these topics.

When asked what types of materials respondents would like to be more integrated into their coursework and extracurricular activities that focus on the disparate impact the criminal justice system has on individuals and groups based on their race, ethnicity, gender, gender identity, gender expression, and/or sexual orientation (Table 4), respondents were most interested in the department inviting speakers both into the classroom and for extracurricular events. Specific to classroom integration, interest in additional materials somewhat mirrored materials that respondents said they were not receiving, such as a service-learning component. Across the board, demand for the inclusion of extra-curricular materials was less than demand for course related materials, which most likely speaks more to our students' ability to attend extra-curriculum events, especially for those who work and/or do not live on campus.

Respondents were also asked how well they believed their criminal justice education is preparing, or did prepare, them to understand the disparate impact the criminal justice system has on individuals and groups, engage others in meaningful discussions about these issues, and provide them the confidence to advocate for or implement change that addresses these disparate impacts (Table 5). In almost all groups, respondents felt that they were less prepared to advocate for change compared to being educated about the disparate impact of the system or being able to engage with others about the topic. In addition, both current students and alumni were more comfortable with their knowledge about race and/or ethnic disparities within the criminal justice system, than with disparities specific to gender, gender identity, gender expression, or sexual orientation.

Based on their experiences to date, respondents were asked to identify if, and how often, faculty in their criminal justice classes have successfully facilitated equitable discussions when discussing inequities related to race, ethnicity, gender, gender identity, gender expression, and/or sexual orientation (Table 6). Specific to race and/or ethnicity, 60% of all respondents reported faculty successfully facilitated equitable discussions often and 8.2% reported never. These percentages were extremely similar for respondents who identified as members from underrepresented and/or marginalized groups, while 47.6% of respondents who identified as members of the LGBTQ+ community reported faculty often facilitated equitable discussions and 0% reported that they never did. Next, 20.9% of all respondents, 9.5% of respondents who identified as members of the LGBTQ+ community, and 18.2% of respondents who identified as members of underrepresented and/or marginalized groups reported that faculty had never successfully facilitated equitable discussions about gender, gender identity, gender expression, and/or sexual orientation within a course's subject areas.

Respondents were also asked to identify if, and how often, they witnessed faculty or students in criminal justice classes engage in microaggressions against individuals and groups based on race, ethnicity, gender, gender identity, gender expression, sexual orientation, and/or other groups that are underrepresented and/or marginalized (Table 7). In all categories, the majority of respondents stated that they never witnessed microaggressions by faculty. However, 13% or lower stated they often witnessed them and anywhere between 26% and 40% stated that they rarely witnessed microaggressions by faculty. Also, across all groups and types, respondents witnessed microaggressions at higher rates committed by their peers. Finally, respondents were asked whether, based on their experiences, they felt safe speaking with a criminal justice professor about issues related to race, ethnicity, gender, gender identity, gender expression, and/or sexual orientation (Table 8). Of the possible responses, 89.2% of respondents stated that a criminal justice professor had provided a safe space to speak about such issues or, although they had not needed to, they would be comfortable speaking with a faculty member about such issues. This percentage was lower for respondents who identified as members of the LGBTQ+ community (78.2%) and respondents who identified as members of underrepresented and/or marginalized racial and/or ethnic groups (88.1%).

Table 1. Respondent Information

		All Respondents (N=128)		LGBTQ+ Respondents (N=25)		Respondents from Underrepresented/ Marginalized Racial/Ethnic Groups (N=49)	
		%	n	%	n	%	n
Current students	Undergraduate	23.4	30	40.0	10	38.8	19
	Graduate	15.6	20	4.0	1	14.3	7
Alumni	Undergraduate alumni	35.2	45	48.0	12	30.6	15
	Graduate alumni	31.3	40	16.0	4	24.5	12
Undergraduate specialization	Administration of justice	7.0	9	0.0	0	10.3	5
	Criminology & criminal justice theory	12.5	16	8.0	2	16.3	8
	Forensic psychology (BA)	21.1	27	32.0	8	16.3	8
	Forensic psychology (BS)	7.8	10	16.0	4	12.2	6
	Forensic science (BS)	9.4	12	20.0	5	0.0	0
	Criminal justice (minor)	5.5	7	12.0	3	6.1	3
MACJ concentration	No Concentration	12.5	16	4.0	1	6.1	3
	Investigative Criminology	14.1	18	8.0	2	16.3	8
	Victimology	5.5	7	4.0	1	4.1	2
	Research & Evaluation	8.6	11	0.0	0	10.2	5
	Crime Analysis Certificate Program	4.7	6	8.0	2	2.0	1
Number of completed classes for current students	1-5 Classes	27.1	16	46.2	6	33.3	10
	6-10 Classes	30.5	18	30.8	4	26.7	8
	More than 10 classes	42.4	25	23.1	3	40.0	12
Identify as a member of...	the LGBTQ+ community	19.7	25	100.0	25	22.4	11
	a group that is underrepresented and/or marginalized because of their race and/or ethnicity	38.6	49	44.0	11	100.0	49
Currently working in...	Criminal justice system part time	6.3	8	8.0	2	4.1	2
	Criminal justice system full time	28.9	37	16.0	4	24.5	12

Table 2. Based on your criminal justice coursework to date, please identify how many of your undergraduate and/or graduate classes included materials that focused on the disparate impact the criminal justice system has on individuals and groups based on their race, ethnicity, gender, gender identity, gender expression, and/or sexual orientation.

			All Respondents								LGBTQ+ Respondents								Respondents from Underrepresented/ Marginalized Racial/Ethnic Groups							
			All Classes		Some Classes		No Classes		Total		All Classes		Some Classes		No Classes		Total		All Classes		Some Classes		No Classes		Total	
			%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
Undergraduate	Race and/or Ethnicity	Theoretical Perspectives	29.5	23	60.3	47	10.3	8	100.0	78	42.9	9	47.6	10	9.5	2	100.0	21	37.8	14	45.9	17	16.2	6	100.0	37
		Empirical Research	27.3	21	61.0	47	11.7	9	100.0	77	42.9	9	47.6	10	9.5	2	100.0	21	38.9	14	47.2	17	13.9	5	100.0	36
		Concrete Examples	36.7	29	54.4	43	8.9	7	100.0	79	42.9	9	52.4	11	4.8	1	100.0	21	43.2	16	43.2	16	13.5	5	100.0	37
		Effective Policy Solutions	18.8	15	50.0	40	31.3	25	100.0	80	23.8	5	42.9	9	33.3	7	100.0	21	24.3	9	48.6	18	27.0	10	100.0	37
	Gender, Gender Identity, Gender Expression, and/or Sexual Orientation	Theoretical Perspectives	11.8	8	60.3	41	27.9	19	100.0	68	16.7	3	61.1	11	22.2	4	100.0	18	15.2	5	54.5	18	30.3	10	100.0	33
		Empirical Research	10.9	7	60.9	39	28.1	18	100.0	64	17.6	3	58.8	10	23.5	4	100.0	17	17.2	5	55.2	16	27.6	8	100.0	29
		Concrete Examples	20.9	14	49.3	33	29.9	20	100.0	67	17.6	3	52.9	9	29.4	5	100.0	17	25.8	8	41.9	13	32.3	10	100.0	31
		Effective Policy Solutions	10.4	7	34.3	23	55.2	37	100.0	67	11.8	2	41.2	7	47.1	8	100.0	17	13.3	4	30.0	9	56.7	17	100.0	30
Graduate	Race and/or Ethnicity	Theoretical Perspectives	29.6	16	61.1	33	9.3	5	100.0	54	25.0	1	50.0	2	25.0	1	100.0	4	22.2	4	61.1	11	16.7	3	100.0	18
		Empirical Research	27.3	15	65.5	36	7.3	4	100.0	55	25.0	1	50.0	2	25.0	1	100.0	4	22.2	4	72.2	13	5.6	1	100.0	18
		Concrete Examples	30.2	16	60.4	32	9.4	5	100.0	53	25.0	1	50.0	2	25.0	1	100.0	4	22.2	4	55.6	10	22.2	4	100.0	18
		Effective Policy Solutions	25.9	14	59.3	32	14.8	8	100.0	54	25.0	1	25.0	1	50.0	2	100.0	4	16.7	3	66.7	12	16.7	3	100.0	18
	Gender, Gender Identity, Gender Expression, and/or Sexual Orientation	Theoretical Perspectives	6.5	3	60.9	28	32.6	15	100.0	46	0.0	0	50.0	2	50.0	2	100.0	4	0.0	0	64.7	11	35.3	6	100.0	17
		Empirical Research	4.4	2	62.2	28	33.3	15	100.0	45	0.0	0	66.7	2	33.3	1	100.0	3	0.0	0	66.7	10	33.3	5	100.0	15
		Concrete Examples	6.5	3	63.0	29	30.4	14	100.0	46	0.0	0	0.0	0	100.0	3	100.0	3	0.0	0	62.5	10	37.5	6	100.0	16
		Effective Policy Solutions	6.4	3	55.3	26	38.3	18	100.0	47	0.0	0	33.3	1	66.7	2	100.0	3	0.0	0	62.5	10	37.5	6	100.0	16

Table 3. Based on your criminal justice undergraduate and/or graduate coursework to date, please identify the types of class materials that focused on the disparate impact the criminal justice system has on individuals and groups based on their race, ethnicity, gender, gender identity, gender expression, and/or sexual orientation.

			All Respondents		LGBTQ+ Respondents		Respondents from Underrepresented/Marginalized Racial/Ethnic Groups	
			%	n	%	n	%	n
Undergraduate	Race and/or Ethnicity	Readings	50.8	65	71.4	15	85.3	29
		Speakers	20.3	26	38.1	8	23.5	8
		Multimedia	35.2	45	61.9	13	64.7	22
		Lectures	45.3	58	76.2	16	79.4	27
		Service Learning	10.2	13	19.0	4	17.6	6
	Gender, Gender Identity, Gender Expression, and/or Sexual Orientation	Readings	35.2	45	57.1	12	64.7	22
		Speakers	14.8	19	33.3	7	11.8	4
		Multimedia	19.5	25	38.1	8	44.1	15
		Lectures	35.9	46	76.2	16	61.8	21
		Service Learning	4.7	6	4.8	1	8.8	3
Graduate	Race and/or Ethnicity	Readings	38.3	49	100.0	4	78.9	15
		Speakers	15.6	20	50.0	2	26.3	5
		Multimedia	23.4	30	50.0	2	52.6	10
		Lectures	32.0	41	75.0	3	68.4	13
		Service Learning	7.0	9	25.0	1	21.1	4
	Gender, Gender Identity, Gender Expression, and/or Sexual Orientation	Readings	31.3	40	50.0	2	63.2	12
		Speakers	9.4	12	25.0	1	26.3	5
		Multimedia	14.1	18	0.0	0	21.1	4
		Lectures	23.4	30	25.0	1	57.9	11
		Service Learning	3.9	5	0.0	0	5.3	1

Table 4. Based on your experiences to date, please identify the types of materials that you would like to be more integrated into your coursework and extracurricular activities that focus on the disparate impact the criminal justice system has on individuals and groups based on their race, ethnicity, gender, gender identity, gender expression, and/or sexual orientation.

			All Respondents		LGBTQ+ Respondents		Respondents from Underrepresented/Marginalized Racial/Ethnic Groups	
			%	n	%	n	%	n
Race and/or Ethnicity	Coursework	Readings	40.6	52	48.0	12	44.9	22
		Speakers	64.1	82	76.0	19	77.6	38
		Multimedia	44.5	57	48.0	12	57.1	28
		Lectures	41.4	53	36.0	9	46.9	23
		Service Learning	46.9	60	56.0	14	49.0	24
	Extracurricular Activities	Readings	17.2	22	16.0	4	22.4	11
		Speakers	43.0	55	32.0	8	42.9	21
		Multimedia	25.8	33	28.0	7	32.7	16
		Lectures	21.1	27	20.0	5	26.5	13
		Service Learning	38.3	49	40.0	10	38.8	19
Gender, Gender Identity, Gender Expression, and/or Sexual Orientation	Coursework	Readings	43.0	55	56.0	14	44.9	22
		Speakers	63.3	81	80.0	20	73.5	36
		Multimedia	44.5	57	52.0	13	49.0	24
		Lectures	44.5	57	40.0	10	51.0	25
		Service Learning	43.0	55	56.0	14	42.9	21
	Extracurricular Activities	Readings	18.0	23	16.0	4	20.4	10
		Speakers	41.4	53	36.0	9	42.9	21
		Multimedia	25.8	33	28.0	7	30.6	15
		Lectures	22.7	29	20.0	5	26.5	13
		Service Learning	39.1	50	40.0	10	36.7	18

Table 5. How well do you believe your criminal justice education is preparing/did prepare you to understand the disparate impact the criminal justice system has on individuals and groups, engage others in meaningful discussions about these issues, and provide you the confidence to advocate for or implement change that addresses these disparate impacts?

			All Respondents								LGBTQ+ Respondents								Respondents from Underrepresented and/or Marginalized Racial/Ethnic Groups							
			Extremely Well		Moderately Well		Not Well at All		Total	Extremely Well		Moderately Well		Not Well at All		Total	Extremely Well		Moderately Well		Not Well at All		Total			
			%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n		
Current Students	Race and/or Ethnicity	Knowledge of disparate impact	52.5	31	40.7	24	6.8	4	100.0	59	33.3	4	41.7	5	25.0	3	100.0	12	46.7	14	43.3	13	10.0	3	100.0	30
		Engage others about disparate impact	30.5	18	50.8	30	18.6	11	100.0	59	25.0	3	50.0	6	25.0	3	100.0	12	23.2	7	53.3	16	23.3	7	100.0	30
		Advocate for change	39.0	23	35.6	21	25.4	15	100.0	59	33.3	4	25.0	3	41.7	5	100.0	12	43.3	13	30.0	9	26.7	8	100.0	30
	Gender, Gender Identity, Gender Expression, and/or Sexual Orientation	Knowledge of disparate impact	24.6	14	49.1	28	26.3	15	100.0	57	25.0	3	41.7	5	33.3	4	100.0	12	17.2	5	48.3	14	34.5	10	100.0	30
		Engage others about disparate impact	21.1	12	47.4	27	31.6	18	100.0	57	16.7	2	50.0	6	33.0	4	100.0	12	17.2	5	41.4	12	41.4	12	100.0	30
		Advocate for change	28.1	16	40.4	23	31.6	18	100.0	57	33.3	4	25.0	3	41.7	5	100.0	12	27.6	8	41.4	12	31.0	9	100.0	30
Alumni	Race and/or Ethnicity	Knowledge of disparate impact	41.9	31	45.9	34	12.2	9	100.0	74	58.3	7	25.0	3	16.7	2	100.0	12	43.5	10	39.1	9	17.4	4	100.0	23
		Engage others about disparate impact	24.3	18	47.3	35	28.4	21	100.0	74	0.0	0	58.3	7	41.7	5	100.0	12	21.7	5	39.1	9	39.1	9	100.0	23
		Advocate for/implement change	23.3	17	41.1	30	35.6	26	100.0	73	25.0	3	41.7	5	33.3	3	100.0	12	26.1	6	34.8	8	39.1	9	100.0	23
	Gender, Gender Identity, Gender Expression, and/or Sexual Orientation	Knowledge of disparate impact	16.4	12	52.1	38	31.5	23	100.0	73	8.3	1	66.7	8	25.0	3	100.0	12	13.0	3	56.5	13	30.4	7	100.0	23
		Engage others about disparate impact	12.3	9	46.6	34	41.1	30	100.0	73	28.0	7	20.0	5	48.0	12	100.0	12	13.0	3	47.8	11	39.1	9	100.0	23
		Advocate for/implement change	13.7	10	37.0	27	49.3	36	100.0	73	0.0	0	66.7	8	33.3	4	100.0	12	13.0	3	43.5	10	43.5	10	100.0	23

Table 6. Based on your experiences to date, please identify if, and how often, faculty in your criminal justice classes have successfully facilitated equitable discussions (i.e. centering experiences of marginalized people) when discussing inequities related to race, ethnicity, gender, gender identity, gender expression, and/or sexual orientation.

	All Respondents								LGBTQ+ Respondents								Respondents from Underrepresented/Marginalized Racial/Ethnic Groups							
	Often		Rarely		Never		Total		Often		Rarely		Never		Total		Often		Rarely		Never		Total	
	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n
How successfully had faculty facilitated equitable discussions on race and/or ethnicity	60.0	66	31.8	35	8.2	9	100.0	110	47.6	10	52.4	11	0.0	0	100.0	21	61.4	27	29.5	13	9.1	4	100.0	44
How successfully had faculty facilitated equitable discussions on gender, gender identity, gender expression, and/or sexual orientation	26.4	29	52.7	58	20.9	23	100.0	110	19.0	4	71.4	15	9.5	2	100.0	21	20.4	10	59.1	26	18.2	8	100.0	44

Table 7. Based on your experiences to date, please identify if, and how often, you have witnessed faculty or students in your criminal justice classes engage in microaggressions against individuals and groups based on race, ethnicity, gender, gender identity, gender expression, sexual orientation, and/or other groups that are underrepresented and/or marginalized.

	All Respondents								LGBTQ+ Respondents								Respondents from Underrepresented/Marginalized Racial/Ethnic Groups								
	Often		Rarely		Never		Total		Often		Rarely		Never		Total		Often		Rarely		Never		Total		
	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	
Faculty	Race and/or Ethnicity	7.2	8	36.0	40	56.8	63	100.0	111	13.0	3	30.4	7	56.5	13	100.0	23	10.2	5	36.7	18	53.1	26	100.0	49
	Gender, Gender Identity, Gender Expression, and/or Sexual Orientation	5.5	6	31.8	35	62.7	69	100.0	110	13.0	3	26.1	6	60.9	14	100.0	23	4.2	2	33.3	16	62.5	30	100.0	48
	Other Groups that are Underrepresented and/or Marginalized	7.2	8	39.6	44	53.2	59	100.0	111	13.0	3	34.8	8	52.2	12	100.0	23	10.4	5	35.4	17	54.2	26	100.0	48
Students	Race and/or Ethnicity	16.7	18	46.3	50	37.0	40	100.0	108	22.7	5	36.4	8	40.9	9	100.0	22	23.9	11	41.3	19	34.8	16	100.0	46
	Gender, Gender Identity, Gender Expression, and/or Sexual Orientation	9.3	10	38.9	42	51.9	56	100.0	108	22.7	5	31.8	7	45.5	10	100.0	22	15.6	7	28.9	13	55.6	25	100.0	45
	Other Groups that are Underrepresented and/or Marginalized	15.0	16	43.9	47	41.1	44	100.0	107	22.7	5	40.9	9	36.4	8	100.0	22	22.2	10	33.3	15	44.4	20	100.0	45

Table 8. Based on your experiences to date, have you felt safe speaking with a criminal justice professor about issues related to race, ethnicity, gender, gender identity, gender expression, and/or sexual orientation?

	All Respondents		LGBTQ+ Respondents		Respondents from Underrepresented/Marginalized Racial/Ethnic Groups	
	%	n	%	n	%	n
Yes, a criminal justice professor has provided a safe space for me to speak about these issues.	37.8	42	39.1	9	45.2	19
No, a criminal justice professor has not provided a safe space for me to speak about these issues.	5.4	6	13.0	3	7.1	3
I have not needed to speak with a criminal justice professor about these issues, but would feel comfortable doing so.	51.4	57	39.1	9	42.9	18
I have not needed to speak with a criminal justice professor about these issues and would not feel comfortable doing so.	5.4	6	8.7	2	4.8	2