Episode 74: Matthew Lee

# KL: Katie Linder

# KL: You’re listening to “Research in Action”: episode seventy-four.

# [intro music]

# Segment 1:

# KL: Welcome to “Research in Action,” a weekly podcast where you can hear about topics and issues related to research in higher education from experts across a range of disciplines. I’m your host, Dr. Katie Linder, director of research at Oregon State University Ecampus. Along with every episode, we post show notes with links to resources mentioned in the episode, full transcript, and an instructor guide for incorporating the episode into your courses. Check out the shows website at ecampus.oregonstate.edu/podcast to find all of these resources.

On this episode, I am joined by Dr. Matt Lee, an Associate professor of psychology at James Madison University. Matt is a 2017 Fulbright Scholar teaching cross-cultural psychology in Croatia. He specializes in teaching and researching ethnic identity and conflict, and campus climate issues.

Thanks for joining me, Matt.

**ML:** Thanks for having me!

**KL:** So I’m really interested to learn more about your work on campus climate, and I’m wondering if you can just share a little more about that. What does that look like?

**ML:** Um. Well it depends on who you ask, because typically the campus climate looks great for students from particular cultural identity groups and it typically does not look so great for other groups. Um so basically when you’re studying climate you’re looking to see how warm, how inclusive, how dynamic and drastic the environment is versus how cold or exclusive the environment is on campus. So if you have a nice warm climate that means students from many different backgrounds, cultural backgrounds, nationalities, ethnicities, etc. they feel comforted, they feel understood, they feel like the university cares about them. Um but if you have a colder climate or cool, chilly climate, that means one or more student groups feel excluded, discriminated against, or misunderstood. And so it’s just it’s a great question just to ask “What is the campus climate?” Because sometimes if you look at the overall picture, you might be able to discern that seems above average, but when you actually break things down and look at the specific groups, most of the research points toward the fact that students from under-represented groups, and historically marginalized and minority groups typically fair worse in traditional measures of campus climate.

**KL:** Interesting. So I’m wondering what lead you to research in this area. Was there a particular part of your own professional background, or your own research area that kind of got you into this particular part of the field?

**ML:** Yes. Um well I first got my feet wet studying campus climate as part of my dissertation, so this was, this was a long time ago now! Um more than 10 years ago now. I was a graduate student at University of Illinois and I was doing a study on correlating psychological symptoms in the Asian American student community to the perceptions of campus climate. So my hypothesis was that if you were an Asian American students and you had a positive perceptions of campus climate that should correlate with good mental health basically. So um of course the converse would be you have negative opinions of campus climate, maybe you had bad situations and so forth, and as a result you might have more negative mental health or a worse mental health. And so we presented that study maybe six or seven years ago, and it’s been great actually presenting the work at different conferences. And so when I got to JMU, my first year as faculty um serving under diversity comity um there was already some energy on campus devoted to uh trying to understand the campus climate a little more. So I was on um uh a comity trying to understand what is the current campus climate at JMU? How large of a study could we perform, could we conduct, and what lessons could we take away from the climate? And so when I first got started it was a very small sample size and so that work I think built some notoriety or famous work of my research lab. In 2014 our lab was contacted again from colleagues over in um, it was --- College. So right before 2014 we had a brand new LGBTQ list serve for the faculty and staff of communicative issues like partner support, um student retention, and things that are happening in residence halls, things like this. And so people from the list serve said “We want to study the campus climate for LGBTQ faculty and staff. Is this possible?” And so they kicked off by studying backgrounds of the students and I think they said “Okay, you know what? It’s a great time to document what’s happening to our student community as well.” And so that’s how my lab evolved in 2014 and have been doing a lot of work with our data, publicizing our data, working with different offices on campus. My students are really enjoying um the training they’re receiving in the lab as well as being able to make a difference with some of our initiatives that we have cooperated on with different offices, and so project has really grown since 2014. This thing has really changed the direction of my lab, but has also shown us what is possible with this type of research. It’s actually been really exciting, the last year put together what is possible to do with the findings that we’ve collected.

**KL:** That does sound really exciting. I’m wondering if you can talk about how that work connects to the Madison Matters project.

**ML:** Okay so. The Maddison Matters project is the name of the campus climate study that we conducted in the spring of 2015. Um we had partnerships with a number of different offices on campus including the international student office, people from the LGBTQ student group, um I’m trying to think, the um students, the disability services office also collaborated with us. A number of different offices collaborated with us, who were all interested in collaborating data on campus climate. And so we were able to conduct a large study of its kind at our university. We were able to get some funding from a number of different sources to build incentives to participate, and we had over 1400 students complete the surveys; about 8% of the student body. Um so for us that’s fantastic, you have more than a pretty decent sample size considering the size of our university and the limited time frame that we had. Since 2015, so we analyze that data all year and into the summer, since then we have been collaborating quite a lot with the office of access and inclusion on our campus to publicize the data to administrators, high level faculty and deans, other staff members who are interested in you know what our students are saying. One of the very neat things about the way that we did our study was because we were sort of independent, in terms of us being a research lab and not being funded by outside sources. We were able to have control over what the items were that we asked, we were able to get permission from other authors to use their scales, and so we were able to have some psychological measures and not just traditional um measures of campus climate. So the project has grown since 2015, originally it was just conducting a research study for the purpose of LGBTQ list serve to then advocate for more educational resources as well as more other resources for our students, faculty and staff. But because of the validity of the data and the generalizability of the data, many different offices on campus have been asking us questions, partnering with us, collaborating with us because they are also concerned about the campus climate, and my perception is a lot of these offices want to do the right thing; try to use the most current data set to be able to make good decisions on the direction of our program. I can – I’m happy to tell you more about that in detail.

**KL:** Well I think that, you know it sounds like your wok for this is absolutely still on-going. I mean that’s very clear. It’s probably a very rich data set. I’m wondering if you can elaborate on what you think are some of the more impactful findings from the work? And you know maybe that about the direct relationship you have with these other offices, changes that have been made based on what you learned from the study. What are the most impactful findings?

**ML:** Um. This is a great question. So um, in terms of demographics, we—there are some questions that are not asked at our university during the application process, and during the application process is usually where we get a lot of information about things like gender, racial and ethnic backgrounds; um things like this. But our study was able to collect more data on graphics because again, we had some independence in terms of being our own research lab, but we were also able to ask questions about gender identity, sexual orientation, we asked about religion, we also asked about a concept called Ability Status which refers to the presence or absence of a physical disability or mental illness, mental health issues or something like this. We extended some of our demographic categories to allow people to select more than one. Um so if you go to our website for JMU, and this is criticism I have of the administration, is you don’t know how many biracial students there are because there’s no option for biracial students to actually select such an option, which is really unfair if you identify um as coming from his background. And that’s the same for things like gender identity, and sexual orientation and even religion in a tradition category. So I think one of the strengths of our data set is we ask about many different identities that do not typically get asked about during the application process, which is how many universities collect their demographic data. Um and then the second thing that’s very interesting is that if you compare our results to some of the other published campus climate studies by for example Dr. Sue Ingram and her studies, I think there’s some other reports that have been published at the University of Dartmouth, uh as well as uh I believe the University of Kentucky, the University of LA as well. Many of our demographics are similar in terms of what we’re seeing nationwide in the United States, but we would never have known this at the university at JMU if we never asked the questions about sexual orientation, and religion and so forth. So for many of the people that we were presenting the data to, to see that we have a fair percentage of the students identifying as queer, or asexual, which for some people is new term. The fact that many of our students are identifying as transgender, or nonbinary or agender. This is again for many administrators as well as instructors a very new term. I’m pleased that students feel comfortable to share those identities with us, and it pleased me to see that some of these self-categorizations are very similar to what we’re seeing nationwide. So we have more of an ability to say that our campus body is fairly representative of what I think has been happening in recent years with more students and faculty and just the culture changing to be more understanding to I think different categories and different identities. For me that’s been really exciting because we then get to share this with faculty, and staff and students so that they know “Okay, we understand where you’re coming from even though you think you’re from a minority background, we can understand your experience and relate that to some other experience.” So for me that kind of work is just to describe some of the basic demographics that we do have, is a big step up um to help the university understand what some of the opportunities are for building a better and more inclusive climate. So I think that would be the first thing is just the demographics, to know who we have at the university, that’s an important first step.

**KL:** Well we’re going to take a quick break. When were come back we’re going to hear more from Matt about the cultural diversity studies lab that he runs at JMU, back in a moment.

# Segment 2:

**KL:** So, Matt, one of the areas of your work is leading the Cultural and Racial Diversity Studies lab, and I think that often when we think about research and lab we usually think about the sciences, we don’t always think about other areas where there might be research labs. So I’m wondering if we can just start out, what this lab looks like. You know, how is it set up? What is the kind of work it does? Who’s in it? You know it’s obviously not full of science equipment. So what does it mean for you to have a lab?

**ML:** Well, I’d say that our lab is full of science equipment. So psychology, we’re a social science, but our equipment is different from what you might find in a biology lab. We have computers, we have software that helps us to crunch the data, and we have access to programs that help us to present the data in a meaningful way to people. So just in terms of the physical structure in the lab, we have a number of computers, we are also funded for some of the events that we have on campus. Typically to be a student in my lab you have to be a psychology major, but in the past two years we have been hiring media interns to develop social media content for us. So some of our lab, we have access to um video and audio editing equipment, as well as the student issue our media majors use their own equipment so they can edit videos and correct video content at home. Um so that’s sort of the physical structure in the lab, and the lab, to have a lab in our department anyways is to supervise a team of students, usually between 6 and 12 students, and it’s usually organized among topics of interest that you as the professor are interested in. My lab has changed, so when the CARDS lab, Cultural and Racial Diversity Studies lab, when we started out, our state emission is to study the psychological experiences of people of different cultural, majority and minority backgrounds in hopes of using this information to do things like make people less racist, have people more informed about the transgender community, so we have a number of different studies that we’ve been working on in the past few years. Because of the Maddison Matters Campus Climate Study has grown so much, that’s pretty much the main thing, the main topic that we’ve been working on this past year, and I foresee the lab continuing to work on just Maddison Matters at least in the next year or so. It’s just become such a massive undertaking. To staff the project as well as train the students with different software and have students from different majors collaborate and share ideas with one another. It’s actually really exciting as a professor to have my media art majors to talk to my psychology majors about, how do you talk about data? How do you talk about data in an interesting way to an audience on the web who are finding us on YouTube and Facebook? And then also how do you talk about data to a professional audience and faculty? And so I love that we have the energy in the lab where we have people from different backgrounds who have just brilliant ideas about just how to do this. So um I think this is very much the direction that we’re going in with in the next year or two.

**KL:** Awesome. So I’m curious, in a lab like yours, and you kind of eluded to this because of the size of the Madison Matters Project, but how many studies are you typically trying to do or maybe pieces of one larger study that you’re trying to kind of do parallel to each other?

**ML:** Before Madison Matters was around my lab was mostly responsible for two or three studies every semester. This particular upcoming year, um the main focus is only the Madison Matters study, but we have a number of main components that are all sort of in progress and ongoing. For example one thing that we’ve been working on is this humongous document called the Technical Reports, and other funded campus climate studies at other universities, they often hire someone external to the university to write this massive report that details the methodology, the results, limitations of the study, as well as future directions and ideas about how you can use the data effectively to then change that on campus, but I don’t have that luxury. It’s me, and a colleague from the communications department who helps to supervise a lab at times, and then we have my students who are responsible for writing this technical report. That’s just one component of many different components that are happening right now. Um we have a social media arm that is responsible for writing press releases, posting on Instagram and Facebook, creating YouTube content um which involves scripting, casting, editing, blocking, creating bumpers, creating teasers. I mean just so much stuff involved in just creating one, three minute video. You have to find your subjects, create a script. Um often my media students are working in tandem with one another because the work is getting bigger and bigger the more ideas they come up with. Another sort of angle, another part of the project that’s happening is sort of our publicity days which we call Maddison Matters Day, it’s just something that we do every semester, and it’s a day where we are on campus publicizing our results and passing out flyers with links to our websites so people can follow us and on Instagram, or Facebook or whatever. We are often tying these days into some event that is happening on campus, or nationwide or we use the event to even collect additional data. So for example the event that we had this past April, uh we had our third annual Maddison Matters Day, we actually partnered with the Student Government Association, to – with members of the Student Government Association to help collect signatures for a bill that would create gender neutral restrooms on campus, in buildings that had the fittings, and the structures, and the toilets to be able to do that. And so I think the reason why we were contacted to do this, and why this was such a valuable collaboration is because we have data showing that 100% of our transgender student sample reported difficulties in feeling understood on campus, feeling like they could find the correct quote on quote locker room or restroom on campus and so forth. And so students in my lectures said, “Well we can do something about this! We have data that matches with what the Student Government Association wants to do, let’s help them collect signatures and then those signatures can then go to the next office to make a decision about it.” So I think that we’re sort of waiting for that right now, but that’s another component of our research that is figuring out. As a psychology major, you typically will write a paper in APA style and submit it to your professor, which my students still do. However, thinking about a different kind of audience and how you talk about campus climate research to allay audience to majority. You know, we talk to a lot of first and second year students in particular because we see just so many of them on campus. So how do you talk about this research in a way that’s effective and they can understand? And they might not need to understand technicalities and vocabulary, but how do they understand the value of the research and the fact that their experiences matter to us and we counted them in our data sets. So that’s another piece of what’s happening. The fourth piece is that we’re writing manuscripts. We have two manuscripts kind of in progress right now. Um hopefully gives you a sense of what the extent is on this project and lab, it’s a rather large project and that’s why I have such a large team of psychology majors and visual arts majors. We need this energy, and we need students who really care about social justice as well as learning skills in data management and data communications, but I’m excited about the direction and I’m really enjoying the partnerships with offices who are showing kind of how much they care about climate because they want to do something to make their program current and to match the things that are happening according to our data set.

**KL:** Well, Matt, your lab’s plate seems very full, thank you for sharing some of the different things that you are doing! We are going to take another brief break when we come back we’ll hear a little bit more from Matt, back in a moment.

# Segment 3:

**KL:** Matt, I think one of the really interesting things about your work is you’re trying to communicate it out to so many different stakeholder groups, and I would love to hear how you are strategizing about research dissemination, so can you tell me a little but more about that and how that works with in your lab?

**ML:** Okay, yes. Wow, that’s a really excellent question! Um so our lab is using some of the traditional forms of research dissemination, um we’ve been presenting our work at national psychology conferences as well as we’re hoping to get into an education conference as well, and we are pursuing the writing and hopefully publication of at least one manuscript within the next year. We have another manuscript that we’re working on and it’s in progress as well. Um but in some of the other methods of data dissemination, I think have become more novel to us because of student interests in the lab. I just happen to have students that are very creative, and have come up with a number of different ways for us to disseminate data. It started in the spring of 20 – wait what year? Spring of 2016, had to think back. Spring of 2016 was our first Maddison Matters Day that was a specific day where we hired or we rented out a spot on campus to publicize our data. It was very interactive, we had people write on white boards why thy cared about diversity; we had that filmed. We also had a big scroll where people could write down specific ideas for the administration on how to make campus climate more inclusive and how to improve the climate, and so we were collecting data that day, we were disseminating data. It was a super creative outlet um, and since then it really has exploded. So we now have a social media team responsible for creating web content and short video clips about student experiences from specific backgrounds. For example we have one clip about what it’s like to be an Asian International student at JMU. We have another clip, which I think is our most watched clip, about what it’s like to be a black student at JMU. Um we also have a few clips asking students to react to some of our findings to see if they’re surprised, if they have a connection to the findings, if they are not surprised maybe because they know these experiences are more widespread. Um and then following that, we had a series of meetings with faculty and staff which we actually called stakeholders meeting, so this was a long term development that we developed with our office of access and inclusion, where at the beginning of the semester they knew we had the data set, so they set two dates in time for I believe October and November for really important people from the university to come meet us, hear about the data, receive a brief report about the data, and then have our contact information so they could follow up with more specific questions or if they want to brainstorm something for their office, um they were welcome to do that. And so after those stakeholder meetings our inbox flooded and so we started creating small reports to the nursing department, to some people in the education department, the library – somebody from the library system emailed us to ask if we could pull out all of the data on discrimination that happened in the library and they actually were also interested in whether trans students were being discriminated against in the library, because I think the staff were also thinking about the bathroom issue. We were successful um, and my understanding is that the staff was successful in using our data to pursue more a gender neutral program in the libraries. So we’re using very nontraditional methods to get our data out, but it has been so much fun, and a learning experience for me as well. in the past year I have learned about video and audio editing, I’ve been learning about YouTube and Twitter and all these new things that, I mean, Snapchat filters is not something that’s part of my daily vocabulary but the students say, “This is what we use to communicate, so you need to get on this if you want to tap into the student community.” And I’m very fortunate to have such bright student in the lab who can figure out how we can communicate in very difficult complex concepts and statistics in a way that is much more easily understood by our very varied audience. Um I should also add, we have also been involved with um collaboration with a very important office in our, a program on our campus called the Center for Multicultural Student Services, so that’s CMSS, and they’re sort of one of the homes for students from really all cultural backgrounds, but many students who are Black, Latino, Asian American, Native American. Many racial minorities, ethnic minorities who find this as a very safe place to visit. So we had a massive collaboration with them just over a year ago, it was one of the biggest events they ever had where over 200 people showed up, we were so shocked to have so many people. The mission of the event was to talk about, um, for students to talk about their own experiences of some of the findings in the data set. So for example, we found evidence of female students feeling much more uncomfortable than male students, we found evidence of queer and gay students feeling a lot more unsafe and uncomfortable and misunderstood compared to our heterosexual students, and so forth. And so we were able to formulate this really cool strategy where students could go to different parts of the room to have much more in depth conversations about what their personal experiences were like on campus, and to connect with other people that they didn’t even know, but to just realize that experience that they were going through is not just unique to them. There are other people who are seeing things with the same eyes, and for us to be able to help create a space where people felt safe, and understood and felt connected to the data, and to see how their experience was connected to someone else who was coming from a low income background, or they can connect to someone else who is coming from an international background was just fantastic to see. Um my students and I say that this has really been one of the highlights of the project, is that having these high level collaborations with um administration has been key in helping to get the data out. So that would be a tip that I would advise to other researchers interested In more novel, but possibly more effective ways of connecting to the audience; is that the partnerships you can build with administrators as well as specific audiences really helps to build a cache of what the product is about. And so for students to contact us saying, “Oh I heard about Madison Matters, you guys care about international students, could we do a project together?” Just people hearing about us, um it’s really nice to feel so, and rewarding to hear um just how valued were are by other people in the JMU community, and so I highly recommend that researchers consider building these relationships. This is not something they teach you in graduate school, we’re learning methodology and content usually, but this is like social politics and relationships. This is really so important in helping to get the data out in a really effective way.

**KL:** So, Matt, it occurs to me that a lot of researchers do not have the situation where the results of their work is being directly applied on their own campuses, and I would imagine there are challenges that come with that. Can you speak to that? Because that’s a pretty unique situation to find yourself in I think.

**ML:** This is a very unique situation. I am surprised, in a good way that we have these ongoing partnerships with different offices who are using our data in an effective way to help create some new and innovative programming for their offices, but I agree there have been some challenges as well. Um one piece of advice that I have is to think about where you are in your career trajectory. So a project like this I think might be really hard to get off the ground if it’s seen as controversial and if you’re not tenured yet. So for me I think one of the benefits of being in this research is I’m tenured, I’ve been tenured and it’s coming at a time where I think so many people are talking about these issues, because what’s happening at the university campus climate is really similar to what’s happening in work place climate, it could be similar – it is similar to what’s happening in high school climate. And so the timing I think of what’s happening in the culture, as well as where you are in your career is Important to consider. Um I don’t necessarily recommend this as being something you do straight out, it takes a lot of time actually to build these relationships with other folks on campus who can see the value of this and don’t need to be convinced of the value of this to want to work with you more down the line. So as you side I think my lab and myself we’re just very fortunate to be in the position we are. Where people want to work with us and they see the value of it. It’s also been great fun to learn from one another and to see the potential of “What can be done with Research in Action” as a work. It’s really fun to see that we can achieve some of the efficacy with some of the work that we have.

**KL:** Well, Matt, I think that your work is fascinating. I want to thank you so much for coming on the show and telling us a little but about what is going on with Maddison Matters and your campus climate work. Thanks so much!

**ML:** And thank you so much!

**KL:** Thank you also to our listeners for joining us on this week’s episode of Research in Action. I’m Katie Linder, and we’ll be back next week with a new episode.

# Show notes with links to resources mentioned in the episode, a full transcript, and an instructor’s guide for incorporating the episode into your courses, can be found at the show’s website at [ecampus.oregonstate.edu/podcast](http://www.ecampus.oregonstate.edu/podcast).

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# Bonus Clip #1:

**KL:** In this bonus clip for Episode 74 of the “Research in Action” podcast, Dr. Matt Lee discusses his research on ethnic conflicts and identity – take a listen.

**KL:** So, Matt, I feel so fortunate that you’re recording with me because you are currently in Croatia on your folk right, and we had to work with all of these different time zones just to make sure that we can do this recording. Your there working on your research in Ethnic Conflict and Identities. So I’m wondering if you could just tell us a little but about that work, which is probably a little different than your campus climate work.

**ML:** Yes! I mean there’s some similarities and there’s some differences. Most my work centers on teaching classes here on cross cultural psychology, but I’ve also been traveling all over the country giving short talks about campus climate and campus conflict. And the audiences, because they’re so familiar with the lure, they can see the direct correlation between different kinds of – for example racial conflict that I’ll talk about as a result of campus climate research and tie it to what’s been happening here in the Croatian context. So it’s a very, I have found there to be very open minded audiences who are able to make connections between the work I’ve been presenting, as well as ideas about how to do things in a different way in their research or in the classroom to make it more inclusive. So um it’s been great fun, I really enjoy seeing the students in particular, the students seem so taken by this; so I’m American but I’m also Asian American, and I speak some Croatian, so the audience is like “Who is this guy? I totally trust him already because he knows something about our culture and he knows some historical facts.” And so I have this really neat sort of buy in from the audiences I’ve been working with in the past few months. And it really has been fantastic meeting people all up and down the country, so I highly recommend people apply to one of these folk rights, you can really get a neat perspective on things.

**KL:** How much time is left in your trip?

**ML:** Um. One day [Really?]! Yeah I just turned in my office keys yesterday, and then tomorrow I’m also helping create YouTube content for a blog that I’m doing about my time in Croatia, so tomorrow is my last day of filming and then that’s it. I fly back to the states on Thursday.

**KL:** That is incredible I had no idea about the timing of that. That’s so fun. So I’m curious, what is the thing you’re going to miss the most about Croatia, and the thing you’re looking forward to the most about coming back to the states?

**ML:** That’s probably the people and the food. I have just met so many konobar here, the waiters just seem to love me, and want to like hug me and pat me on the back. And I’m missing my friends and the food back home. I’m craving root beer and Thai food right now, so I can’t wait go back to the states and get a nice bowl of Pad Thai or something when I get home. That’s a fun – that’s a great question!

**KL:** Well we wish you safe travels home, Matt. Thank you so much for sharing a little bit about your work in Croatia!

**ML:** You’re very welcome. Thank you.

**KL:** You’ve just heard a bonus clip from episode 74 of the “Research in Action” podcast with Dr. Matt Lee discussing his research on ethnic conflicts and identity area – thanks for listening!

**Bonus Clip #2:**

**KL:** In this second bonus clip for Episode 74 of the “Research in Action” podcast, Dr. Matt Lee discusses how campus climate data is creating change at JMU – take a listen:

**ML:** The efficacy is continuing, Katie. We are partnering with at least three of four different offices that I know of. I need to get a recap of this when I get back to the states so I can plan out exactly who we’re partnering with, but several offices on campus have reached out to us this pass year to improve their training for their staff, so one example is the residence life office. They contacted us to get some data on discrimination that students were recording occurred in the residence halls to see what were the most common types and then what were the most common forms. So when we talk about different types of discrimination, we’re talking about sexism, racism, homophobia, um ableism. Things like this. And then in different forms, we’re talking about were there maybe social media post? Were you physically excluded, or verbally assaulted? Um so with this data set, we were able to present this data to staff members from residence life who then said “Okay, we’re going to make things really current for our residence life staff so they know better how to intervene as well as they have a better understanding of what might happen for the next years group of students.” So that’s just one of our collaborations. We’re also partnered with the university health center to improve their bystander intervention training. This is something typically used or historically used to prevent sexual assault and we still intend to do this, and we’re also noticing the high level – the high number of students that are reporting homophobic behavior happening in the residence halls and racist, macroaggressions happening even in the classroom. Um so we’ve been partnering with the staff over at university health center just to try to bring in some other ideas about places where students can learn some new techniques about how to intervene in a situation that is culturally insensitive or downright offensive. We’re seeing an uptake in this ever since the election um in November, and not just at JMU but nationwide. So I’m please to see these offices really interested in “what are students saying is happening and then what can we do about it as a community?”

**KL:** You’ve just heard a bonus clip for Episode 74 of the “Research in Action” podcast with Dr. Matt Lee discussing how campus climate data is creating change at JMU – thanks for listening!