

Race and Class: Racial Microinsults in St. Olaf Classrooms

Emma Beahler, Kellis Brandt, Michelle Olson, and Anna Perkins

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Professor Ryan Sheppard
St. Olaf College
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Executive Summary

In the fall of 2017, the Sociology/Anthropology 371 course conducted research on racial microaggressions in the classroom. We sent an anonymous online survey to 2,844 students at St. Olaf College. We received 718 responses, a 25.25% response rate.

Prior studies done on microaggressions have focused on the experiences of students and faculty of specific racial and ethnic demographic groups at a variety of institutions of higher education. Our study focuses on proactive and reactive responses to microaggressions, microaggressions in course materials and curriculum, and the impacts of microaggressions on students. We broke microaggressions down into microinvalidations, microassaults, environmental microaggressions, and microinsults, the topic of our team's research (Sue et al.). Our research focuses on three research questions: How often do microinsults occur in classes at St. Olaf (when perpetrated by students and professors)? What types of microinsults occur in St. Olaf classrooms? Who are the targets/observers of microinsults?

The most important results of our research are:

- People who observed or experienced a specific type of microaggression were more likely to observe or experience other types of microaggressions.
- Students of color are more likely to report observing or experiencing microinsults than white students.
- International students are more likely to report observing or experiencing microinsults than domestic students.
- Students with fine arts and humanities majors were more likely to observe or experience professor-to-student microinsults than students with majors outside of those departments. Students with natural science/mathematics majors were less likely to observe or experience professor-to-student microinsults than students with majors outside of those departments.
- 59.9% of respondents have observed or experienced a student stating or implying a racial, ethnic, or national stereotype about a group of people at least once in the last semester.
- 35.5% of respondents have reported observing a professor focusing uninvited attention on a student of color or international student at least once in the last semester.
- Female-identifying students are more likely to report observing or experiencing microinsults perpetrated by both professors and students than male-identifying students.

Based on our research, we offer three recommendations:

- Require a mandatory training for all professors on racially or ethnically motivated microinsults.
 - Provide them with strategies to prevent, recognize, or respond to microinsults both from themselves and from students.
- Give professors the tools to facilitate productive, respectful discussions about race in their classrooms, regardless of their department.
- Require mandatory racial and cultural sensitivity training for all students (The Collective's Demand 1B), using a different, more effective provider than Diversity.edu..

BACKGROUND AND LITERATURE

Many scholars contend that racism in the United States has become manifested in more subtle, covert forms over the past few decades. Psychiatrist Chester Pierce coined the term “microaggression” to describe this growing form of racism, highlighting its insidious nature and prevalence in American society (Pierce 1974; found in Minikel-Lacocque 2013). Like all forms of racism, microaggressions are present in all aspects of U.S. society, including higher education.

Over the past several decades, microaggressions on U.S. college campuses have been the focus of a significant amount of social science research. The literature on this topic has investigated a number of sub-themes including microaggressions at different types of higher education institutions such as large research universities (Harwood et al. 2015), community colleges (Suarez-Orozco et al. 2015), and Predominately White Institutions (Parker et al. 2016; Harper 2013; Minikel-Lacocque 2013; Yosso et al. 2009); experiences of microaggressions by different groups of students such as black male undergraduates (Parker et al. 2016; Harper 2013), Asian-American undergraduates (Museus and Park 2015), and Latinx students (Minikel-Lacocque 2013; Yosso et al. 2009); and the experiences of microaggressions by faculty of color (Ford 2011; Garcia 2005; Pittman 2010).

While racism can be found in all aspects of higher education, we are particularly interested in the occurrence of microaggressions in the classroom. Unlike non-academic areas of college campuses, the classroom is a place all students must continually frequent as they pursue their degrees. Moreover, little research has been done on racism at liberal arts colleges, and we hope our research will help fill this gap in the literature.

Taxonomy of Microaggressions

Sue’s taxonomy of microaggressions serves as an useful model for understanding and conceptualizing racism in the classroom. Sue divides microaggressions into four categories of microassaults (overt racial put-downs such as racial epithets that intend to hurt the victim), microinvalidations (often unconscious verbal or nonverbal acts that negate or annul a person of color’s experience or reality), environmental microaggressions (systemic, institutional microaggressions), and microinsults (often unconscious, rude verbal or nonverbal acts that belittle someone’s racial identity). Microinsults can include making assumptions about intelligence or criminal status, pathologizing cultural values, or treating a person of color as a second-class citizen (Sue et al. 2007). Other approaches to understanding contemporary racism include the categorization of racism into three classifications: institutional (e.g. systemic policies/practices), cultural (e.g. certain cultural practices being privileged over others), and individual (Museus and Park 2015). Due to the massive scope of the topic of microaggressions, our research focuses on the occurrence of microinsults in the classroom.

Microinsults

None of the literature reviewed focused solely on the occurrence of microinsults in the classroom. However, the occurrence of microinsults in classrooms was often discussed alongside the occurrence of other types of microaggressions in a variety of campus locations. Across the literature on microinsults, two interconnected subtopics emerged: the type of microinsult (assumption of intelligence, marginalizing/insulting non-normative culture or traditions, etcetera) and the direction of the microinsult (student-to-student or professor-to-student). Since the discussion of the type of microinsult perpetrated is inseparable from the discussion of the context in which it occurred (i.e., its direction), we will present our review of the

literature on microinsults within the general categories of student-to-student microinsults and professor-to-student microinsults.

Student-to-Student Microinsults

Literature on student-to-student microinsults discusses four subtypes of microinsults: making statements about an individual or group of people based on ethnic or racial stereotypes, making assumptions about intelligence, avoiding students of color in class, and focusing unwanted attention on students of color.

Both Suárez-Orozco et al. (2015) and Yosso et al. (2009) report that classmates made comments that stereotype students of color based on their race or ethnicity. For example, a student commented on how an Eastern European student was spying, unintentionally implying that all Eastern Europeans are spies (Suárez-Orozco 2015). Yosso et al. (2009) reports that students made racialized comments about the work ethics and origins of Latinx students on campus.

Museus and Park (2015) report that white students made assumptions about the intelligence of Asian students based on their race/ethnicity, believing that they were inherently smart and therefore did not earn the good grades they received.

Many studies note examples of white students avoiding sitting next to students of color in their classes (Harwood et al. 2015, Minikel-Lacocque 2013, Museus and Park 2015, Parker et al. 2016). Museus and Park (2015) report that white students avoided making friends with an Southeast Asian student because they assumed the Southeast Asian student was from the “ghetto” and was therefore dangerous.

Studies also report that white students often focus unwanted attention on students of color by staring at them in the classroom (Harwood et al. 2015, Minikel-Lacocque 2013, Parker et al. 2016).

Professor-to-Student Microinsults

Literature on professor-to-student microinsults discusses two main subtypes: making assumptions about someone’s intelligence or linguistic ability based on their race or ethnicity, and making stereotypes about groups or individuals based on their race or ethnicity. Instructors that perpetrate microinsults are all over the spectrum in terms of age, gender, and race/ethnicity (Suárez-Orozco et al. 2015).

Suárez-Orozco et al. (2015), Harwood et al. (2015), and Harper (2013) report that professors often assumed their students had high or low intelligence or linguistic ability based on the student’s race or ethnicity. Suárez-Orozco et al. observed that an instructor called on an Asian student in class, and shouted “English channel!” when the student did not respond immediately (2015:156). Another Asian student had a similar experience when asking an instructor to slow down: the instructor responded with “Hey everyone, I guess I have to slow down for the Chinese girl” (Harwood et al. 2015:9). Harper (2013) explains that some white professors are taken aback when black students do well in class discussions or on papers, suggesting that professors had made race-based assumptions about intelligence.

Harwood et al. (2015) also report that professors often state racial or ethnic stereotypes during class about a group of people or about a student in the class. One student recalled that a

professor casually stated that Native Americans practiced cannibalism, and that he knew this from watching a documentary (Harwood et al. 2015). In another class, a professor lectured about how to encourage kids to achieve their goals, using the example of a White student who wanted to go to college and a Latino boy who wanted to work at Burger King (Harwood et al. 2015).

Drawing upon our review of the literature, our study examines three research questions:

1. How often do microinsults occur in classes at St. Olaf (when perpetrated by students and professors)?
2. What types of microinsults occur in St. Olaf classrooms?
3. Who are the targets/observers of microinsults?

RESEARCH METHODS

Data Collection

Our research was part of a larger study on microaggressions in the classroom conducted by the two sections of students in the St. Olaf College Sociology/Anthropology department's course "SOAN 371: Foundations of Social Science Research: Quantitative Methods." The study was conducted to assist with the St. Olaf College project "To Include Is to Excel" which is funded by a grant from the Mellon Foundation. We conducted a focus group in order to better understand student views of and experiences related to microinsults and to thus better construct our survey questions and conceptualize and operationalize our main constructs. We collected our data in the fall of 2017 at St. Olaf College using an anonymous online survey sent to most of the student body.

Variables

The dependent variables in our study were aspects of microinsults: the *specific types of, amount of, and targets/observers of racial microinsults that occurred in the classroom during the first 11 weeks of the semester*. Our survey was open from November 14 through November 23, 2017. The independent variables in this study were the *respondents' basic demographics*, such as race, gender, nationality, expected graduation date, and major.

To measure the dependent variables, we created two matrices. The first matrix asked: "How many times have you observed a *fellow student* do the following things *towards you or another student*?" The other matrix asked: "How many times have you *observed a professor* do the following things?" Both matrices asked respondents to think only about microinsults that occurred *this semester* at St. Olaf during their classes. To measure the dependent variable *specific types of microinsults*, the Student-to-Student Microinsult Matrix included seven indicators that asked about specific instances of microinsults such as "stated or implied a racial, ethnic, or national stereotype about a general group of people" and "appeared to assume a student has a high or low intelligence based on their race, ethnicity, or nationality (such as acting surprised when a person of color does well on an exam or assuming they will perform well on technical tasks)." The Professor-to-Student Microinsult Matrix included six indicators, such as "focused uninited attention on a student of color or international student", and "appeared to avoid calling on a student or interacting with them based on their race, ethnicity, or nationality" [see Appendix A for complete matrices]. To measure the *amount of microinsults*, we provided three response categories in each matrix: "Never," "1-2 times," and "3-4 times", and "5 or more times". We then summed the response scores to create two indices: Student-to-Student

Microinsult Index and Professor-to-Student Microinsult Index. We also included an open-ended question at the end of the survey that invited respondents to share any additional experiences, observations, or comments.

To measure *targets/observers of microinsults in the classroom*, we analyzed the relationship between scores on the matrix items, individually and as an index, to demographics such as race/ethnicity, gender, nationality, expected graduation date, and major. To measure *targets/observers of microinsults in the classroom* we asked “Have you been a target or observer of any racial microaggressions in your classes this semester?” and provided the response categories of observer, target, both observer and target, and neither (see Appendix A). To analyze data from this question, we grouped the categories into “target/observer” or “neither” and ran bivariate analysis with race/ethnicity.

The indicators in the matrices comprised our operational definition of microinsults, and each item served as an indicator for a specific part of our conceptual definition of microinsults (Neuman 2012). Adapted from Minikel-Lacocque’s typology of microinsults, our conceptual definition of microinsults in the classroom is *verbal or nonverbal, often unconscious actions that reinforce the marginalization of non-normative (often non-white, non-western) cultures, races, ethnicities, or nationalities by treating a student as a representative of an entire race or ethnicity, excluding or making a student feel unwelcome due to their ethnicity, race, or nationality, making assumptions about a student’s intellectual or linguistic ability, as well as making statements about an individual or a group of people based on ethnic, racial, or national stereotypes* (Minikel-Lacocque 2013).

We measured the independent variables *respondents’ demographics* by asking for basic demographic information at the end of the survey, including respondents’ graduation year, gender identity, race/ethnicity, status as a domestic or international student, and major. We asked open-ended questions on the survey about respondents’ gender identity and race/ethnicity so respondents would not be limited to pre-set response categories. While we recognize the validity of all gender, racial, and ethnic identities, we had to collapse each variable into two categories in order to run statistical tests (male/female for gender and students of color/white students for race and ethnicity). We grouped the categories for major into the following five divisions used at St. Olaf College: Natural Science major or not, Social Science major or not, Fine Arts or not, Humanities or not, and Interdisciplinary and General Studies or not. Many students at St. Olaf have more than one major, often in different disciplines, and this grouping allowed us to have response categories that were mutually exclusive and enabled us to run statistical tests.

Validity

To achieve measurement validity, we worked to ensure that our conceptual definition of microinsults matched our operational definition and that our conceptual definition was consistent with empirical reality (Neuman 2012). We created a conceptual definition of microinsults by consulting previous studies, conducting a focus group, and comparing our definition to the definitions of other kinds of microaggressions, as conceptualized by the other research teams working on this project, so that the definitions would not overlap. In particular, we drew upon Sue et al.’s definition of microinsults as often unconscious, rude verbal or nonverbal acts that belittle someone’s racial identity (2007). We developed and refined our conceptual definition of microinsults by conducting a focus group. Focus group responses highlighted the realities of racism particular to St. Olaf College as well as the specific types of microaggressions and microinsults experienced by St. Olaf students. These responses aided in the operationalization

of our conceptual definition: the majority of our survey questions addressed instances of racial microaggressions discussed in the focus groups.

To achieve content validity, we specified the full content of our conceptual definition of microinsults and ensured that each aspect of our conceptual definition was represented in our survey questions (Neuman 2012). For example, the aspect of our conceptual definition “treating a student as a representative of an entire race or ethnicity” was represented in the index item “gave unwanted special attention to a person of color (such as looking to them to answer questions, especially on topics of race, asking for the “POC perspective”).” Additionally, we achieved face validity by having our SOAN 371B peers and professor review our survey questions; they agreed that our indicators actually measured our construct of microinsults (Neuman 2012).

Reliability

To ensure reliability, we clearly conceptualized our construct of microinsults by consulting the literature, our peers and professor, as well as focus group responses (Neuman 2012). To further ensure reliability, we used indicators that were as precise as possible. Our response categories “Never,” “1-2 times,” and “3-4 times,” and “5 or more times” were ordinal measures (Neuman 2012), which was the highest level of measurement we could use, and the highest level of precision we could achieve, based on our conceptual definition. We increased reliability by using these ordinal response categories instead of asking whether or not students had observed microinsults and using the less precise, nominal measures “yes” and “no” (Neuman 2012). To further increase reliability, both sections of SOAN 371 pilot-tested a draft of the survey before we administered it to our target population (Neuman 2012). Through this piloting process, we clarified our conceptual definition of microinsults as well as the wording of our survey questions so we would get reliable responses.

Sampling

The target population for this research project was the approximately 3,000 students enrolled at St. Olaf College, a predominantly and historically white, private, liberal arts college in Minnesota (“St. Olaf Full-time Enrolled Students, Fall Semester” 2017). The survey invitation was sent to all current St. Olaf students studying on-campus and not enrolled in our research course, SOAN 371 (2,844 students). We sent the survey to such a large number of students because our results have the potential to influence classroom and curriculum at St. Olaf College. Given the low number of international students and students of color at St. Olaf, we wanted our sample size to be large enough to capture responses from as many of them as possible. Data from them would be more likely to capture the experiences of being targeted by racial MIs than data from white, domestic students, and their experiences as targets might mean that they would also be more likely to notice when other students were targeted.

Of the 2,844 students who received our survey invitation, 718 responded (a 25.2% response rate). Of the respondents who answered our demographic questions, 59.5% were female (427), 29.0% were male (208), 0.4% identified as transgender (3), and 1.9% identified as nonbinary (14). In terms of class year, 25.2% of the respondents were first-years (181), 25.5% were sophomores (183), 21.3% were juniors (153), and 20.1% were seniors (144). In terms of race/ethnicity, 0.4% of respondents identified as American Indian or Alaska Native (3), 7.9% as Asian/Asian-American (57), 1.5% as Black/African-American (11), 2.8% identified themselves as Latinx (20), 5.2% as multiracial/multiethnic (37), 0.1% as Native Hawaiian or Pacific Islander

(1), and 65.6% as white (471). In addition, 5.0% were international students (36) and 95% were domestic students (682).

Ethics

The main risks involved in our research process concerned survey questions that asked about potentially sensitive topics, the need to protect respondents' privacy, and the need to ensure informed consent. Our study met the standards of St. Olaf's Institutional Review Board, as it followed the ethical principles of respect, beneficence, and justice (Institutional Review Board 2017). Furthermore, all of the SOAN 371 students completed the online ethics course "General Social and Behavioral Investigations" through the Collaborative Institutional Training Initiative (CITI), earning a three-year research certification.

To ensure respect for persons and informed consent, we informed participants about what the research procedure would involve before they agreed to be part of the study (Neuman 2012). A link to the survey was sent via email to all St. Olaf students, and the email explained that our survey was about microaggressions in the classroom. We stated that some of the questions may involve sensitive topics. Furthermore, we emphasized that participants were free to skip questions or stop at any time. Students were able to make an informed decision about whether or not they wanted to complete the survey based on that information. Although the survey was voluntary, we incentivized responses with the opportunity to win cash prizes.

We also made sure to protect the privacy of those who participated in our study. We did not ask for participant names on the survey and did not disclose any identifying information collected through our demographic questions (Neuman 2012). Keeping responses anonymous protected the beliefs, behaviors, and backgrounds of participants (Neuman 2012). By keeping the participants nameless, we enabled the participants to safely share personal information without the fear that the information could be traced back to them.

RESEARCH RESULTS AND DISCUSSION

Univariate Analysis: How often do microinsults occur?

The histogram below (Figure 1) shows the frequencies of scores on our Student-to-Student Microinsult Index as reported for the first 11 weeks of the semester. The maximum total score a student could have had is 40, which would mean they reported observing all 8 types of microinsults 5 or more times. The mean total score of all respondents was 4.6, while the mode was 0 and the standard deviation was 6.24. This indicates that while the majority of students observed zero student-to-student microinsults, there was a wide range of experience and some students observed many student-to-student microinsults.

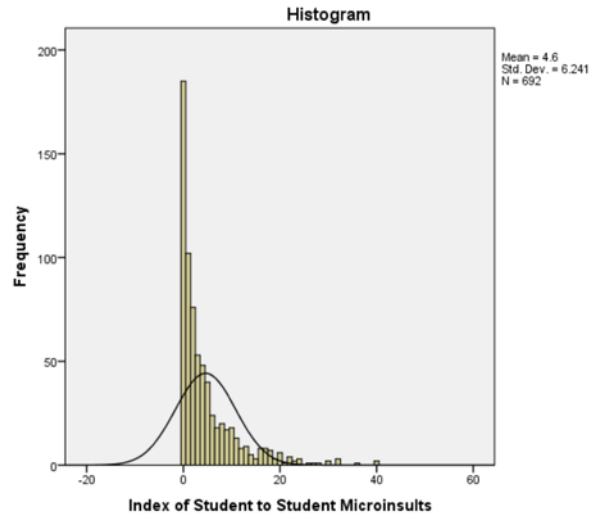


Figure 1. Frequency of Student-to-Student Microinsults

The histogram below (Figure 2) shows the frequencies of scores on our Professor-to-Student Microinsult Index. Again, the maximum total score a student could have had is 40, which would mean they reported observing each type of microinsult 5 or more times. The mean total score of all respondents was 2.05, while the mode was 0 and the standard deviation was 4.141. Similar to the results shown by the Student-to-Student MI histogram, this indicates that while a plurality of students observed zero student-to-student microinsults, there was a wide range of experience and some students observed many student-to-student microinsults. A comparison of the two sets of scores also indicates that students reported observing relatively fewer professor-to-student microinsults (mean = 2.05) than student-to-student microinsults (mean = 4.60).

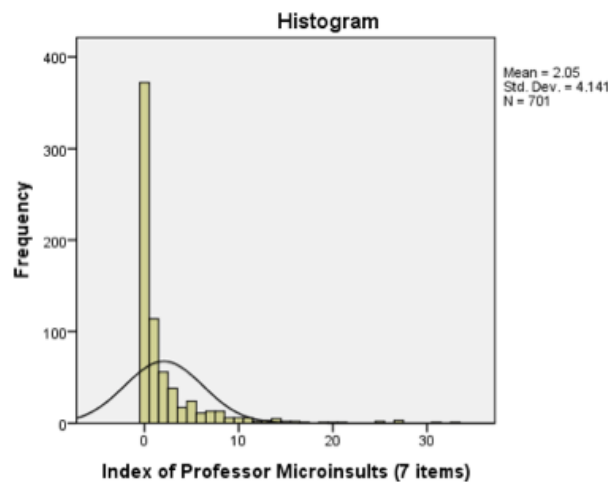


Figure 2. Frequency of Professor-to-Student Microinsults

Both histograms are positively skewed (clustered on the left, with a “tail” to the right), meaning that many students surveyed reported they had never observed or experienced microinsults from professors or students. However, these are simple frequencies and do not consider the role of independent variables such as race/ethnicity, gender, and major to determine if any group of students experiences or observes racial microinsults disproportionately more than another group of students. It is important to note that the majority of survey respondents were white (65%) and thus less likely to be conscious of racial microinsults (and thus more likely to

report never observing them) due to their privilege and positionality (i.e., how their place in the social world as white people blinds them from realities of inequality and racism other groups of people experience).

Univariate Analysis: What types of microinsults occur?

As stated above, we found that student-to-student microinsults were more likely to occur than professor-to-student microinsults. Results from our matrix question show variation across specific types of microinsults. See Table 1A below.

Table 1A. Student-to-Student Microinsult Matrix

	Never	1-2 times	3-4 times	5 or more times
Stated or implied a racial, ethnic, or national stereotype that <i>targeted a student</i> in the class	66.8%	22.6%	7.9%	2.8%
Stated or implied a racial, ethnic, or national stereotype about a <i>group</i>	40.1%	38.7%	14.2%	7.0%
Appeared to assume a student has high or low intelligence based on their race, ethnicity, or nationality (such as acting surprised when a person of color does well on an exam or assuming they will perform well on technical tasks)	74.4%	17.9%	5.3%	2.4%
Focused uninvited attention on a student of color or an international student	60.7%	24.5%	11.5%	3.2%
Belittled or made fun of someone's racial, ethnic, or national background	79.7%	15.3%	3.7%	1.4%
Questioned or assumed someone's ability to speak English based on their race, ethnicity, or nationality (such as acting surprised at their mastery of English)	65.9%	24.3%	6.6%	3.2%
Excluded or tried to exclude someone from a group project or activity, or didn't welcome them, based on their race, ethnicity, or nationality	85.7%	10.3%	2.8%	1.3%
Avoided sitting next to someone or interacting with them based on their race, ethnicity, or nationality	76.0%	16.5%	3.9%	3.5%

Results from our Student-to-Student Microinsult matrix showed that the most common microinsult students reported observing was “Student stated or implied a racial, ethnic, or national stereotype about a general group of people,” as shown in Table 1A. Of the respondents who answered this question, well over half (59.9%) reported observing this at least once in the first 11 weeks of the semester. Several examples of a microinsult of this nature appeared in the responses to our open-ended question near the end of the survey. For example, one student stated:

In my anthropology class, we were reading an ethnography about the Iroquois and in a class presentation, the students leading it put up a picture of the Iroquois Soccer Team and the white student leading the discussion said she was surprised at ‘how normal they look.’

This finding fits with prior scholarships. Harwood et al. found that “listening to the perpetuation of unaddressed stereotypes during classroom discussion” was one of the most common microaggressions on the University of Illinois, Urbana-Champaign campus (2015:6). Among the participants in the University of Illinois study, 51% reported experiencing or observing stereotypes in the classroom (Harwood et al. 2015:1).

There are several possible reasons why the group-stereotyping microinsult was observed most frequently. First, it is a *verbal* microinsult, which makes it much easier to observe and interpret than a nonverbal microinsult such as “Excluded or tried to exclude someone from a group project or activity, or didn’t welcome them, based on their race, ethnicity, or nationality.” Stereotypes about general groups of people are often unconscious and deeply ingrained. Generalized stereotypes might be more common than those targeted at specific students in the classroom because it is easy to continue to believe a stereotype in the abstract and believe individuals to be the exception.

The other most common student-to-student microinsults were “Student focused uninvited attention on a student of color or an international student,” which 39.3% of respondents reported observing at least once, and “questioned or assumed someone’s ability to speak English based on their race, ethnicity, or nationality,” which 34.1% of respondents reported observing at least once. Students of color at the University of Illinois report that they are often stared at and expected to provide the perspective of their racial or ethnic group during class discussions (Harwood et al. 2015:10).

Our Professor-to-Student Microinsult matrix (see Table 1B) shows that the most common professor-to-student microinsult was “focused uninvited attention on a student of color or an international student,” with more than one-third (35.5%) of all respondents reporting observing this at least once in the first 11 weeks of the semester. One example of this that appeared in the responses to our open-ended question was:

There have been times (in a previous semester) an art history course where students of color have been called on to answer questions because they were of similar or the same race as the artists being discussed.

A possible explanation for why this was the most common professor-to-student microinsult is that professors may not realize that giving special attention to students of color and international students is harmful to these students. As Harper notes, several studies of Black students at PWIs have found that professors and other students expect black students to participate in class discussions on “race, poverty, or people of color,” and that black students “from rural and suburban areas are presumed to possess expertise on Black affairs in urban contexts” (Harper 2009:191).

Table 1B Professor-to-Student Microinsult Matrix

	Never	1-2 times	3-4 times	5 or more times
Stated or implied a racial, ethnic, or national stereotype that <i>targeted a student</i> in the class	84.6%	10.6%	3.5%	1.3%
Stated or implied a racial, ethnic, or national stereotype about a <i>group</i>	72.2%	20.5%	4.7%	2.7%
Appeared to assume a student has high or low intelligence based on their race, ethnicity, or nationality (such as acting surprised when a person of color does well on an exam or assuming they will perform well on technical tasks)	90.7%	6.9%	1.3%	1.1%
Focused uninvited attention on a student of color or an international student	64.5%	21.6%	8.3%	5.6%
Belittled or made fun of someone’s racial, ethnic, or national background	94.4%	4.5%	0.6%	0.6%
Questioned or assumed someone’s ability to speak English based on their race, ethnicity, or nationality (such as acting surprised at their mastery of English)	82.2%	9.6%	1.8%	0.4%
Appeared to avoid calling on a student or interacting with them based on their race, ethnicity, or nationality	92.8%	5.1%	1.1%	1.0%

The other two most common professor-to-student microinsults were “Stated or implied a racial, ethnic, or national stereotype about a general group of people,” which 27.8% of respondents reported observing at least once, and “Stated or implied a racial, ethnic, or national stereotype that targeted a student in the class,” which 15.4% of respondents reported observing at least once.

Bivariate Analysis: Who are the Targets/Observers of Microinsults?

Race/ethnicity as the independent variable

We found that students of color experienced or observed microinsults more than white students. Although the relationship between Race/Ethnicity and the item “Microaggression Target or Observer versus Neither (yes/no)” was not significant ($p = 0.052$; Cramer’s $V = 0.080$), the p -value is too close to the standard cutoff of significance ($p < 0.05$) to discount the importance of this finding. Of the students of color who answered this question, 47.2% said they had been a target or observer of a microaggression, while the same was reported by only 37.7% of white students [see Table 1 in Appendix B]. Due to the response categories for the relevant survey question (one category was “target and observer”), we cannot separate all of those who have been a target from all of those who have been an observer of a microaggression. However, it is likely that students who have been targets of a microaggression have also been observers of a microaggression (although not necessarily the other way around).

Although the comparison of race/ethnicity and “Microaggression Target or Observer versus Neither” does not tell us who the targets of microinsults are specifically, the findings are consistent with our bivariate analysis of race/ethnicity and the Student-to-Student Microinsult Index. There was a significant relationship between race/ethnicity and the amount of microinsults observed and/or experienced by students as measured by the Student-to-Student Microinsult Index ($p = 0.003$; Mann-Whitney $U = 23915.000$; see Table 2 in Appendix B). The mean score for students of color on the Student-to-Student Microinsult Index was *nearly twice* the score for white students, indicating that students of color reported experienced or observing nearly twice as many student-to-student microinsults than white students (Mean for students of color = 6.20; Mean for white students = 3.57; see Figure 3 below; see Table 2 in Appendix B).

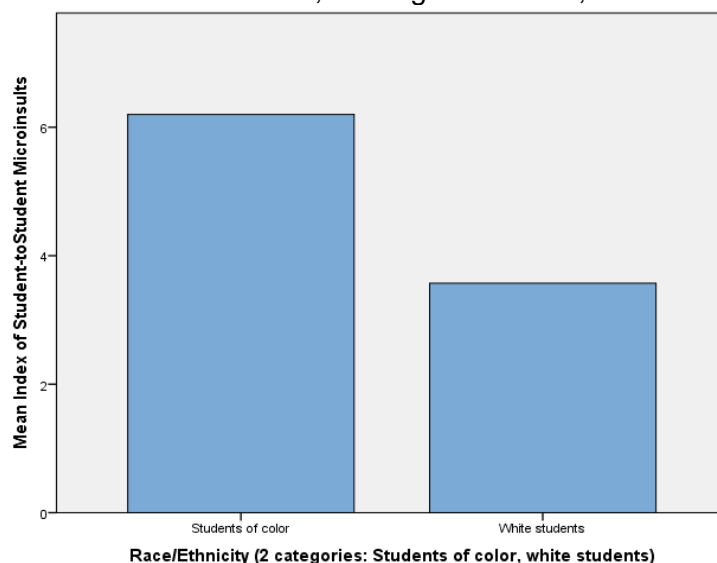


Figure 3. Race/Ethnicity vs. Mean Index of Student-to-Student Microinsults

Additionally, two of three items in the Student-to-Student Microinsult matrix showed a statistically significant relationship to race/ethnicity: “Student stated or implied a racial, ethnic, or national stereotype that targeted a student in class” ($p = 0.001$, Cramer’s $V = 0.164$) and “Student appeared to assume a student has high or low intelligence based on their race, ethnicity, or nationality” ($p = 0.000$; Cramer’s $V = 0.262$). Students of color experienced or observed these two microinsults significantly more than white students [see Tables 3 and 5 in Appendix B]. However, the item “Student stated or implied a racial, ethnic, or national stereotype about a general group of people” did not show a statistically significant relationship to race/ethnicity ($p = 0.363$; Cramer’s $V = 0.073$) [see Table 4 in Appendix B].

Table 6. Student-to-Student MI Index x Respondent Race/ethnicity: Cramer’s V Value and Significance for 3 Items

	Cramer’s V Value	Sig.
Student stated or implied a racial, ethnic, or national stereotype that targeted a student in class	.164	.001*
Student stated or implied a racial, ethnic, or national stereotype about a group of people	.073	.363
Student appeared to assume a student has high or low intelligence based on their race, ethnicity, or nationality	.262	.000*

* $p < 0.05$

The relationship between race/ethnicity and the item in the Student-to-Student Microinsult matrix “Student stated or implied a racial, ethnic, or national stereotype that targeted a student in class” remained significant when we controlled for gender ($p = 0.000$; Cramer’s $V = 0.169$) [see Table 8 in Appendix B]. This means that the fact that students of color reported observing or experiencing more microinsults than white students was statistically significant for both males and females. To meet the statistical assumptions for this test, we had to group the response categories into “Never,” “1-2 times,” and “3 or more times.”

The relationship between race/ethnicity and scores on the Professor-to-Student Microinsult Index was not significant ($p = 0.221$; see Table 7 in Appendix B), but results showed statistically significant results for two of the three individual items tested. Due to low cell counts, we again grouped the response categories to “Never,” “1-2 times,” and “3 or more times.” (“Low cell counts” is a problem that occurs with multivariate analysis when researchers divide the population being studied into multiple categories such as students of color/white students and responses of “never,” “1-2 times,” etc., and some cells, such as one for students of color who answered “never,” have such low numbers that researchers cannot meet the basic assumptions required for statistical testing. Sometimes this problem can be solved by grouping or “collapsing” categories, but not always.) Students of color experienced or observed these two microinsults significantly more than white students: “Professor stated or implied a racial, ethnic, or national stereotype that targeted a student in class” ($p = 0.046$; Cramer’s $V = 0.102$) and “Professor appeared to assume a student has high or low intelligence based on their race, ethnicity, or nationality” ($p = 0.032$; Cramer’s $V = 0.107$) [see Table 18 and 17 in Appendix B]. The item “Professor state or implied a racial, ethnic, or national stereotype about a general group of people” did not show a statistically significant difference by race/ethnicity ($p = 0.226$; Cramer’s $V = 0.085$; see Table 19 in Appendix B).

It is clear that students of color observe/experience disproportionately more microinsults compared to white students. This is consistent with the literature. For example, Harwood et al. reported that 51% of the students of color surveyed experienced stereotyping in the classroom, while 25% felt they were not “taken seriously in class because of their race” and 27% felt “their

contributions in different learning contexts were minimized and that they were made to feel inferior because of the way they spoke” (Harwood et al. 2015:1). Similarly, Suarez-Orozco et al. found that microaggressions occurred more frequently in classrooms at the two community colleges that “served predominantly racial/ethnic minority students” (Suárez-Orozco et al. 2015:155).

Based on our results and their consistency with prior literature, we recommend that both students and professors receive mandatory anti-racist, cultural sensitivity training that gives them the tools to recognize, prevent, and respond to racial microinsults in the classroom whether they are perpetuated by themselves, another student, or a professor. Students need more comprehensive, interactive, and truly transformative training than DiversityEdu. (Another research team in SOAN371 found very low student evaluations of the DiversityEdu training. See “Reducing Racism: Proactive Measures to Mitigate Racialized Microaggressions in College Classrooms” by Chui et al.) A discussion-based first-year Seminar along the lines of First-Year Writing or Religion might be an effective way to introduce students to the history of systemic racism in the U.S. and basic theories about social inequalities to give them the tools they need to better understand and discuss current racial inequality and microaggressions. We also recommend that professors provide expectations for classroom behavior as well as strategies for dealing with microinsults as they occur in the classroom, including these in their syllabi and discussing them at the beginning of each course. Professors and the college should also include “anti-racist competency” on course evaluations and faculty reviews, and use periodic, anonymous student-to-professor feedback forms throughout the semester.

Gender as the independent variable

Gender showed a statistically significant relationship to the Student-to-Student Microinsult Index ($p = 0.000$; Mann-Whitney $U = 31766.000$). Females were more likely than males to report observing or experiencing a microinsult (Mean for Females = 4.90; Mean for Males = 3.16; see Table 11 in Appendix B). Gender was also significant when compared to the Professor-to-Student Microinsult Index ($p = 0.000$; Mann-Whitney $U = 34774.000$). Females reported observing or experiencing a microinsult more than males (Mean for Females = 2.17; Mean for Males = 1.27; see Table 12 in Appendix B).

We speculate that one reason women reported observing/experiencing microinsults more than men may be that women are socialized to pay closer attention to subtle social interactions. Race/ethnicity could also be a confounding variable (i.e. the significance of the relationship between gender and observance/experience of microinsults could be due to the significant relationship between race/ethnicity and observance/experience of microinsults). Harwood et al. found that men of color reported they experienced classroom microaggressions more often than women of color (Harwood et al. 2015:6). We did not have time to investigate our gender data while controlling for race/ethnicity to determine whether men or women of color experience/observe more microinsults. (If you would like this information, please request it from Professor Sheppard). Additionally, women may be more likely to observe racial microinsults because they also experience gendered microinsults. In their research on various kinds of microaggressions, Suárez-Orozco et al. observed the occurrence of gendered microaggressions in community college classrooms along with racial/ethnic microaggressions and “intelligence-related” microaggressions (Suárez-Orozco et al. 2015:156). Museus and Park did not find any glaring differences in experiences with racism across gender in their study of microaggressions, but they acknowledge the need for more in-depth research on the interaction between gender and experiences of racism (2015:566).

Given the significance of gender, all student and faculty anti-racist, cultural sensitivity training should include an *intersectional* perspective. In other words, without diminishing the importance of race/ethnicity in identity formation, interpersonal power dynamics, and structural inequality, this training should also account for the ways in which gender and other aspects of identity and social structure (e.g., social class and sexual identity) interact with race/ethnicity. No one is defined and influenced by only their gender, only their race/ethnicity, or only some other aspect of identity and social structure. Intersectionality examines how these factors operate as overlapping, reciprocal lines of social inequality rather than as mutually exclusive entities (Collins 2015)

International vs. domestic student status as the independent variable

We found a statistically significant relationship between international/domestic student status and the amount of microinsults observed and/or experienced by students as measured by the Student-to-Student Index ($p = 0.000$; Mann-Whitney $U = 6256.000$). The mean score for international students on the Student-to-Student Index was approximately *twice* the mean score for domestic students, indicating that international students reported experienced or observing approximately twice as many student-to-student microinsults as domestic students (Mean for international students = 9.29; Mean for domestic students = 4.14; see Figure 4 below and Table 20 in Appendix B).

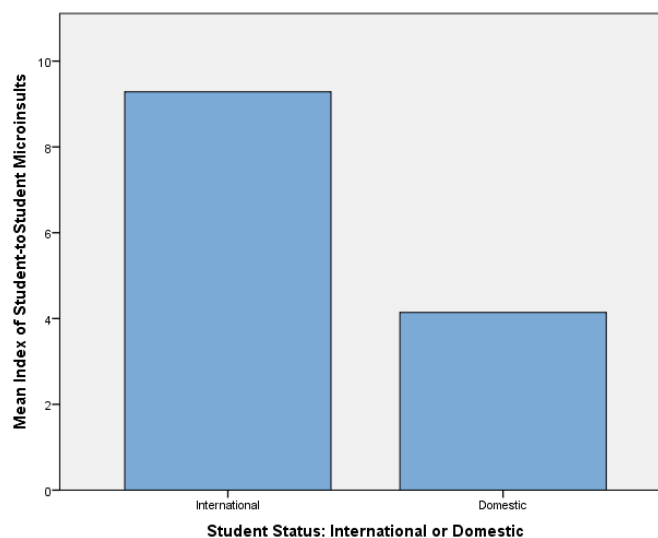


Figure 4. International/Domestic vs. Mean Index of Student-to-Student Microinsults

There was also a statistically significant relationship between international/domestic student status and the amount of microinsults observed and/or experienced by students as measured by the Professor-to-Student Index ($p = 0.05$; Mann-Whitney $U = 8196.000$). Again, the mean score for international students on the Professor-to-Student Index was nearly *twice* the mean score for domestic students, indicating that students of color reported experienced or observing nearly twice as many student-to-student microinsults than white students (Mean for international students = 3.06; Mean for domestic students = 1.89; see Figure 5 below and Table 21 in Appendix B).

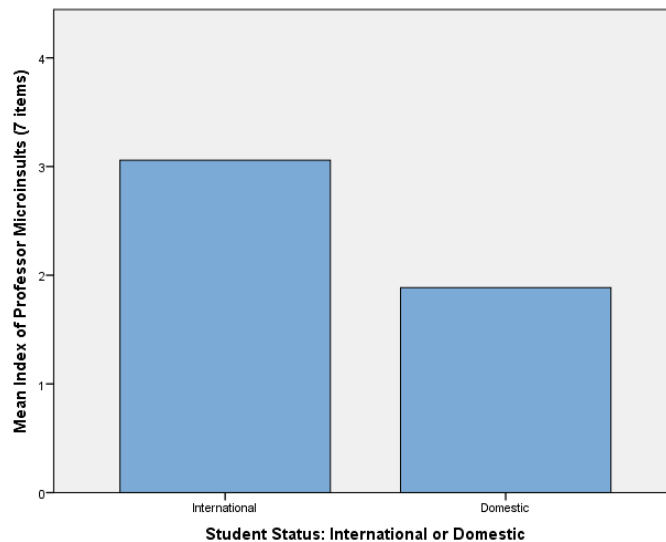


Figure 5. International/Domestic vs. Mean Index of Professor-to-Student Microinsults

Relatively little research has examined international students and their experiences of microinsults or microaggressions. It is a complex topic due to the intersection of race/ethnicity and nationality. Race/ethnicity are fluid concepts with real-world consequences, but they may be conceptualized and acted upon differently in different parts of the world and thus by students from different parts of the world. Some international students who took our survey also identified as students of color. This also invites the question: how can we differentiate between nationality-based microinsults and racial microinsults? Although white (perceived as white in the U.S.) international students cannot, by definition, experience *racialized* microinsults, they could still experience microinsults based on their nationality or ethnic background. Suárez-Orozco et al. reported an incident in a community college classroom in which a Latino student “jokingly [...] says, ‘You’re spying, man!’” and a “white female with a strong accent looks offended and responds seriously, ‘Yeah, Eastern Europeans – we’re all spies’” (2015:156). Unfortunately, we are unable to determine whether race/ethnicity was a confounding variable in the relationship between nationality (international vs. domestic) and observance/experience of microinsults because of low cell counts.

Given the significance of nationality (international vs. domestic), we recommend integrating cultural sensitivity training regarding international students into Week One programming for domestic students, just as international students receive training on American culture.

Major as the independent variable

The relationship between the Student-to-Student MI Index and Major was not significant ($p > 0.05$) for any academic discipline (grouped into the categories of Natural Science/Math or not, Social Sciences or not, Fine Arts or not; Humanities or not, and Interdisciplinary and General Studies or not; see Tables 15A-E in Appendix B). We grouped majors into these categories to meet the statistical assumptions of the test (otherwise cell counts would have been too low for some majors). We tested each division separately against all of the other divisions (NSM or not, Social Sciences or not, etc.) because many students had more than one major.

The relationship between the Professor-to-Student MI Index and Major, however, was significant for Natural Science/Math or not ($p = 0.001$; Mann-Whitney $U = 30350.000$; Mean

NSM = 1.34, Mean Not = 2.50), Fine Arts or not ($p = 0.021$; Mann-Whitney $U = 22882.000$; Mean Fine Arts = 2.83, Mean Not = 1.73), and Humanities or not ($p = 0.019$; Mann-Whitney $U = 21350.000$; Mean Humanities = 2.37, Mean Not = 1.93), but not for Social Sciences or not ($p = 0.627$) or Interdisciplinary and General Studies or not ($p = 0.285$; see Tables 16A-E in Appendix B). This means that the students who had majors in the Fine Arts and Humanities reported observing and/or experiencing significantly more professor-to-student microinsults than students who did not have majors in these areas, while students who had majors in Natural Sciences/Math reported observing and/or experiencing significantly less professor-to-student microinsults than students who did not have a major in this area.

Relatively little research has been done on the relationship between students' major(s) and their experiences with microinsults in the classroom. The significantly low amount of microinsults reported in Natural Sciences/Math could simply be due to the fact that these subject areas rarely involve discussions or subject matter that explicitly pertains to race, racism, or racial/ethnic identity. In contrast to our results, Harwood et al. reported that the STEM and non-STEM majors they studied experienced stereotyping in the classroom equally (2015:6). More research is needed to determine the relationship between major and the occurrence of microinsults.

Expected graduation year as the independent variable

Expected graduation year was not related to observed/ experienced microinsults as measured by the Student-to-Student MI Index ($r = -0.013$, $p = 0.748$) [see Table 13 in Appendix B]. However, expected graduation year did have a negative, significant correlation with the individual item "Student questioned or assumed someone's ability to speak English based on their race, ethnicity, or nationality" ($r = -0.096$; $p = 0.014$). It is possible that other individual index items could have been significant, but we did not have time to test them all. (Again, you may request this and other additional analysis from Professor Sheppard.) However, expected graduation year did show a positive, significant correlation with observed/experienced microinsults as measured by the Professor-to-Student MI Index ($r = 0.128$, $p = 0.001$; see Table 14 in Appendix B]. This means that as graduation year (i.e., 2018, 2019, 2020, 2021) increased, (and as the age of students decreased), the number of observed/experienced professor-to-student microinsults also increased. We did not find any literature that discussed this specifically. It is possible that first-years and sophomores reported more professor-to-student microinsults because more of them witnessed the same microinsults due to large class sizes in some introductory courses.

CONCLUSION AND RECOMMENDATIONS

Of all our findings, the most important are summarized once more as follows:

1. Student-to-student microinsults were more common than professor-to-student microinsults, with means of 4.60 and 2.05, respectively.
2. The most common student-to-student microinsult that students reported observing was "stated or implied a racial, ethnic, or national stereotype about a general group of people," with 59.9% of students reported observing this at least once in the first 11 weeks of the semester.
3. The most common professor-to-student microinsult was "focused uninvited attention on a student of color or an international student," with 35.5% of all respondents reporting observing this at least once in the first 11 weeks of this semester.

4. There was a significant relationship between race/ethnicity and the amount of microinsults observed and/or experienced by students as measured by the Student-to-Student Index, with students of color reporting more microinsults.
5. Two out of three items in the Student-to-Student Microinsult Index we tested were significant when compared to race/ethnicity. Students of color were more likely than white students to report: "Student stated or implied a racial, ethnic, or national stereotype that targeted a student in class" and "Student appeared to assume a student has high or low intelligence based on their race, ethnicity, or nationality".
6. For both student-to-student and professor-to-student microinsults, international students were more likely to experience or observe microinsults than domestic students.
7. Students in Fine Arts and Humanities majors reported observing and/or experiencing significantly more professor-to-student microinsults than students who did not have majors in these areas, while students who had majors in Natural Sciences/Math reported observing and/or experiencing significantly less professor-to-student microinsults than students who did not have a major in this area.

Strengths and Limitations

There are several main strengths of our research. First, the response rate was high enough to generalize to the St. Olaf student body, and met Neuman's "rule of thumb" for statistical generalizability (Neuman 2012). Second, this research pertains specifically to the racial climate at St. Olaf, which enables institution-specific understandings and recommendations. Finally, our research methods allowed for a mixture of quantitative and qualitative data through the quantitative and open-ended questions on the survey.

Our research also had several limitations. First, our research team was comprised of all white, female researchers. We tried to account for our own biases in our research, however, ultimately this research was done through our own subjective lenses. We strove to minimize subjectivity through the validity and reliability of our measures, but there is no impermeable wall between the researcher and the research. Furthermore, our research is not intended as a substitute for the lived experiences of students of color on campus. We sincerely thank the Collective for Change on the Hill for the movement they started and the continual work they have put into anti-racist activism and change on campus. Next, our research only considers observations and experiences of microinsults in the first 11 weeks of the semester. SOAN371 is a single-semester class, so in order to have time to analyze the data, the survey had to be sent out before the end of the semester. Finally, since the data was self-reported, and given the covert nature of microaggressions, it is likely that more microinsults occurred than were observed and reported. Students may have forgotten or never noticed instances of microinsults, especially if they were not targeted or socialized to observe them.

Recommendations

Based on our research, we have four recommendations for St. Olaf College and the Melon Grant "To Include is to Excel" advisory group.

1. St. Olaf should create a mandatory training for all faculty on racial and ethnic microaggressions. This training would provide professors with a better understanding of microaggressions and their negative impacts. This would include tools for conducting discussions of race and racism in a productive and respectful manner in their classes, regardless of their discipline. Professors should also be taught strategies for responding to microaggressions as they occur in their classes, and be educated on them well

enough that they can recognize when they themselves commit a microaggression and are able to learn from the experience so that it does not happen again.

2. St. Olaf should create tools for feedback for professors on microaggressions in their classrooms. This would include anti-racist competency on periodic, anonymous student feedback forms, end-of-semester course feedback, and faculty reviews. With anonymous feedback forms throughout the semester, professors can become aware of microaggressions that they or others have committed and respond to them promptly in order to create a safer, more equitable learning environment for all students. Providing feedback anonymously will also protect students from potential negative repercussions. Requiring end-of-semester course feedback forms to have a section on professors' responses to microaggressions will ensure that professors are mindful about addressing and responding to microaggressions throughout the semester.
3. St. Olaf students should have mandatory training on racial and ethnic microaggressions on other, more overt types of racism, and on the United States' history of white supremacy, xenophobia, and colonialism. This would fulfill the Collective for Change on the Hill's *Demand 1B*, "Mandatory Racial and Cultural Sensitivity Training" for all students (<https://www.acollectiveforchangeonthehill.com/demands/>). Ideally, this training would be a semester-long general education course for first-years, similar to the required first year writing and religion courses.
4. St. Olaf and the To Include is to Excel Grant should arrange for research on microaggressions outside the classroom. In the focus groups and in responses to the survey, many students voiced frustration with the limitations that our research put on the location of microaggressions they reported, and many emphasized that microaggressions occur more frequently outside the classroom than within it. Microaggressions are not limited to academic spaces and St. Olaf holds responsibility for promoting the safety, well-being, and inclusion of all students both inside and outside the classroom.

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APPENDIX A: SURVEY QUESTIONS AND RESPONSE CATEGORIES

Student-to-student Microinsult Index: Think about this semester at St. Olaf, during your classes: How many times have you observed a fellow student do the following things towards you or another student?

Indicators:

- Stated or implied a racial, ethnic, or national stereotype that targeted a student in the class
- Stated or implied a racial, ethnic, or national stereotype about a general group of people
- Appeared to assume a student has high or low intelligence based on their race, ethnicity, or nationality (such as acting surprised when a person of color does well on an exam or assuming they will perform well on technical tasks)
- Focused uninvited attention on a student of color or an international student
- Belittled or made fun of someone's racial, ethnic, or national background
- Questioned or assumed someone's ability to speak English based on their race, ethnicity, or nationality (such as acting surprised at or complimenting them on their mastery of English)
- Excluded or tried to exclude someone from a group project or activity, or didn't welcome them, based on their race, ethnicity, or nationality
- Avoided sitting next to someone or interacting with them based on their race, ethnicity, or nationality

Possible Responses:

- Never
- 1-2 times
- 3-4 times
- 5 or more times

Professor-to-student Microinsult Index: Think about this semester at St. Olaf, during your classes: How many times have you observed a professor do the following things towards you or another student?

Indicators:

- Stated or implied a racial, ethnic, or national stereotype that targeted a student in the class
- Stated or implied a racial, ethnic, or national stereotype about a general group of people
- Appeared to assume a student has high or low intelligence based on their race, ethnicity, or nationality (such as acting surprised when a person of color does well on an exam or assuming they will perform well on technical tasks)
- Focused uninvited attention on a student of color or an international student
- Belittled or made fun of someone's racial, ethnic, or national background
- Questioned or assumed someone's ability to speak English based on their race, ethnicity, or nationality (such as acting surprised at or complimenting them on their mastery of English)
- Appeared to avoid calling on a student or interacting with them based on their race, ethnicity, or nationality

Possible Responses:

- Never
- 1-2 times
- 3-4 times
- 5 or more times

Microaggression: Target or Observer

Question: Have you been a target or observer of any racial microaggressions in your classes this semester?

Possible Responses:

- I have been a target.
- I have been an observer.
- I have been BOTH a target and an observer.
- I have been NEITHER a target nor an observer. (Please SKIP to question 17.)

Expected graduation year

Question: Which year do you plan to graduate from St. Olaf?

Possible Responses:

- 2018
- 2019
- 2020
- 2021
- Other

Major

Question: What is your major(s)? If you don't yet have a major, please write "none."

Possible Responses: Short answer (open-ended)

Gender

Question: What gender do you identify as?

Possible Responses: Short answer (open-ended)

International vs. Domestic

Question: Are you an international student?

Possible Responses:

- Yes
- No

Race/Ethnicity

Question: What race and/or ethnicity do you identify as?

Possible Responses: Short answer (open-ended)

APPENDIX B: ADDITIONAL FIGURES AND RESULTS

Table 1. Crosstabulation of Race/Ethnicity vs. MA Target/Observer versus Neither

			Race/Ethnicity		
			Students of Color	White Students	Total
Observer/Target	Yes	Count	60	175	235
		Expected Count	50.5	184.5	235.0
		% Within Race/Ethnicity	47.2%	37.7%	39.8%
	No	Count	67	289	356
		Expected Count	76.5	279.5	356
		% Within Race/Ethnicity	52.8%	62.3%	60.2%
Total		Count	127	464	591
		Expected Count	127.0	464.0	591.0
		% Within Race/Ethnicity	100.0%	100.0%	100.0%

Table 2. Race/Ethnicity vs. Index of Student-to-Student Microinsults

Race/Ethnicity	N	Mean	Standard Deviation	Mean Rank	Sum of Ranks
Student of Color	126	6.20	7.620	329.70	41542.00
White students	546	3.57	4.586	280.95	128111.00
Total	582	4.14	5.489		
Mann-Whitney U	23915				
Z	-2.920				
Sig. (2-tailed)	.003				

Table 3. Crosstabulation of Race/Ethnicity vs. Student-to-Student MI Index Item "Student stated or implied a racial, ethnic, or national stereotype that targeted a student in class"

			Race/Ethnicity		
			Students of Color	White Students	Total
Student stated or implied a racial, ethnic, or national stereotype that targeted a student in class	Never	Count	74	331	405
		Expected Count	87.1	317.9	405.0
		% Within Race/Ethnicity	57.4%	70.3%	67.5%
	1-2 Times	Count	32	107	139
		Expected Count	29.9	109.1	139
		% Within Race/Ethnicity	24.8%	22.7%	23.2%
	3-4 Times	Count	17	27	44
		Expected Count	9.5	34.5	44.0
		% Within Race/Ethnicity	13.2%	5.7%	7.3%
	5 or More Times	Count	6	6	12
		Expected Count	2.6	9.4	12.0
		% Within Race/Ethnicity	4.7%	1.3%	2.0%
Total		Count	129	471	600
		Expected Count	129.0	471.0	600.0
		% Within Race/Ethnicity	100.0%	100.0%	100.0%

Table 4. Crosstabulation of Race/Ethnicity vs. Student-to-Student MI Index Item "Student stated or implied a racial, ethnic, or national stereotype about a general group of people"

			Race/Ethnicity		
			Students of Color	White Students	Total
Student stated or implied a racial, ethnic, or national stereotype about a group of people	Never	Count	53	186	239
		Expected Count	51.2	187.8	239.0
		% Within Race/Ethnicity	41.4%	39.7%	40.0%
	1-2 Times	Count	46	195	241
		Expected Count	51.7	189.3	241.0
		% Within Race/Ethnicity	35.9%	41.6%	40.4%
	3-4 Times	Count	17	62	79
		Expected Count	16.9	62.1	79.0
		% Within Race/Ethnicity	13.3%	13.2%	13.2%
	5 or more times	Count	12	26	38
		Expected Count	8.1	29.9	38.0
		% Within Race/Ethnicity	9.4%	5.5%	6.4%
Total		Count	128	469	597
		Expected Count	128.0	469.0	597.0
		% Within Race/Ethnicity	100.0%	100.0%	100.0%

Table 5. Crosstabulation of Race/Ethnicity vs. Student-to-Student MI Index Item "Student appeared to assume a student has high or low intelligence based on their race, ethnicity, or nationality"

			Race/Ethnicity		
			Students of Color	White Students	Total
Student appeared to assume a student has high or low intelligence based on their race, ethnicity, or nationality	Never	Count	79	368	447
		Expected Count	96.2	350.6	447.0
		% Within Race/Ethnicity	61.2%	78.5%	74.7%
	1-2 Times	Count	28	83	111
		Expected Count	23.9	87.1	111.0
		% Within Race/Ethnicity	21.7%	17.7%	18.6%
	3-4 Times	Count	13	17	30
		Expected Count	6.5	23.5	30.0
		% Within Race/Ethnicity	10.1%	3.6%	5.0%
	5 or more times	Count	9	1	10
		Expected Count	2.2	7.8	10.0
		% Within Race/Ethnicity	7.0%	0.2%	1.7%
Total		Count	129	469	598
		Expected Count	129.0	469.0	598.0
		% Within Race/Ethnicity	100.0%	100.0%	100.0%

Table 7. Race/ethnicity vs. Index of Professor-to-Student Microinsults

Race/Ethnicity	N	Mean	Standard Deviation	Mean Rank	Sum of Ranks
Student of Color	125	2.33	4.371	310.62	38827.00
White students	465	1.77	3.597	2891.44	135518.00
Total	590	1.89	3.777		
Mann-Whitney U	27173				
Z	-1.223				
Sig. (2-tailed)	.221				

Table 8. Crosstabulation of: Race/ethnicity vs. "Student stated or implied a racial, ethnic, or national stereotype that targeted a student in class" with gender

				Race/Ethnicity		
				Students of Color	White Students	Total
Student stated or implied a racial, ethnic, or national stereotype that targeted a student	Female Only	Never	Count	46	201	247
			Expected Count	56.5	190.5	246.0
			% Within Race/Ethnicity	51.7%	67.0%	63.5%
		1-2 Times	Count	26	77	103
			Expected Count	23.6	79.4	103.0
			% Within Race/Ethnicity	29.2%	25.7%	26.5%
		3 or More Times	Count	17	22	39
			Expected Count	8.9	30.1	26.5
			% Within Race/Ethnicity	19.1%	7.3%	10.0%
		Total	Count	89	300	389
			Expected Count	89.0	300.0	389.0
			% Within Race/Ethnicity	100.0%	100.0%	100.0%
	Male Only	Never	Count	24	120	144
			Expected Count	25.8	118.2	144.0
			% Within Race/Ethnicity	70.6	76.9	75.8
		1-2 Times	Count	5	28	33
			Expected Count	5.9	27.1	33.0
			% Within Race/Ethnicity	14.7	17.9	17.4
		3 or More Times	Count	5	8	13
			Expected Count	2.3	10.7	13.0
			% Within Race/Ethnicity	14.7	5.1	6.8
		Total	Count	34	156	190
			Expected Count	34.0	156.0	190.0
			% Within Race/Ethnicity	100.0%	100.0%	100.0%
	Total	Never	Count	70	321	391
			Expected Count	83.1	307.9	391.0
			% Within Race/Ethnicity	56.9	70.4	67.5
		1-2 Times	Count	31	105	136
			Expected Count	28.9	107.1	136.0
			% Within Race/Ethnicity	25.2	23.0	23.5
		3 or More Times	Count	22	30	52
			Expected Count	11.0	41.0	52.0
			% Within Race/Ethnicity	17.9	6.6	9.0
		Total	Count	123	456	579
			Expected Count	123.0	456.0	579.0
			% Within Race/Ethnicity	100.0%	100.0%	100.0%

Table 9. Student-to-Student Microinsult Matrix

	Never	1-2 times	3-4 times	5 or more times
Stated or implied a racial, ethnic, or national stereotype that targeted a student in the class	66.8% 476/713	22.6% 161/713	7.9% 56/713	2.8% 20/713
Stated or implied a racial, ethnic, or national stereotype about a general group of people	40.1% 285/711	38.7% 275/711	14.2% 101/711	7.0% 50/711
Appeared to assume a student has high or low intelligence based on their race, ethnicity, or nationality (such as acting surprised when a person of color does well on an exam or assuming they will perform well on technical tasks)	74.4% 529/711	17.9% 127/711	5.3% 38/711	2.4% 17/711
Focused uninvited attention on a student of color or an international student	60.7% 431/710	24.5% 174/710	11.5% 82/710	3.2% 23/710
Belittled or made fun of someone's racial, ethnic, or national background	79.7% 564/708	15.3% 108/708	3.7% 26/708	1.4% 10/708
Questioned or assumed someone's ability to speak English based on their race, ethnicity, or nationality (such as acting surprised at or complimenting them on their mastery of English)	65.9% 469/712	24.3% 173/712	6.6% 47/712	3.2% 23/712
Excluded or tried to exclude someone from a group project or activity, or didn't welcome them, based on their race, ethnicity, or nationality	85.7% 610/712	10.3% 73/712	2.8% 20/712	1.3% 9/712
Avoided sitting next to someone or interacting with them based on their race, ethnicity, or nationality	76.0% 539/709	16.5% 117/709	3.9% 28/709	3.5% 25/709

Table 10. Professor-to-Student Microinsult Matrix

	Never	1-2 times	3-4 times	5 or more times
Stated or implied a racial, ethnic, or national stereotype that targeted a student in the class	84.6% 601/710	10.6% 75/710	3.5% 25/710	1.3% 9/710
Stated or implied a racial, ethnic, or national stereotype about a general group of people	72.2% 512/70	20.5% 145/709	4.7% 33/709	2.7% 19/709
Appeared to assume a student has high or low intelligence based on their race, ethnicity, or nationality (such as acting surprised when a person of color does well on an exam or assuming they will perform well on technical tasks)	90.7% 642/708	6.9% 49/708	1.3% 9/708	1.1% 8/708
Focused uninvited attention on a student of color or an international student	64.5% 457/709	21.6% 153/709	8.3% 59/709	5.6% 40/709
Belittled or made fun of someone's racial, ethnic, or national background	94.4% 670/710	4.5% 32/710	0.6% 4/710	0.6% 4/710
Questioned or assumed someone's ability to speak English based on their race, ethnicity, or nationality (such as acting surprised at or complimenting them on their mastery of English)	88.2% 628/712	9.6% 68/712	1.8% 13/712	0.4% 3/712
Appeared to avoid calling on a student or interacting with them based on their race, ethnicity, or nationality	92.8% 660/711	5.1% 36/711	1.1% 8/711	1.0% 7/711

Table 11. Gender vs. Student-to-Student Microinsult Index

	Index of Student-to-Student Microinsults				
Gender	N	Mean Rank	Sum of Ranks	Mean	Standard Deviation
Female	413	332.08	137151.00	4.90	6.050
Male	202	258.76	52269.00	3.16	4.903
Total	615			4.33	5.757
	Sig (2 tailed)	.000			

Table 12. Gender vs. Professor-to-Student Microinsult Index

Index of Professor-to-Student Microinsults					
Gender	N	Mean Rank	Sum of Ranks	Mean	Standard Deviation
Female	419	331.01	138692.00	2.17	3.959
Male	204	272.96	55684.00	1.27	3.289
Total	623			1.88	3.774
	Sig (2 tailed)	.000			

Table 13. Expected Graduation Year vs. Student-to-Student Microinsult Index

Index of Student-to-Student Microinsults		
Expected Graduation Year	Correlation Coefficient	-.013
	Sig (2 tailed)	.748

Table 14. Expected Graduation Year vs. Professor-to-Student Microinsult Index

Index of Professor-to-Student Microinsults		
Expected Graduation Year	Correlation Coefficient	.128
	Sig (2 tailed)	.001

Table 15A. Major: Natural Science/Math or not vs. Student-to-Student MI Index

	Natural Science/Math Major	N	Mean Rank	Sum of Ranks	Mean	Standard Deviation
Index of Student-to-Student Microinsults	Yes	242	264.08	63907.50	4.24	5.646
	No	292	270.33	78927.50	4.41	5.737
	Total	534			3.34	5.691
	Sig (2-tailed)	.636				

Table 15B. Major: Social Sciences or not vs. Student-to-Student MI Index

	Social Sciences Major	N	Mean Rank	Sum of Ranks	Mean	Standard Deviation
Index of Student-to-Student Microinsults	Yes	143	269.25	38502.50	4.81	6.374
	No	391	266.86	104342.50	4.16	5.419
	Total	534			4.34	5.691
	Sig (2-tailed)	.872				

Table 15C. Major: Fine Arts or not vs. Student-to-Student MI Index

	Fine Arts Major	N	Mean Rank	Sum of Ranks	Mean	Standard Deviation
Index of Student-to-Student Microinsults	Yes	122	282.42	32196.00	4.52	5.339
	No	412	264.10	111184.00	4.28	5.797
	Total	534			4.34	5.691
	Sig (2-tailed)	.271				

Table 15D. Major: Humanities or not vs. Student-to-Student MI Index

	Humanities Major	N	Mean Rank	Sum of Ranks	Mean	Standard Deviation
Index of Student-to-Student Microinsults	Yes	114	264.08	63907.50	4.32	5.084
	No	421	270.33	78927.50	4.35	5.847
	Total	535			4.34	5.688
	Sig (2-tailed)	.255				

Table 15E. Major: Interdisciplinary and General Studies or not vs. Student-to-Student MI Index

	Interdisciplinary and General Studies Major	N	Mean Rank	Sum of Ranks	Mean	Standard Deviation
Index of Student-to-Student Microinsults	Yes	60	261.99	15719.50	4.30	5.691
	No	474	270.33	127125.50	4.34	5.698
	Total	534			4.34	5.691
	Sig (2-tailed)	.766				

Table 16A. Major: Natural Science/Math or not vs. Professor-to-Student MI Index

	Natural Science Major	N	Mean Rank	Sum of Ranks	Mean	Standard Deviation
Index of Professor-to-Student Microinsults	Yes	238	247.02	58791.50	1.34	2.880
	No	303	289.83	87819.50	2.50	4.423
	Total	541			1.99	3.861
	Sig (2-tailed)	.001				

Table 16B. Major: Social Sciences or not vs. Professor-to-Student MI Index

	Social Sciences Major	N	Mean Rank	Sum of Ranks	Mean	Standard Deviation
Index of Professor-to-Student Microinsults	Yes	147	266.09	39115.50	2.02	3.928
	No	394	272.83	107495.50	1.98	3.841
	Total	541			1.99	3.861
	Sig (2-tailed)	.627				

Table 16C. Major: Fine Arts or not vs. Professor-to-Student MI Index

	Fine Arts Major	N	Mean Rank	Sum of Ranks	Mean	Standard Deviation
Index of Professor-to-Student Microinsults	Yes	126	296.90	37409.00	2.83	4.991
	No	415	263.14	109202.00	1.73	3.412
	Total	541			1.99	3.861
	Sig (2-tailed)	.021				

Table 16D. Major: Humanities or not vs. Professor-to-Student MI Index

	Humanities Major	N	Mean Rank	Sum of Ranks	Mean	Standard Deviation
Index of Professor-to-Student Microinsults	Yes	115	299.35	34425.00	2.37	3.686
	No	427	264.00	112728.00	1.93	3.998
	Total	542			2.02	3.934
	Sig (2-tailed)	.019				

Table 16E. Major: Interdisciplinary and General Studies or not vs. Professor-to-Student MI Index

	Interdisciplinary and General Studies Major	N	Mean Rank	Sum of Ranks	Mean	Standard Deviation
Index of Professor-to-Student Microinsults	Yes	61	289.53	17661.50	2.15	3.586
	No	480	269.64	128949.50	1.97	3.898
	Total	541			1.99	3.861
	Sig (2-tailed)	.285				

Table 17. Crosstabulation of Race/Ethnicity vs. Professor-to-Student MI Index Item "Professor appeared to assume a student has high or low intelligence based on their race, ethnicity, or nationality"

			Race/Ethnicity		
			Students of Color	White Students	Total
Professor appeared to assume a student has high or low intelligence based on their race, ethnicity, or nationality	Never	Count	109	439	548
		Expected Count	116.0	432.0	548.0
		% Within Race/Ethnicity	86.5%	93.6%	92.1%
	1-2 times	Count	13	23	36
		Expected Count	7.6	28.4	36.0
		% Within Race/Ethnicity	10.3%	4.9%	6.1%
	3 or more times	Count	4	7	11
		Expected Count	2.3	8.7	11.0
		% Within Race/Ethnicity	13.2%	1.5%	1.8%
Total		Count	126	469	595
		Expected Count	126.0	469.0	595.0
		% Within Race/Ethnicity	100.0%	100.0%	100.0%

Table 18. Crosstabulation of Race/ethnicity vs. Professor-to-Student MI Index Item "Professor stated or implied a racial, ethnic, or national stereotype that targeted a student"

			Race/Ethnicity		
			Students of Color	White Students	Total
Professor stated or implied a racial, ethnic, or national stereotype that targeted a student	Never	Count	102	406	508
		Expected Count	108.9	399.1	508.0
		% Within Race/Ethnicity	79.7%	86.6%	85.1%
	1-2 times	Count	16	48	64
		Expected Count	13.7	50.3	64.0
		% Within Race/Ethnicity	12.5%	10.2%	10.7%
	3 or more times	Count	10	15	25
		Expected Count	5.4	19.6	25.0
		% Within Race/Ethnicity	7.8%	3.2%	4.2%
Total		Count	128	469	597
		Expected Count	128.0	469.0	597.0
		% Within Race/Ethnicity	100.0%	100.0%	100.0%

Table 19. Crosstabulation of Race/ethnicity vs. Professor-to-Student MI Index Item "Professor stated or implied a racial, ethnic, or national stereotype about a general group of people"

			Race/Ethnicity		
			Students of Color	White Students	Total
Professor stated or implied a racial, ethnic, or national stereotype about a general group of people	Never	Count	87	341	428
		Expected Count	91.2	336.8	428.0
		% Within Race/Ethnicity	68.5%	72.7%	71.8%
	1-2 times	Count	30	96	126
		Expected Count	26.8	99.2	126.0
		% Within Race/Ethnicity	23.6%	20.5%	21.1%
	3-4 times	Count	9	19	28
		Expected Count	6.0	22.0	28.0
		% Within Race/Ethnicity	7.1%	4.1%	4.7%
	5 or more times	Count	1	13	14
		Expected Count	3.0	11.0	14.0
		% Within Race/Ethnicity	0.8%	2.8%	2.3%
Total		Count	127	469	596
		Expected Count	127.0	469.0	596.0
		% Within Race/Ethnicity	100.0%	100.0%	100.0%

Table 20. International/Domestic Students vs. Student-to-Student MI Index

Nationality	N	Mean	Standard Deviation	Mean Rank	Sum of Ranks
International Students	35	9.29	8.713	421.37	14748.00
Domestic students	582	4.14	5.489	302.24	175905.00
Total	617	4.43	5.833		
Mann-Whitney U	6252				
Sig. (2-tailed)	.000				

Table 21. International/Domestic Students vs. Professor-to-Student MI Index

Nationality	N	Mean	Standard Deviation	Mean Rank	Sum of Ranks
International Students	34	3.06	4.256	366.44	12459.00
Domestic students	590	1.89	3.777	309.36	182541.00
Total	624	1.95	3.810		
Mann-Whitney U	8196				
Sig. (2-tailed)	.050				

Table 22A. Comparing Indices of Student-to-Student Microinsults, Microinvalidations, and Microassaults

		Microinsults	Microinvalidations	Microassaults
Index of Student Microinsults	Correlation Coefficient	1.000	.885	.606
	Sig (2-tailed)		.000	.000
Index of Student Microinvalidations	Correlation Coefficient	.885	1.000	.570
	Sig (2-tailed)	.000		.000
Index of Student Microassaults	Correlation Coefficient	.606	.570	1.000
	Sig (2-tailed)	.000	.000	

Table 22B. Comparing Indices of Professor-to-Student Microinsults, Microinvalidations, and Microassaults

		Microinsults	Microinvalidations	Microassaults
Index of Professor Microinsults	Correlation Coefficient	1.000	.811	.438
	Sig (2-tailed)		.000	.000
Index of Professor Microinvalidations	Correlation Coefficient	.811	1.000	.488
	Sig (2-tailed)	.000		.000
Index of Professor Microassaults	Correlation Coefficient	.438	.488	1.000
	Sig (2-tailed)	.000	.000	

