

Transformative Pedagogy: The Role of Curricula in Challenging Racism at St. Olaf

Tim Bergeland, Katie Opperman, Xinyi Zhang

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Executive Summary

In the fall of 2017, students in Sociology/Anthropology 371 conducted research on racism as it manifests in classrooms at St. Olaf College. We sent an anonymous online survey to 2,844 students and received 718 responses, a 25.2% response rate. Our sample reflects many demographics of the student body, and it matches the general rule of thumb for a sample of a population of approximately 3,000.

Prior studies have found that racial microaggressions occur frequently on college campuses and are harmful to students and faculty of color. Moreover, scholars emphasize that academic curricula can challenge such tendencies, prompting students to be more conscious of structural inequalities and empowering them to work toward dismantling racist social structures. Our research focuses on three main questions:

1. To what extent do students report that racially/ethnically marginalized voices are included in the material in their majors, concentrations, and conversation programs?
2. Based on their own experience, which academic departments, concentrations, and conversation programs do students view as most effective in including voices and perspectives from racially/ethnically marginalized groups?
3. To what extent do students report their major as supporting them in starting or continuing to fulfill STOGGoals, specifically “Responsible Engagement”?

The most important results of our research are the following:

- For their own majors, concentrations, and conversation programs, approximately 33% of students reported that “None or Almost None” of their course content included voices from racially/ethnically marginalized groups.
- For each indicator measuring STOGGoal outcomes, approximately 20% of students reported that their major provided no support for them in achieving these outcomes.
- Students tended to reference Humanities (HUM) and Social Science (SS) departments when asked about which department is most effective in including racially/ethnically marginalized perspectives within course content; they tended to exclude Natural Sciences and Mathematics (NSM) and Fine Arts (FA) departments.
- Students with NSM majors tended to report lower STOGGoal fulfillment than those without NSM majors, while students with SS, HUM, FA, and Interdepartmental and General Studies (IGS) majors tended to report higher STOGGoal fulfillment than those without these majors.

Based on our research, we offer three recommendations:

1. Evaluate General Education requirements to ensure that all students experience curricula that center voices from racially/ethnically marginalized groups and cultivates an understanding of racism as it manifests institutionally, societally, and systemically.
2. Modify departmental review processes to include evaluation of the extent to which students in each major learn how their discipline relates to racial injustice, so that all students have ample opportunity to fulfill the STOGGoal of “Responsible Engagement”.
3. Increase awareness of the specific content of STOGGoals, so students are able to understand relevant outcomes and measure themselves and their academic experiences against these standards.

Background and Literature

In the wake of the Civil Rights Movement and the dismantling of much of the legal support for overt racism, racism in the United States has become increasingly covert. Alongside overt racism, subtly-expressed racism persists in various social institutions and interactions throughout the country and exercises powerful effects on racial/ethnic minority groups. Though colleges and universities are often heralded as spaces where reason and consciousness prevail, several studies demonstrate the pervasiveness of microaggressive behavior which negatively affects students and faculty from racially/ethnically marginalized groups (Ford 2011; Harper 2012; Harper 2014; Harwood 2015; Minikel-Lacocque 2013; Museus and Park 2015; Suarez-Orozco et al 2015). The ubiquity of subtly-expressed racism demands sociological study to better understand the nature of the problem and to explore potential solutions. Though many frame microaggressions in terms of the individual behavior of perpetrators, microaggressions can also be understood as social phenomena that are supported at an institutional level.

This study responds to the interests of the *To Include is to Excel* grant awarded to St. Olaf College by the Andrew W. Mellon Foundation with the aim of supporting social inclusion within academic spaces on campus. The present research explores the role that curriculum plays in influencing students' race consciousness, their awareness of the deleterious impacts of microaggressions, and their personal commitments to promoting equity through future community engagement, vocational discernment, and civic decision-making.

Recently, sociology researchers have paid close attention to the implicit, subtle racism that students of color endure regularly. The term "microaggression" was introduced by African American psychiatrist and Harvard University professor Chester M. Pierce in 1970, after the Civil Rights Movement. Pierce specifically highlighted the social-psychic effects induced by the persistent bias faced by African-American individuals (Suárez-Orozco 2015).

Psychologist Derald Wing Sue et al. expanded on the definition of microaggressions, viewing the concept as generally affecting racially and ethnically marginalized groups through several subtypes. While Sue defines microaggressions as "brief and commonplace verbal or behavioral indignities, whether intentional or unintentional... [which] communicate hostile, derogatory, or negative racial slights and insults," he also notes that there is variation in how microaggressions are expressed (2009). For example, while a microassault consists of an intentional and explicitly racist statement, a microinsult is subconscious and still demeaning to the target's racial and ethnic identity or heritage (Minikel-Lacocque, 2013). Scholars such as Julie Minikel-Lacocque have critiqued Sue's taxonomy because, through including microassault category to capture overt and explicit racism, the subtle and slippery power of microaggression is minimized (2013).

According to previous literature on racism on college campuses, racialized microaggressions occur frequently, and a large majority of students of color feel unsafe on college campuses as a result of the ways in which others react to their socially constructed racial identities. (Harwood 2015). Students of color are often "tokenized" in classrooms, or expected to participate in class specifically to represent the opinion of their entire racial ethnic group (Harwood 2015). Students of color also report that other students avoid them in classes because of their race, and that they are subjected to racist lecture information (Harwood 2015). Navigating persistent microaggressions in PWIs (predominantly white institutions) inflicts significant psycho-emotional burdens and fatigue on students of color (Harper 2013).

Additionally, many students of color frequently report that they are pressured, expected, or “steered” toward certain majors because of their racial identity (Harwood 2015). The tensions and experiences of racism at college heighten for students of color at PWIs (Harper 2013). This is partly due to the fact that, within these institutions, students of color often undergo an experience of “onlyness”: being one of the few if not the only student of color in any given classroom. These microaggressions have been experienced over generations of students of color on college campuses (Harwood 2013).

The present research explores the connections between the occurrence of microaggressions in classrooms and the role that college curricula can play in elevating racial consciousness and reducing or preventing microaggressive behavior. More specifically, our study examines survey-based feedback from students about the presence or absence of racially/ethnically marginalized voices in curricula at St. Olaf College. Also, the research analyzes the role of major program curricula in changing students’ personal commitments vis-a-vis racial/ethnic inequality. As Gretchen E. Lopez reports in her study, “Interethnic Contact, Curriculum, and Attitudes in the First Year of College,” even small amounts of exposure to topics surrounding racial and ethnic inequality helped increase student awareness of these issues (Lopez 2004). In this light, it is important to study the impact of sustained, academic engagement with topics of racial and ethnic inequality, ensuring that its potential is understood.

Transformative Pedagogy as Critical, Culturally-Engaged, and Action-Oriented

Much scholarship has explored how educational institutions can create, “transformative pedagogy,” a concept which has been conceptualized and measured in several different ways. One model for conceptualizing transformative pedagogy is Gloria Ladson-Billings’ “culturally relevant pedagogy” (CRP), which she describes as an education that promotes collective empowerment and critical understanding of social inequalities and oppressions (Ladson-Billings 1995). In order to cultivate CRP, curricula must promote both cultural competence, allowing students to pursue academic success while also maintaining cultural integrity, and sociopolitical consciousness, encouraging students to critique cultural norms and values which produce and maintain social inequities (Ladson-Billings 1995). Ladson-Billings illustrates CRP in her discussion of action-oriented educational practice. She writes that, instead of dismissing out-of-date textbooks as antiquated, culturally relevant pedagogy would critique the damaging knowledge that the textbooks espouse, recognize the educational inequities that cause the school to receive the out-of-date textbooks, and inspire action, such as by writing letters to local newspapers to draw public concern to the issue.

The implementation of CRP necessitates institutional support. Evelyn Young evaluated engagement with culturally relevant pedagogy at an elementary school and used participant-observation research to analyze CRP’s promises and shortcomings. According to the study, the school experienced significant challenges in its attempted use of CRP. Young found that, despite the rhetorical enthusiasm behind the theory of CRP, attempts to implement CRP were hindered principally by a lack of critical race consciousness among the teachers themselves, systemic forms of racism found within the institutional setting itself, and a failure to train teachers to translate theory into practice (Young 2015). Though these obstacles are deep-seated, Young asserts that educators can use honest, inquiry-based reflection to move toward dismantling these challenges (Young 2015). Young’s study is undoubtedly not generalizable to college academics, especially given that it occurred in a single elementary school. However, her study highlights that culturally relevant pedagogy requires more than teaching the right “content”; it also necessitates race consciousness in educators, institutional efforts to dismantle

institutional systemic racism, and comprehensive support in translating Ladson-Billing's theory to practice.

Transformative Pedagogy as Social-Psychological and Interpretive

Taking a somewhat distinct approach from Ladson-Billing's CRP, other scholars conceptualize and measure transformative pedagogy through students' social-psychological growth, particularly in their interpretive attributional tendencies. Biren Nagda et al. (2003) conceptualize transformative pedagogy as one which alters students' attributional complexity, changing the ways in which they interpret social actions and situations. For example, throughout the social justice-themed course designed by the researchers, students tended to improve in their ability to make structural attributions, explaining social events as partly products of racial inequality, heterosexism, and ethnocentrism instead of as strictly the results of individual action (Nagda et al. 2003). Similarly, Gretchen E. Lopez analyzed changes in a group of volunteer first-year students taking a class called, "Introduction to Intergroup Relations and Conflict." The course sought to challenge individualistic attributional tendencies through education on structural sources of inequality and conflict. Through analyzing the results of questionnaires given to the students before and after the semester, researchers found that the students became more likely to identify structural causes of ethnic and racial group inequalities, rather than blaming individuals for their lack of "success" in the United States (Lopez 1998).

Transformative Pedagogy and Inclusion of Voices from Racially/Ethnically Marginalized Groups

Many scholars highlight the pedagogical importance of including voices and perspectives from racially/ethnically marginalized groups within curricula. Drawing on the work of Paulo Freire, a theorist who emphasizes the role of dialogic pedagogy in cultivating liberative thought, Nagda et al. claim that the inclusion of racially subjugated voices is crucial for achieving transformative effects. Through this curricular engagement with voices and perspectives from racially/ethnically marginalized groups, students can better understand the commonalities and differences in various groups' experiences of social reality (Nagda et al. 2003). Similarly, Matus and McCarthy (2003) underscore the importance of postcolonial curricula in highlighting a diversity of global perspectives to draw attention to the ever-growing contradictions and discontents inherent to processes of globalization. However, while recognizing the importance of including voices and perspectives from racially/ethnically marginalized groups, James A. Banks and Ellen Schwartz also underscore that the mere inclusion of such voices alone does not necessarily make pedagogy transformative. Rather, unless pedagogues challenge dominant paradigms of Eurocentrism and honor marginalized voices, curricula risks compromising its potentially transformative quality and reproducing superficial tokenization of diverse voices/perspectives (Banks 1991; Schwartz 1992).

Underlining the necessity to raise race consciousness in educators and institutions, Luis F. Sfeir-Younis (1993) provides insight from his experience teaching a course called "Intergroup Relations and Conflict". His study offers advice for faculty seeking to move from teaching courses which ignore diversity (monocultural teaching) towards teaching courses that enrich the classroom environment by exploring differences (multicultural teaching). For example, the "Intergroup Relations and Conflict" course included the study of different large-scale societal issues such as racism while seeking to explain the structural and societal causes of dominant groups and why those groups have more access to power and resources than others. As framed in this study, the main goal of multicultural teaching is to expand a new quality of mind for students, as without this multicultural vision, it is impossible for students to envision a possible alternative social reality from the dominant one. According to Sfeir-Young, there are

four possible teaching environments: "Purely Monocultural," which assumes a homogeneous student population and incorporates only Eurocentric course materials; "Affirmative Action," meaning that diverse perspectives from marginalized groups are included in curriculum, but the process of teaching is the same; "Participatory Teaching," where course readings remain Eurocentric, but the teaching style and class interactions are more diverse and interactive; and "Genuinely Multicultural."

Only in this last possibility is multicultural vision truly achieved, as the course content matches the diverse student population and the learning process is interactive. In this environment, differences are genuinely welcomed, and therefore new knowledge is created and expanded (Sfeir-Younis 1993). This study displays the many layers of difficulty it takes to transform a course to include a welcoming atmosphere for all students in regards to curricula. It is not simply a box to check off in being inclusive of diverse voices and perspectives from marginalized groups, but rather takes a radical combination and transformation of both course context and the way in which it is integrated and taught to students within the classroom.

Transformative Pedagogy in STEM Education

Given common assumptions regarding the "value-free" nature of STEM education, we often understand natural science and mathematics courses as inherently irrelevant to concerns of transformative pedagogy. However, in light of the purported "value-free" nature of science education, Gaell M. Hildebrand (2007) critiques the presence of hidden curricula taught through science courses, as curricular materials always act in intersection with sociopolitical realities such as racial/ethnic inequalities. Professors, science specialists who write course material, and authors of textbooks carry with them, either implicitly or explicitly, values which are incorporated into science curricula. Hildebrand calls for a re-examination of typically-taught scientific values, such as objectivity and rationality in favor of values concerned with the wider social world, such as "community" and "interdependence." Similarly, Michael Reiss (2007) explores various aims which science education can assume. He claims that, among other objectives, science education ought to clearly and applicably align itself with socio-political justice causes. For example, he cites other pedagogues who have taught biology and ecology courses through making concrete contributions to urban gardening and/or performing politically-salient research regarding local conservation projects.

Previous research has conceptualized "transformative pedagogy" through frameworks emphasizing action-oriented understandings of student transformation and frameworks focusing on social-psychological measures of student transformation. Our current study seeks to bridge these frameworks in studying curricular-based outcomes at St. Olaf College as they relate to the STOGGoal of "Responsible Engagement." We draw on relevant social-psychological concepts surrounding racial consciousness (i.e., structural attributions) while also recognizing action-oriented, personal commitments toward challenging racism as an important measure of progress. Given that the curricular inclusion of racially/ethnically marginalized voices represents an important facet of transformative pedagogy, the current study also seeks to quantitatively measure the current state of inclusion within curricula at St. Olaf. Much of the literature on this topic is limited by its focus on a single course at a single university. Though the present research is limited to the context of St. Olaf College, the study seeks to understand the college's educational impacts broadly, exploring how students' race-consciousness is or may be transformed through curricular requirements within their major, concentration, and conversation programs.

Methods

On November 7th, 2017, our online survey regarding racism in the St. Olaf College curriculum launched to all St. Olaf students through an email alias. Our survey questions were one part of a larger set of survey questions with the broader topic of racism in the classroom and the curriculum at St. Olaf College. 718 students participated in our survey, a response rate of 24%.

Our survey was created and designed using a program through the college, called St. Olaf Form Creator. In order to investigate student experiences and opinions surrounding racism in academic programs, concentrations, and majors, our survey included questions in the format of various matrices and open-ended response questions.

Variables

We researched the following questions:

1. To what extent do students report that courses in their majors, concentrations, and conversation programs include voices and perspectives from racially/ethnically marginalized groups based on their experiences?
2. Which academic departments do students believe are most effective in addressing racial/ethnic inequality?
3. To what extent do students report their major programs as fulfilling standards of racial-justice-based transformative pedagogy and the STOG goal of “Responsible Engagement”?

The independent variables of our study were the demographic data of respondents, including racial, ethnic, and gender identity, graduation year, and choices of majors, concentrations, and conversation programs. We measured these factors through demographic questions in the survey. We relate our central dependent variables to effective curricular engagement with racial/ethnic inequality.

Our first research question explored the extent to which various students report the courses in their majors, concentrations, and conversation programs to be inclusive of voices/perspectives from racially/ethnically marginalized groups. We conceptualized this inclusivity in terms of the perspectives highlighted by professors during their construction of course curricula (Nagda et al. 2003; Matus and McCarthy 2003). Eurocentricity of curricula as the voices being highlighted in St. Olaf curricula, and whether these voices are predominately white and European or American. We operationalized this concept by asking students about the degree to which voices and perspectives from racially and ethnically marginalized groups were integrated within course material. We conceptualized these voices to mean scholars and artists of color. For example, within a matrix organized with a Likert scale and the academic areas of major, concentration, and conversation program we asked in a survey question, *Based on your experience at St. Olaf, what portion of course materials in these areas include voices and perspectives from racially/ethnically marginalized groups?* Our response categories included “none or almost none,” “some,” “many,” and “most or all.”

Our second research question examined the departments which students perceive to do the best job of including these diverse voices and perspectives from racially and ethnically marginalized groups into their courses. To answer this question, we asked students to report the names of departments as qualitative data.

Our third research question examined the extent to which students reported fulfillment of the STOGGoal of “Responsible Engagement.” For context, St. Olaf describes STOGGoals as “college-wide goals for student learning” set for students, regardless of major(s), concentration(s) and conversation program(s). Specifically, the STOGGoal of “Responsible Engagement” is intensely relevant to our review of the literature. According to the St. Olaf website, the “Responsible Engagement” STOGGoal entails that “students will develop knowledge, skills, and commitments for enhancing the well-being of peers, families and communities” (<https://wp.stolaf.edu/outcomes/stogoals-engagement/>). More specifically, this goal calls upon students to “recognize and confront injustice and oppression” and “make decisions that reflect awareness of global interdependence” (<https://wp.stolaf.edu/outcomes/stogoals-engagement/>). As this STOGGoal encapsulates both social-psychological understanding (“recognize...” and “...reflect awareness...”) as well as action-oriented tendencies (“...confront...” and “make decisions...”), we see significant conceptual overlap between previous literature on transformative pedagogy for racial justice and the “Responsible Engagement” STOGGoal. Therefore, in conceptualizing the “Responsible Engagement” STOGGoal as it relates to our research topic, we highlighted that “Responsible Engagement” entails both awareness of racial injustice and concrete action toward dismantling it. We operationalized our measure of “Responsible Engagement” fulfillment through a survey matrix question with four indicators, three related to action-oriented outcomes against racial injustice and one related to social-psychological awareness of racist social structures.

Validity

Through our survey, we strove to achieve both face and content validity in our research study. To ensure face validity, or the assurance that our survey question indicators measured the survey question itself (Neuman, 2012), we discussed our questions with the social scientific community around us, specifically our professor, Dr. Ryan Sheppard and our research peers in class. Through these conversations, our survey went through several revisions before being finalized and sent to students.

To assure content validity, which according to Neuman is idea that the measures in our survey questions should represent all ideas in the conceptual space which we defined (Neuman, 2012:123), we strove to consult relevant literature and clearly conceptualize the terms used in our survey questions. The central variable we conceptualized was the effectiveness of curricular conversations surrounding racial/ethnic inequality. In conceptualizing an “effective” curriculum,

Reliability

To ensure reliability in our survey, which according to Neuman is dependency and consistency (Neuman, 2012:121), we attempted to be as precise as possible with our levels of measurement to avoid overlap in our survey questions. To do this, we carefully defined our variables with specific courses in the student's' major, courses in the student's concentration, and courses in the student's conversation program. We also ensured that the response categories in our survey questions were mutually exclusive and exhaustive. Also, in constructing various Likert scales, we strove to include specific response categories (i.e., using 5 categories ranging from “To a very large extent” to “To a very small extent or not at all”).

To further achieve reliability, we pilot-tested our entire survey with both sections of our SOAN371 class. After receiving the results, we were able to modify the survey according to student critiques, and eliminate aspects that overlapped with other aspects of the survey.

Sample and Sampling

The target population for the survey we conducted was all students at St. Olaf College, excluding students who are studying off campus, and members of our own SOAN 371 class. We chose to do this because the St. Olaf campus is relatively small in size, having around 3,000 undergraduate students. Also, we sent the survey to all students because the issue of racism is so crucial to life on campus. To achieve this, we used an email alias constructed by a college administrator to send our survey to St. Olaf students, as every student is supplied with a college email address. We provided an incentive for taking the survey, which included a drawing for various gift cards to the St. Olaf Bookstore. Our attempted sample size was 25% of students on campus, as the student population is around three thousand. The actual number of respondents to our survey was 718, which amounts to a response rate of 24%. Our sample when considering the traditional gender binary was 67% female (427), and 33% male (208), out of 635 students who responded. Out of 600 students who identified themselves, 21% of respondents were students of color (129), and 79% of respondents were white students (471). 27% (181) of the respondents were first-year students, and 28% (183), 23% (153), and 22% (144) of survey respondents were sophomores, juniors, and seniors, respectively. Because we surveyed St. Olaf students on campus regardless of major, our respondents study a wide range of academic disciplines that the college offers.

Ethics

According to Neuman, the main principles of ethics are to avoid harm to participants, to maintain privacy, and to have informed consent from the survey participants (Neuman 2012:53). Every survey was kept anonymous, without any names attached to the online survey responses or any other potentially identifying information beyond basic demographic data. If students could be identified by this data, our class promised to keep confidentiality, and to eliminate obviously identifiable information from any slush question responses we chose to utilize. Since our survey investigated racism in curricula, we made an effort to conceptualize certain terminology within our survey. Given that racism is a very real and harmful reality on campus which affects students' daily lives, we strove to employ a carefully-conceptualized survey to provide students the ability to specifically express their feedback. Moreover, at the end of the survey, we made sure to include an open-ended question for students to write anything else that they wished to communicate to the researchers. There is also a question which asks how taking the survey made students feel, and if any discomfort while taking the survey occurred. Students were not forced to take the survey in any way, and we told them at the beginning of the survey that they could terminate their participation at any time. Students were also informed that by starting the survey, they were giving consent to participate in our research. Our survey follows the guidelines of the St. Olaf Institutional Review Board, who approved our research as ethical.

Results and Discussion

Research Question 1: Based on the courses students have taken, to what extent do they perceive courses in their majors, concentrations, and conversation programs as including *voices and perspectives from racially/ethnically marginalized groups* (as compared to white American or white European voices and perspectives)?

Univariate Analysis

Our univariate analysis revealed the extent to which students report that courses in their major, concentration, and conversation program include diverse voices and perspectives based on their experiences in their classes (see Table 1). In terms of the courses in students' majors, 30.7% of respondents (155 students) reported that at least many of the course materials included voices and perspectives from racially/ethnically marginalized groups (summing most or all of the course materials, with 0.1% of respondents, and many of the course materials, at 20.6% of respondents). In contrast, 69.2% of respondents (249 students) reported some of the course materials (37.1% of respondents) or none or almost none of the course materials (32.1% of respondents) included voices and perspectives from racially/ethnically marginalized groups.

Regarding courses in respondents' concentrations, 38.8% of respondents (99 students) reported that most or all of the course materials (18.8% of respondents) or many of the course materials (20.0% of respondents) included voices and perspectives from racially marginalized groups. Furthermore, 28.2% of respondents (72 students) reported some of the course materials, and 32.9% (84 students) reported that none or almost none of the course materials in their concentration included voices and perspectives from racially/ethnically marginalized groups.

For courses in respondents' conversation programs, only 8.7% of respondents (21 students) reported that most or all of the course materials within their majors included voices and perspectives from racially/ethnically marginalized groups. In contrast, 75.6% of respondents (183 students) reported that some of the course materials (34.3%) or none or almost none of the course materials (41.3%) included such voices.

Table 1: Extent to which students report diverse voices and perspectives in their courses within their major, concentration, and conversation programs

	<i>Most or all of the course materials</i>	<i>Many of the course materials</i>	<i>Some of the course materials</i>	<i>None or almost none</i>
<i>Major</i>	10.1%	20.6%	37.1%	32.1%
<i>Concentration</i>	18.8%	20.0%	28.2%	32.9%
<i>Conversation Program</i>	8.7%	15.7%	34.3%	41.3%

*For the frequencies that accompany the percentages in this and other tables, please refer to Appendix A.

Bivariate Analysis

Our bivariate analysis examined our univariate results in relationship to the variables of race/ethnicity, gender, year, and the major of the respondents. Regarding students' reports of the inclusion of voices from racially/ethnically marginalized groups in major course curricula, there was no statistically significant difference by race and ethnicity (comparing students of color and white students; $p=0.477$) or by gender (comparing males and females using the traditional binary; $p=0.301$). However, we found a statistically significant difference by class year, first years were more likely to report that the courses in their conversation program included voices and perspectives from racially and marginalized groups, as compared to sophomores, juniors, and seniors grouped together ($p=.024$).

Through the use of Chi-Square testing, we conducted a bivariate analysis regarding the majors of the students (as grouped by the academic divisions of the majors). The comparative means results are depicted in *Table 2*. While a mean of "1" would represent that all students within the group chose the indicator "none or almost none" (of course material), a mean of "4" would indicate that all students within the group chose the indicator "most or all" (of course material). Students with majors in Natural Sciences and Mathematics (NSM) tended to report a lower degree of inclusion of voices from racially/ethnically marginalized groups than students without NSM majors. In contrast, students with majors in Social Sciences (SS), Fine Arts (FA), Humanities (HUM), and Interdisciplinary and General Studies (IGS) tended to report a higher extent of inclusion for racially/ethnically marginalized voices within the course material. All results for this analysis are statistically significant ($p=0.00$ for NMS, $p=.027$ for SS, $p=0.001$ for FA, $p=0.00$ for HUM, $p=0.000$ for IGS).

Table 2. Comparative Means for Inclusion of Voices from Racially/Ethnically Marginalized Groups by Students' Majors (Grouped by St. Olaf's Academic Divisions)

	NSM	SS	FA	HUM	IGS
Has a major in this division	1.74	2.24	2.11	2.46	2.73
Does NOT have a major in this division	2.33	2.03	2.08	1.97	2.00

Discussion

Many students reported little or none curricular inclusion of voices from racially/ethnically marginalized groups within their majors, concentrations, and conversation programs. Our analysis revealed that the indicator "none or almost none," meaning no or almost no inclusion of diverse voices and perspectives from racially and ethnically marginalized groups in course content, received the plurality of responses (about one-third) for respondents' majors, concentrations, and conversation programs. This is concerning especially in light of previous literature that highlights the importance of including racially/ethnically subjugated voices to foster critical awareness of unjust social structures and understanding of perspectives outside one's own social group (Nagda et al. 2003). In the context of mainstream curricula that maintains colonial perspectives through its Eurocentricity, it is crucial that St. Olaf actively highlight racially/ethnically diverse perspectives and thereby foster a broader of globalization and its various contradictions (Matus McCarthy 2003).

Regarding conversation programs, it is surprising that over 40% of students reported that the courses in their program this semester included little or nothing in the way of voices from racially/ethnically marginalized groups, as the college developed conversation programs as learning communities in order to foster critical discussion about “influential texts and ideas that have shaped our past and will guide our future” (citation St. Olaf website - <https://wp.stolaf.edu/admitted/conversations/>). Literature regarding transformative pedagogy consistently underscores the importance of highlighting diverse voices and perspectives, especially those which have been suppressed historically (Nagda et al. 2003). The inclusion of these voices allows professors to challenge curricular tendencies towards of Eurocentrism, which fail to support students in being subjected to diverse voices and perspectives, and have an understanding of global interdependence.

Bivariate analysis found a statistically significant relationship between class year and student reports of the inclusion of racially diverse voices and perspectives in their conversation programs. We found that first-year students are more likely than advanced students to report that their conversation programs included voices and perspectives from racially/ethnically marginalized. We believe that one factor contributing to this tendency may be that first-year students may hold a more idealized view of their conversation programs, given that they lack experience in other college courses with which to make comparisons. Additionally, it may be that most students enrolled in conversation programs are first years or sophomores. In comparison, Junior and Senior student responses may have been swayed, since they answered questions about their conversations in retrospect.

Our bivariate analysis also found that the extent to which students report the inclusion of voices and perspectives from racially/ethnically marginalized groups had a statistically significant relationship with students' majors (as grouped by their corresponding academic division). Students with a major in Natural Science and Mathematics tended to report less inclusion of racially/ethnically marginalized voices in their course content, while the opposite was true for students with majors in SS, FA, HUM, and IGS. This finding was consistent with our literature. Hildebrand and Reiss emphasize that educators of STEM-field courses tend to operate under the assumption that the STEM discipline is “value-free” and objective (Hildebrand 2007; Reiss 2007). In light of this overarching context for STEM, we would predict that courses within the NSM division at St. Olaf may fail to bring curricular attention to the relationship between authors' identities and the content of their work. According to previous literature regarding discourse within STEM education, this is problematic as it perpetuates an understanding of science that is, again, ostensibly objective, value-free, and detached from the humanness and cultural backgrounds of the scientific researchers (Hildebrand 2007). Furthermore, in light of previous literature, discussions of the relevance of authors' identities may occur less frequently among faculty within this division.

Though St. Olaf's academic divisions are constructed to capture a degree of thematic coherence between different departments, different departments within a single division may vary in how they discuss racial/ethnic inequality. For example, although Sociology/Anthropology and Exercise Science are both classified as Social Sciences, Sociology/Anthropology has a greater tendency than Exercise Science to center material around inequalities and unjust social structures. Given that departments and professors within the same academic division likely differ in how they discuss racial/ethnic inequality, we do not believe that the problem of curricular inclusion should be framed as unique to or applicable throughout the NSM division.

Research Question 2: Which GEs/departments/programs do students believe are effective/ineffective in addressing racial/ethnic inequality?

Univariate Analysis

We received 512 responses regarding our second survey question: *In your experience at St. Olaf, which academic departments and programs do the best job of including voices and perspectives from racially and ethnically marginalized groups?* As shown in Table 3., the top 13 most effective departments reported by students in the survey to be the most effective at including diverse voices and perspectives from racially and ethnically marginalized groups are: SOAN (18% or 92 students), English (14% or 71 students), Religion (10% or 53 students), History (9% or 46 students), Spanish (8% or 42 students), RACE (7% or 37 students), Political Science (6% or 33 students), Art/Art History (6% or 30 students), Women and Gender Studies (6% or 28), Music (4% or 22 students), Social Work (4% or 21 students), French (4% or 19 students), and Psychology (4% or 18 students).

Table 3: Best Inclusion of Diverse Voices and Perspectives as Reported by Students

Dept/Concentration/ Conversation/Program	Frequency
Sociology and Anthropology	92
English	71
Religion	53
History	46
Spanish	42
RACE	37
Political Science	33
Art/Art History	30
Women and Gender Studies	28
Music	22
Social Work	21
French	19
Psychology	18
Total	512

Discussion

These student responses suggest a lack of effectiveness in including racially/ethnically marginalized perspectives within the Natural Science and Mathematics division. In contrast, students tended to report departments from Social Sciences (i.e., Sociology and Anthropology and Political Science), Humanities (i.e., History and English), Interdepartmental and General Studies (i.e., RACE), and Fine Arts (i.e., Art/Art History and Music) as most effective in including voices and perspectives from racially/ethnically marginalized groups.

However, there are many limitations that must be considered when discussing this data. According to the previous findings by Hildebrand, STEM pedagogy tends to detach the curricula from values and social realities. Due to the nature of the survey question, student responses were entered as short answer responses. As some departments are larger in size than others, there would be a higher chance that students would report a larger department, such as English or Religion, rather than a department smaller in size, such as Greek. Hypothetically, if the Greek

department were very effective in bringing in diverse voices and perspectives from ethnically and racially marginalized groups into the classroom and in course materials, this would not have been reflected in this set of data.

Additionally, the number of responses for the Sociology/Anthropology department may have been biased by the fact that a Sociology/Anthropology class sent out this survey. In addition, there is a possibility that, given the survey's topic and its relation to a Sociology/Anthropology course, Sociology/Anthropology majors may have been more willing to take the survey and report their own department than students who are not directly involved in the Sociology/Anthropology department.

Research Question 3: To what extent do students perceive the discussions, activities, and/or readings in their major as supporting key STOGGoals in self-development, vocational discernment, and responsible engagement? Specifically, do majors support students in starting or continuing to do these things?

Univariate Analysis

Our univariate analysis revealed the extent to which students reported that the discussions, activities, and/or readings in their major supported them in starting or continuing to produce outcomes which are related to STOGGoals written by the college (as depicted in Table 4).

Regarding the indicator for the outcome, “discuss racial/ethnic inequality with my peers outside of classes,” only 13.2% of respondents (74 students) reported that this occurred to a very large extent and 15.0% of respondents (84 students) reported that this occurred to a large extent. In contrast, 44.1% of respondents (247 students) reported that this outcome occurred either to a small or very small extent (23.6%) or that it did not occur at all (20.5%).

For the indicator, “reflect on the ways that people’s access to power and resources is influenced by their racial/ethnic identities,” 35.9% of respondents (200 students) reported that the outcome occurred to a very large extent (17.2%) or to a large extent (18.7%). For the other response categories, 36.1% of respondents (211 students) reported that this did not occur at all (14.8%) or that it occurred to a small or very small extent (17.1%), while 28.0% of respondents (156 students) reported experiencing this outcome to a moderate extent.

Regarding the indicator, “challenge microaggressions when they occur around me,” 8.5% of respondents (47 students) reported that the classes in their major produced this outcome to a very large extent and 11.2% of respondents (62 students) reported that the outcome occurred for them to a large extent. In comparison, 56.0% of respondents (310 students) reported experiencing this outcome to a small or very small extent (28.0%) or not at all (28.0%).

Finally, for the indicator, “get involved with causes or organizations working to end racial/ethnic inequality,” 17.2% of respondents (95 students) reported experiencing the outcome to a very large (7.6%) or to a large extent (9.6%). In contrast, 62.0% of respondents (342 students) reported that this outcome occurred for them to a small or very small extent (27.4%) or not at all (34.6%).

Table 4: Extent to which students report that their discussions, activities, or readings in their major supported them in starting or continuing to produce the following outcomes.

	To a very large extent	To a large extent	To a moderate extent	To a small or very small extent	Not at all
Discuss racial/ethnic inequality with my peers outside of classes	13.2%	15.0%	27.7%	23.6%	20.5%
Reflect on the ways that people's access to power and resources is influenced by their racial/ethnic identities	17.2%	18.7%	28.0%	17.1%	19.0%
Challenge microaggressions when they occur around me	8.5%	11.2%	24.4%	28.0%	28.0%
Get involved with causes or organizations working to end racial/ethnic inequality	7.6%	9.6%	20.8%	27.4%	34.6%

In addition to performing univariate analysis for each of the four indicators individually, we also combined the four indicators by creating an index (as depicted in Figure 1). This allowed us to analyze the cumulative outcomes experienced by each respondent regarding their reported fulfillment of various indicators associated with the STOGGoal of “Responsible Engagement.”

The index score of “0” represented the mode of the data, with a frequency of 80 (14.8% of respondents). This index score reflects that the 80 respondents answered “not at all” for all four indicators of the STOGGoal Outcomes (“Responsible Engagement”) matrix. The high frequency for the index score of “0” contributed greatly to the non-normality of the curve. In contrast, 30 students (5.5% of respondents) had index scores of 16, reflecting that they answered “to a very large extent” for all four of the indicators. Though the midpoint of possible scores for the index is 8, the mean score for the index is 6.5, and the standard deviation is 4.582.

Reports on STOGGoal Outcomes (“Responsible Engagement”) within Respondents’ Majors

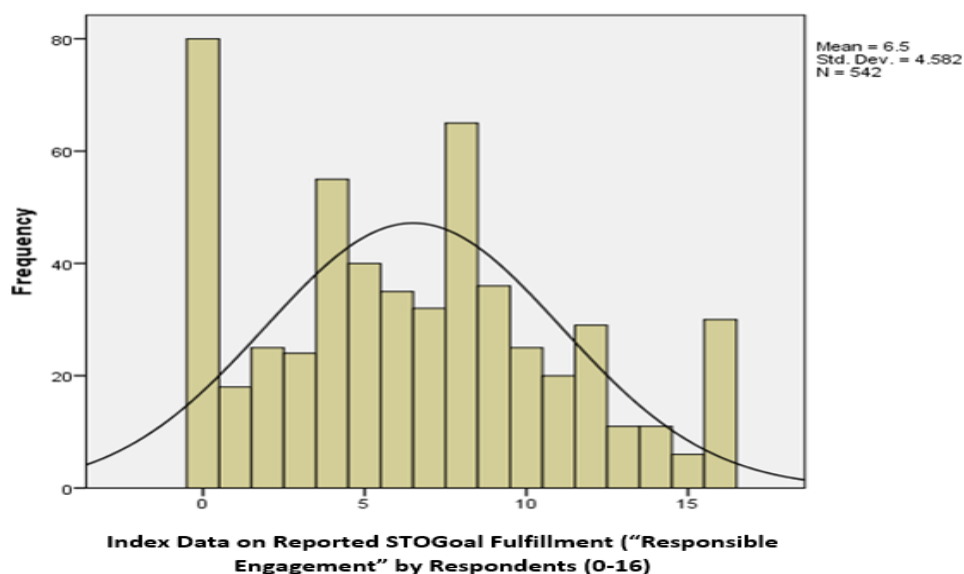


Figure 1: Graph Regarding Respondents’ Reporting on Extent of Fulfillment of Responsible Engagement STOGGoal within Major Courses

We also performed univariate analysis for the extent to which students reported experiencing “Responsible Engagement” STOGGoal outcomes as they relate to both the action-oriented and social-psychological understandings of transformative pedagogy as described in our review of the literature. First, we created an index encompassing students’ responses from the three action-oriented indicators on the survey (“Discuss racial/ethnic inequality...”; “Challenge microaggressions when they occur around me”; “Get involved with causes...working to end racial/ethnic inequality”). *Figure 2* depicts the results of this univariate analysis. Results are skewed left, as the data has a mean of 4.5 (the midpoint of the index scale is 6) and a mode of 0 (encompassing 92 respondents).

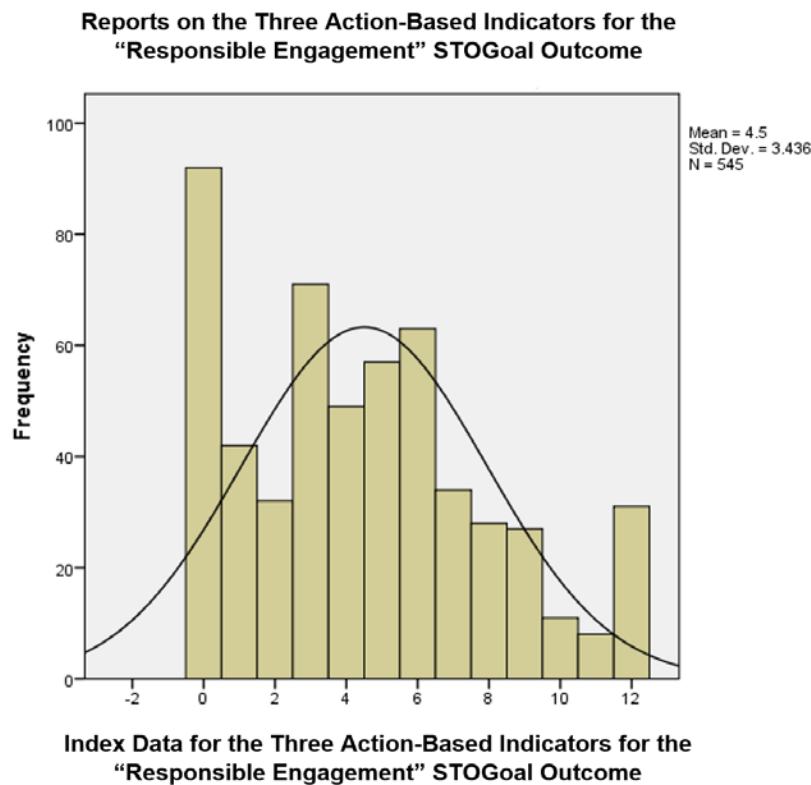
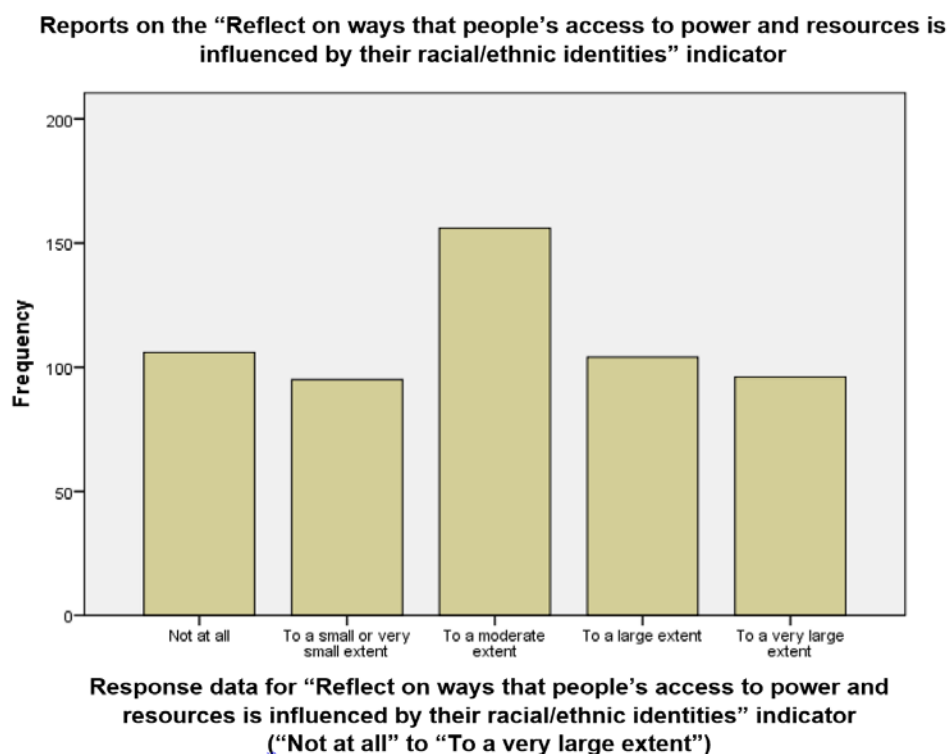


Figure 2: Graph of Index Data from Three Action-Oriented Indicators for the “Responsible Engagement” STOGGoal Outcome

We also performed univariate analysis on student responses for the one social-psychological based indicator within the matrix (“Reflect on the ways that people’s access to power and resources is influenced by their racial/ethnic identities”). *Figure 3* depicts this analysis. Compared to the index of action-oriented indicators, reports regarding the social-psychological indicator featured a higher degree of symmetry.

Figure 3: Graph of Data from the Social-Psychological Indicator for the “Responsible Engagement” STOGol Outcome



Bivariate Analysis

Through bivariate analysis, we measured whether a statistically-significant relationship existed between a student’s major and their tendency to report fulfillment of STOGol-based outcomes through their coursework. In order to attain cell counts high enough to perform bivariate analysis, we grouped students’ majors through two different categorical schemes.

Our first scheme was driven by data received through survey question 27, which asked for feedback on the most effective department in including voices and perspectives (IVP) from racially/ethnically marginalized groups into course materials. We grouped the nine most frequently-mentioned majors (“Top 9”), the fourteen most frequently-mentioned majors (“Top 14”), and, in the final group, the eighteen most frequently-mentioned majors (“Top 18”). Through this scheme, we were able to analyze tendencies between the reported effectiveness of majors in including racially/ethnically marginalized perspectives and the reported fulfillment of STOGol outcomes by the major programs’ students.

The second categorical scheme is more traditional, as it follows St. Olaf’s delineation on how the majors fit into five divisions: Natural Sciences and Mathematics (NSM), Social Sciences (SS), Humanities (HUM), Fine Arts (FA), and Interdisciplinary and General Studies (IGS) (<https://wp.stolaf.edu/academics/departments/>).

We used bivariate analysis to analyze the relationship between students' reporting of STOGGoal fulfillment (for the "Responsible Engagement" STOGGoal) and students' majors. When majors were grouped using the first categorical scheme, we used a Mann-Whitney U-Test to find statistically significant relationships between respondents' majors and their reported fulfillment of STOGGoals-based outcomes. Given that many St. Olaf students have more than one major, we grouped respondents' through binary categories of their majors. For example, we grouped respondents with at least one major in the "Top 9" category and those students without any major within this category. The table below displays comparative means for each category of majors ("Top 9", "Top 14", and "Top 18") compared to those majors which fall outside of these groups; each category demonstrates a negative relationship between respondents' reported fulfillment of the "Responsible Engagement" STOGGoal and the category of the respondents' major. For IVP Top 9 (encompassing 164 respondents), the mean score reported on the STOGGoals index was 8.18 while those outside of the Top 9 (355 respondents) scored an average of 5.70 on the index. The results for IVP Top 14 and IVP Top 18 were similar, as respondents in IVP Top 14 reported a mean score of 7.98 while those outside of IVP Top 14 reported 4.57, and respondents in IVP Top 18 reported a mean of 8.00 compared to the mean of 4.26 for those outside IVP Top 18. Within each of these binarized categories of respondents' major information, there is a statistical difference between STOGGoal index scores, as per Mann-Whitney U-Tests ($p=0.00$ for each categorization).

Table 5. Comparative Means for STOGGoal Fulfillment by Students' Majors (Grouped by Reported Effectiveness in Including Voices/Perspectives (IVP) from Racially/Ethnically Marginalized Groups)

	IVP Top 9 Majors	IVP Top 14 Majors	IVP Top 18 Majors
Has a major in this category	8.18	7.98	8.00
Does NOT have a major in this category	5.70	4.57	4.26

*For the frequencies and standard deviation data for each group, please refer to Appendix A.

In addition, when majors were categorized using the second categorical scheme, we used Mann-Whitney U-Tests to find statistically significant relationship between respondents' majors and their reported fulfillment of STOGGoals-based outcomes. Similar to the first categorical scheme, when categorizing majors based on St. Olaf's academic divisions, we employed a binarized grouping system to control for students who had majors in more than one category. For example, we grouped respondents between those with a major in NSM and those without a major in NSM. The table below displays comparative means for the categorized groups of majors. For respondents with an NSM major (225 students), the mean score reported on the STOGGoals index was 4.50 while those without an NSM major (293 students) reported a mean score of 5.70 on the index. In contrast, for respondents with majors in SS (143 respondents vs. 375 without an SS major), FA (120 vs. 398), HUM (113 vs. 406), and IGS (59 vs. 459), mean index scores were higher for those with majors within these academic departments than for those without such majors. Within each of these binarized categories of respondents' major information, there is a statistical difference between STOGGoal index scores, as per Mann-Whitney U-Tests ($p=0.000$ for NSM, SS, and FA categories, $p=0.002$ for HUM category, $p=0.008$ for IGS category).

Table 6. Comparative Means for STOGGoal Fulfillment by Students' Majors (Grouped by St. Olaf College's Academic Division Categories)

	NSM	SS	FA	HUM	IGS
Yes	4.50	7.73	7.96	7.60	8.02
No	7.98	5.98	6.02	6.17	6.27

*For the frequencies and standard deviation data for each group, please refer to Appendix A.

Bivariate analysis did not yield statistically significant results regarding respondents' race/ethnicity (Mann-Whitney U-Test: $p=0.798$), graduation year (Spearman's Rho: $p=0.076$), or international student status (Mann-Whitney U-Test: $p=0.104$). However, bivariate analysis on respondent gender identity was statistically significant (Mann-Whitney U-Test: $p=0.000$). However, we predict that this relationship is probably due to tendencies for gendered self-selection of majors, as gendered socialization discourages women from entering NMS fields (Zafar 2010).

Discussion

Many students reported receiving little or no support from their major in helping them to fulfill the "Responsible Engagement" STOGGoal. Regarding the data from univariate analysis, we are concerned by the number of students reporting that their majors have "not at all" supported them in fulfilling the four indicators related to the STOGGoal of "Responsible Engagement." Given that our review of previous literature found both action-oriented and social-psychological conceptualizations of transformative pedagogy, we recognize that all four index indicators are extremely important for students to fulfill. Especially in light of the fact that 18.4% of the respondents (80 students) registered scores of "0" on the combined index for the four indicators, and the mean score for student respondents was 6.5 out of 16, there is clearly need for increased institutional support for students in fulfilling the "Responsible Engagement" STOGGoal. The institutional STOGGoal for "Responsible Engagement" reflects the need for both action-oriented and social-psychological change in students, as it calls us to "*recognize and confront* [italics added] injustice and oppression." However, since the standard deviation for this index is approximately 4.6, this represents a large variation in student scores regarding the fulfillment of their "Responsible Engagement" STOGGoal within their major. A difference in scores this large suggests a variation within and across departments themselves. This points towards a larger institutional problem in how well departments are supporting students in starting or continuing to fulfill this STOGGoal of "Responsible Engagement".

In comparing the index that encompasses the action-oriented indicators and the data from the social-psychologically-based indicator, we noticed important differences in skewness. The leftward skewness of the index covering action-oriented indicators further demonstrates that many students are not adequately fulfilling their "Responsible Engagement" STOGGoal in their majors. Ninety-two respondents (16.9%) registered a score of "0" on this index, and the index displays a mean score of 4.5 (data ranges from 0-16). In contrast, for our second univariate analysis (including only data from the social-psychological indicator), the frequency of respondent scores are much more evenly spread than that of the action-oriented indicator index. Moreover, the median of this data is 2 (data ranges from 0-4). This data suggests that, regarding courses within their majors, students may report a higher tendency for reflecting on structural injustice, such as racism, but are report that they are comparatively less likely to intervene and take action-oriented solutions to these problems.

Regarding bivariate analysis, we were surprised by the strong statistical significance between respondents' majors and their reported fulfillment of the "Responsible Engagement" STOGGoal. When categorized by respondents' reports on the "most effective" major department for including racially/ethnically marginalized groups, bivariate analysis demonstrated that students from the "Top 9," "Top 14," and "Top 18" groups tended to report higher fulfillment of the "Responsible Engagement" STOGGoal than students with majors outside of these groups. This result connects strongly with our literature. Prior research emphasizes the positive role of including voices from racially/ethnically marginalized groups within curricula, as such inclusion helps to foster transformation in students' personal commitments (social-psychological and action-oriented) toward racial justice (Nagda et al. 2003).

However, this categorical scheme also has limitations. Given that this scheme classifies majors based on how many students reported inclusion of voices and perspectives from racially/ethnically marginalized groups, we recognize that departments which interact with more students hold an inevitable advantage in earning responses in this question. For example, even if the Latin department was extremely effective in including voices and perspectives from racially/ethnically marginalized groups, it would likely still not be classified within the top group given its small size and the correspondingly small quantity of students that have taken classes in this department.

Our second categorical scheme for grouping majors consisted of grouping majors by St. Olaf College's academic divisions. Our data suggests the tendency for students with an NMS major to report lower fulfillment of the "Responsible Engagement" STOGGoal than students without an NMS major. Several students noted a dearth of conversations surrounding racial/ethnic inequality within their natural science courses. For example, one student stated that "as someone who is a natural science major, [the] majority of my classes focus on very scientific factual objective topics and so I am not nearly as exposed to discussions of racism as those in other majors." In contrast, students with SS, HUM, FA, and/or IGS majors tended to report higher fulfillment of the "Responsible Engagement" STOGGoals. This result demonstrates consistency with our literature, connecting with Hildebrand's observation that STEM pedagogy tends to understand its curricula as detached from values and social realities (Hildebrand 2007). However, before discussing these results further, it is crucial to acknowledge the limitations present within this grouping scheme.

In light of the differences that exist within each academic division, especially regarding the distinct ways in which various departments discuss racial/ethnic inequality, we should exercise caution in the conclusions we draw from the data. We cannot frame this problem solely as the responsibility of the NSM division. In fact, despite cell counts too low to ascertain statistical significance for each individual department, the divisions' internal differences regarding discussions of racial/ethnic inequality still manifested within our data. First, bivariate analysis for each academic division demonstrates a relatively high degree of variation within each division. The standard deviations for index data for each of the academic divisions are as follows: 4.045 (NSM), 4.790 (SS), 4.047 (FA), 4.131 (HUM), and 4.747 (IGS). The variability demonstrates that students with majors within the same academic division still may report dramatically different outcomes experienced through their majors. Contradictory evidence was also brought to light through responses to our slush question, as some students highlighted positive experiences for fulfilling "Responsible Engagement" within NMS, while others described negative experiences within SS, FA, HUM, and IGS majors. For example, one student reported that, in a genetics class, "we did discuss Henrietta Lacks and other instances of minority groups being mistreated by science." For an example regarding negative experiences in SS, FA, HUM, or IGS majors,

one student reported that they “don’t think all the professors in [the Sociology and Anthropology] department do enough to talk about race and student comfort in the classroom enough.”

Conclusion and Recommendations

Our findings demonstrated a high quantity of students who reported “none or almost none” curricular inclusion of voices from racially/ethnically marginalized groups within the courses of their majors, concentrations, and conversation programs. Students with majors in the Natural Science and Mathematics academic division tended to report a lower extent of curricular inclusion within their major than students without an NSM major. In addition, while there was variety in students’ reports on the most effective department for curricular inclusion, many students referenced departments in the Social Science and Humanities academic divisions. Finally, many students reported that they are “not at all” supported by their major in starting or continuing to practice various indicators associated with the STOGGoal of “Responsible Engagement,” which calls upon students to “recognize and confront injustice and oppression” (<https://wp.stolaf.edu/outcomes/stogoals-engagement/>). Students with majors in NSM tended to report a lower extent of fulfillment of the “Responsible Engagement” STOGGoal through their major than respondents without an NSM major. In contrast, students with majors in SS, HUM, FA, and IGS tended to report higher rates of fulfillment of the “Responsible Engagement” STOGGoal than those without majors in these divisions.

We are concerned by the number of students who reported that little or no course content within their majors, concentrations, and conversation programs included voices and perspectives from racially/ethnically marginalized groups this semester. The apparent shortage of such voices/perspectives in some areas of the curriculum suggests that some students may not experience the benefits of transformative pedagogy, particularly since many students graduate with one major, many of those with two majors pursue studies in related fields (e.g., chemistry and math), and students are not required to attain a concentration or to be involved in a conversation program. Furthermore, we are concerned by the number of students - approximately 20% - who reported that their major programs provided no support in achieving outcomes tied to the ultimate “Responsible Engagement” STOGGoal.

The strengths of our research include the steps we took to ensure strong validity and reliability within our study. We facilitated a focus group in order to develop a survey that was in touch with student experiences regarding racism in the classroom. In constructing our specific survey questions and indicators, we made sure to maximize reliability by using clear language and maintaining balance in response options. We tested and refined our questions using a pilot test with other researchers in our class, who reviewed and provided feedback on our questions. Finally, our survey garnered a sizable response rate (24%). Our team bridged action-oriented and social-psychological understandings of transformative pedagogy within our survey. In constructing our survey, we were also successful in connecting our literature review on transformative pedagogy to the “Responsible Engagement” STOGGoal of St. Olaf College, making our study more applicable to the work of the *To Include is to Excel* grant.

Our study also had limitations. Our first limitation was the lack of time in conducting our research, which was completed during one semester. The second limitation was our grouping of data on gender (grouped by self-identification as male or female) and race/ethnicity (grouped by self-reported white students and students of color) due to low cell counts. Such grouping suppresses nuanced realities of race, ethnicity and gender identification. Also, our research was based upon self-reported data, which means that only students who wanted to take the survey did so. This creates possibility for survey bias, as students with strong thoughts about the

subject were likely more apt to participate. Lastly, when interpreting our research findings, it is important to recognize the context of St. Olaf College as a small liberal arts school that is predominately white. St. Olaf's context must be taken into consideration, as it limits possibilities for generalization beyond the scope of St. Olaf.

Based on our research, we offer the following three recommendations:

1. Evaluate General Education requirements to ensure that all students experience curricula that centers voices from racially/ethnically marginalized groups and cultivates understanding of racism as it manifests institutionally, societally, and systemically.

Given the large quantity of students who report no or almost no inclusion of voices from racially/ethnically marginalized groups within courses in their majors, concentrations, and conversation programs, we believe that St. Olaf College ought to reconfigure the GE requirements. During this process, the college may benefit from careful attention to literature regarding this inclusion of diverse voices and perspectives (Banks 1991; Schwartz 1992; Sfeir-Younis 1993). To ensure that curricular inclusion contributes to larger aims of transformative pedagogy, the college may benefit from evaluating GE requirements against courses constructed and documented by scholars who strive to enact transformative pedagogy in their classrooms. For example, Nagda et al. (2003) designed a course entitled "Intergroup Relations and Conflict," and measured the extent to which it produced transformative effects.

2. Modify departmental review processes to include evaluation of the extent to which students in each major learn how their discipline relates to racial injustice, so that all students have ample opportunity to fulfill the STOGGoal of "Responsible Engagement".

Though we support the reconfiguration of GE requirements as a mechanism to challenge racism in the classroom at St. Olaf College, we also believe that limiting transformative coursework surrounding racial/ethnic inequality to GEs risks detaching these conversations from students' major programs. In light of survey data which demonstrates the high quantity of students, particularly those with majors in the NSM division, who reported low fulfillment of the "Responsible Engagement" STOGGoal through their majors, we believe that the departmental review process should evaluate departments' support for students in attaining this institutional goal. To support professors in implementing new curricular material, departments may gather resources that demonstrate how the discipline relates to racial/ethnic inequality. Grounded in this awareness, departments may reflect upon how they could teach this content in a way that supports students in fulfilling the institution's "Responsible Engagement" STOGGoal.

3. Increase awareness of the specific content of STOGGoals, so students are able to understand relevant outcomes and measure themselves and their academic experiences against these standards.

Finally, we recommend that the college foster awareness of institutional STOGGoals. If these goals are transparent, students will be empowered to measure themselves and their academic experiences against these goals. Awareness of the "Responsible Engagement" STOGGoal is of particular concern to us, as its content strongly resonates with standards of transformative pedagogy. One way in which St. Olaf could cultivate awareness of STOGGoals is by planning an engaging event in which administrators, professors, and students come together to discuss the specific content of STOGGoals.

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APPENDIX A

Table 1. (expanded)

	Most or all of the course materials	Many of the course materials	Some of the course materials	None or almost none
Major	10.1% 51/504	20.6% 104/504	37.1% 187/504	32.1% 162/504
Concentration	18.8% 48/255	20.0% 51/255	28.2% 72/255	32.9% 84/255
Conversation Program	8.7% 21/242	15.7% 38/242	34.3% 83/242	41.3% 100/242

Table 2. (expanded)

	NSM	SS	FA	HUM	IGS
Has a major in this division	1.74 N=198 SD=0.872	2.24 N=133 SD=1.016	2.11 N=122 SD=0.811	2.46 N=112 SD=0.958	2.73 N=56 SD=0.924
Does NOT have a major in this division	2.33 N=283 SD=0.953	2.03 N=348 SD=0.937	2.08 N=359 SD=1.011	1.97 N=370 SD=0.935	2.00 N=425 SD=0.937

Table 4. (expanded)

	Most or all of the course materials	Many of the course materials	Some of the course materials	None or almost none
Major	10.1% 51/504	20.6% 104/504	37.1% 187/504	32.1% 162/504
Concentration	18.8% 48/255	20.0% 51/255	28.2% 72/255	32.9% 84/255
Conversation Program	8.7% 21/242	15.7% 38/242	34.3% 83/242	41.3% 100/242

Table 5. (expanded)

	IVP Top 9 Majors	IVP Top 14 Majors	IVP Top 18 Majors
Has a major in this category	8.18 N=164 SD=4.485	7.98 N=291 SD=4.467	8.00 N=308 SD=4.478
Does NOT have a major in this category	5.70 N=355 SD=4.504	4.57 N=228 SD=4.131	4.26 N=211 SD=3.931

Table 6. (expanded)

	NSM	SS	FA	HUM	IGS
Has a major in this division	4.50 N=225 SD=4.405	7.73 N=143 SD=4.790	7.96 N=120 SD=4.407	7.60 N=113 SD=4.131	8.02 N=59 SD=4.747
Does NOT have a major in this division	7.98 N=293 SD=4.491	5.98 N=375 SD=4.485	6.02 N=398 SD=4.610	6.17 N=406 SD=4.730	6.27 N=518 SD=4.585

APPENDIX B

Survey Questions

Question about reported inclusion of diverse voices and perspectives from racially/ethnically marginalized groups into course content: Based on your experience at St. Olaf (this semester and before), what portion of course materials in these areas include voices and perspectives from racially/ethnically marginalized groups (as compared to white American or white European voices and perspectives)? If you have more than one major, concentration, or conversation program, answer based on the one that comes first alphabetically.

Response Categories:

- Courses in your major
- Courses in your concentration
- Courses in your conversation program

Possible Responses:

- Most or all of the course materials
- Many of the course materials
- Some of the course materials
- None or almost none of the materials
- Don't know
- Not applicable (If you don't have a major, concentration, or conversation program)

Question about most effective department (short answer): In your experience at St. Olaf (this semester and before), which academic departments and programs do the best job of including voices and perspectives from racially/ethnically marginalized groups?

Question about STOG goal outcomes: To what extent have discussions, activities, or readings in your major supported you in starting or continuing to do the following things? If you do not have a major, please check "Not applicable."

Response Categories:

- Discuss racial/ethnic inequality with my peers outside of my classes
- Reflect on the ways that people's access to power and resources is influenced by their racial/ethnic identities
- Challenge microaggressions when they occur around me
- Get involved with causes or organizations working to end racial/ethnic inequality

Possible Responses:

- To a very large extent
- To a large extent
- To a moderate extent
- To a small or very small extent
- Not at all
- Not applicable (no major yet)