

**Report of the  
Ethnic Studies Subcommittee  
May 2017 – revised 23 August 2017**

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## Executive Summary

The Ethnic Studies Subcommittee (ESS) of the University General Education Committee has reviewed and evaluated UW-Madison's Ethnic Studies Requirement (ESR) course array. It also distributed a questionnaire to UW-Madison instructors that assessed the distinct challenges instructors face teaching ESR courses. The purpose of the ESR course array review and instructor questionnaire is to ensure the advancement of a robust ESR curriculum and to better address the distinct challenges of ESR instructors.

After a thorough review of the 225 course syllabi that comprise the ESR course array along with the findings of the instructor questionnaire, the ESS identified eight areas for improvement.

### 1. ESR Courses

- The ESS met with instructors of courses that it determined were failing to meet the ESR criteria. It devised a follow-up review process for instructors of Anthropology 104 and four other courses to ensure future compliance while providing instructors the opportunity to revise their syllabus in accordance with ESR guidelines.
- The ESS recommends the removal of the Ethnic Studies designation from eight courses. With no instructors attached to them, these eight courses are unlikely to be offered again.

### 2. Student Enrollment Distribution

- Despite the wide array of ESR courses offered, students disproportionately enroll in three courses to fulfill their ESR. To support the goal of reaching students through a diverse ESR course array, the ESS supports the permanent allocation of TA-ships to the American Indian Studies Program, the Asian American Studies Program, and the Chican@/Latin@ Studies Program, which have historically been denied TA lines despite offering a diverse set of ESR courses, and the increase allocation of TA-ships to the Department of Afro-American Studies.
- The ESS recommends that advisors continue to inform students of the wide array of courses they can take to fulfill the ESR. The ESS would like to expand its tasks to include outreach, where ESS members would regularly meet with advisors to discuss ESR course offerings.

### 3. Gaps in ESR Course Offerings

- The ESS finds the relative paucity in the number of ESR courses offered by the Chican@/Latin@ Studies Program concerning. Given that there is only one faculty (FTE) appointment in CLS, the ESS urges the granting of a new tenure-track line to CLS as a way to promote an increase in the number of CLS ESR course offerings.

#### **4. ESR Guidelines**

- The ESS would like to revise the current ESR guidelines to capture more effectively the intent of the ESR. This proposed change concerns courses that explore the experiences of racial and ethnic minorities and indigenous peoples in a comparative international context. The previous guideline stipulated that such courses must devote at least 25%, or 3.75 weeks, to examining the experiences of persistently marginalized groups in the U.S. The new proposed guideline increases this stipulation to 50%, or 7.5 weeks.
- Given that a growing number of new ESR courses are being proposed as online courses, the ESS would like to hold a series of meetings during the 2017-18 academic year to discuss the viability of online ESR courses and develop guidelines to ensure their effectiveness.

#### **5. Assessment of the Four Essential Learning Outcomes**

- While instructors believed that their own ESR courses helped students to achieve each of the four ELOs, many added in their questionnaires that the true measure of ESR student learning outcomes required assessing students. The ESS would like to begin designing a strategy in the 2017-18 academic year for the direct assessment of student learning and/or assessment of student attitudes and beliefs, relative to the ESR learning outcomes and goals.

#### **6. The Three-Credit Ethnic Studies Requirement**

- As a clear majority of ESR instructors considered the increase of the ESR from one to two courses to be very valuable, the ESS recommends forming a task group to assess the implications of increasing the ESR from three credits to six credits.

#### **7. Teaching Format of ESR Courses**

- The vast majority of instructors indicated that small group discussions are the most effective teaching format for ESR courses and stressed the importance of properly trained TAs to lead these discussions. The ESS urges the development of a university-wide training program for graduate students interested in TAing ESR courses.

#### **8. Challenges of ESR Instruction**

- The ESS would like to share its findings of the distinct challenges that instructors face teaching ESR courses with department and program heads along with members of Divisional Committees. It also recommends the allocation of resources to support ESR instructors in all the challenges that teaching ESR courses necessarily entail.

## I. Introduction

### A. Committee Members

In August 2016, Karl Scholz, Dean, College of Letters and Science, at the request of Sarah Mangelsdorf, Provost, charged the Ethnic Studies Subcommittee (ESS) with reviewing the Ethnic Studies Requirement (ESR) course array and making recommendations on how the learning and instruction of ESR courses could be improved. The 2016-2017 ESS term members were:

#### Faculty:

Chair, Cindy I-Fen Cheng, History and Asian American Studies (year 2 of 3)  
Roberta Hill, English and American Indian Studies (year 1 of 3)  
Susan Johnson, History and Chican@ and Latin@ Studies (1 year appointee)  
Maria Lepowsky, Anthropology (1 term appointee, Spring 2017)  
Larry Nesper, Anthropology and American Indian Studies (1 term appointee, Fall 2016)  
Jenna Nobles, Sociology (year 1 of 3)  
Cherene Sherrard, English and Afro-American Studies (year 3 of 3)  
Shannon Sparks, Human Ecology and American Indian Studies (year 2 of 3)  
Michael Thornton, Afro-American Studies (1 year appointee)  
Timothy Yu, English and Asian American Studies (year 2 of 3)

#### Students:

Gianina Dinon, ASM appointee  
Anisa Yudawanti, ASM appointee

#### Ex Officio:

Elaine M. Klein, Associate Dean for Academic Planning, Chair, University General Education Committee  
Mo Noonan Bischof, Associate Vice Provost  
Nathan Phelps, Assistant Dean and Director, First-Year Interest Groups, SOAR Access liaison  
Tori Richardson, Assistant Dean, L&S Student Academic Affairs

#### Support Staff:

Joni Brown, L&S Administration  
Kimbrin Cornelius, L&S Administration  
Ayanna K. Drakos, Assistant for General Education Ethnic Studies Assessment

### B. Charge to the Committee

The charge to the ESS, as transmitted by Dean Scholz and Provost Mangelsdorf, came following the University Academic Planning Council's approval of the Undergraduate General Education Committee assessment plan in spring 2016, which called for a re-evaluation of the ESR course array. The project entailed gathering and evaluating the

syllabi of all courses that currently meet the Ethnic Studies Requirement and producing a report that would:

1. Affirm that courses offered for ESR credit conform to the current criteria and have the capacity to promote student learning relative to the ESR learning outcomes;
2. Recommend revisions to the ESR course array to remove courses that do not meet the criteria or that cannot reasonably be revised to meet the criteria;
3. Propose areas where new ESR courses could be developed to improve the course array; and
4. Recommend revisions to the ESR criteria to promote better achievement of student learning outcomes.

### C. The Ethnic Studies Subcommittee Review Process

Dean Scholz and Provost Mangelsdorf expected the ESS charge to take two semesters to fulfill. The ESS dedicated fall semester 2016 to gathering all ESR course syllabi. Over the span of three meetings, the ESS developed a plan to streamline instructor submission of ESR course syllabi. It also drafted a separate anonymous questionnaire for instructors teaching ESR courses to complete. The questionnaire assessed the effectiveness of ESR courses in meeting the ESR Essential Learning Outcomes and sought feedback about the distinct challenges that instructors teaching ESR courses face. Finally, the ESS devised a syllabus review process whereby, following a thorough review of all syllabi submitted, the ESS would identify courses that did not appear to meet ESR guidelines. For courses that the ESS identified as not meeting the ESR criteria, select committee members would meet with instructors and make suggestions about how to align courses with ESR guidelines. The ESS would make recommendations to remove the ESR designation from a course should an instructor decline to alter course content in conformity with ESR guidelines. By the end of fall 2016, a series of e-mails were sent to instructors teaching ESR courses, requesting the mandatory submission of their ESR course syllabi and the voluntary completion of the anonymous instructor questionnaire.

Following the procurement of ESR course syllabi and completed instructor questionnaires, the ESS met three times over spring semester 2017 to make recommendations based on findings of the syllabus review and instructor questionnaire. The ESS successfully reached consensus on courses identified as not meeting ESR guidelines. Designated committee members met with instructors whose syllabi did not align with ESR guidelines and provided suggestions on how to improve their course content, bringing it in conformity with the current criteria. The ESS devised a follow-up process to ensure the alignment of these courses with ESR guidelines before the courses are offered again. The ESS also made recommendations to remove certain courses from the ESR course array. Finally, the ESS drafted its report with recommendations on how the ESR course array could be improved and how the ESR guidelines could be revised and better implemented to enhance the achievement of student learning outcomes.

## II. Background on Ethnic Studies Requirement Course Array Review

The ESR grew out of concerns exemplified by a May 1987 incident in which the Phi Gamma Delta fraternity put up a large caricature of an “island native” for its “Fiji Island” theme party. The newly formed Steering Committee on Minority Affairs, chaired by undergraduate Black Student Union leader Charles Holley, recommended in its December 1987 report the implementation of a mandatory six-credit ESR. The L&S Curriculum Committee reduced the proposed requirement to three credits after reviewing the campus’s capacity to meet it. On April 18, 1988, the L&S Faculty Senate adopted a three-credit ESR as part of the existing breadth requirement for B.A. and B.S. degrees to be effective for all entering students in the 1989-1990 academic year. In May 1994, the UW-Madison Faculty Senate approved a three-credit ESR for all incoming freshmen and transfer students as part of the university-wide General Education requirements.

During the 1988-89 academic year, the L&S Curriculum Committee, chaired by Bernice Durand, developed the following criteria for courses that could be used to satisfy the ESR. Approved courses were expected to promote

- the study of the experience of discrimination by some ethnic, racial, or religious group so affected in American society; or
- the thorough examination of aspects of the culture and historical experience of an ethnic, racial, or religious group that remains on the margin in the United States; or
- the study of discrimination, cultural differences, and ethnicity in other settings in ways which help in the understanding of cultural and ethnic problems in the United States.

In February 2000, at the request of Vice Chancellor Paul Barrows, Dean Phillip R. Certain appointed a committee to review UW Madison’s Ethnic Studies Requirement. Responding to student complaints over the efficacy of ESR courses, Dean Certain stated that “the criteria for defining which courses adequately fulfill the Ethnic Studies Requirement need to be reviewed. The responsibility for developing and offering courses meeting the Ethnic Studies Requirement needs to be spread more evenly across Letters and Science and extended to other Schools and Colleges as well.” When Dean Certain issued his charge in 2000, UW-Madison was in its tenth year of the ESR.

Two years after Dean Certain issued his charge, the ESR Review Committee submitted its report, concluding that the ESR should be retained because it was yielding “positive academic and campus climate outcomes.” The 2002 report also made recommendations to improve ESR course offerings.

In 2003, the Ethnic Studies Implementation Committee formed to carry out the recommendations of the ESR Review Committee. The Ethnic Studies Implementation Committee spent fall 2003 to fall 2004 reviewing the entire ESR course array. The list of 233 ESR courses was reduced to 166, and 25 new courses were added. These changes were implemented in fall 2005. This was the last time UW-Madison reviewed all ESR course offerings.

The 2003 Ethnic Studies Implementation Committee also developed a new set of descriptive guidelines for ESR courses that was approved by the University Academic Planning Council in June 2005. This new set of guidelines still functions as the criteria by which the current ESS evaluates courses that satisfy the ESR.

- ESR courses must be offered for a minimum of 3 credits.
- Evidence (e.g., syllabus, reading list) must be provided demonstrating that the course material illuminates the circumstances, conditions, and experiences of racial and ethnic minorities in the United States.
- Courses that explore the circumstances, conditions, and experiences of racial and ethnic minorities in a comparative international format must devote at least 25% of the course (lecture, discussion, reading materials, etc.) to the experience and/or theoretical understanding of the means by which persistently marginalized groups in the US negotiate the conditions of exclusion or marginalization.
- Courses that explore the condition of U.S. ethnic groups that were at one time marginalized but which have since been widely assimilated into the dominant U.S. culture must devote at least 25% of the course to the experience and/or theoretical understanding of the means by which persistently marginalized groups in the US negotiate the conditions of exclusion or marginalization.
- In cases where religion is intertwined with respect to ethnic/racial minorities that are persistently marginalized or discriminated against in the U.S., courses that focus on religion may fulfill the ESR.

The Ethnic Studies Implementation Committee also proposed convening a standing faculty and staff Ethnic Studies Subcommittee of the University General Education Committee (the ESS of the UGEC) to administer and advocate for the ESR. In March 2010, the ESS brought together faculty and academic staff who teach or influence the most frequently taken ESR courses. Their conversations led to the articulation of four Essential Learning Outcomes (ELOs) that transcend specific content areas and speak to the common objectives among ESR courses. The current ESS still relies on the four ESR ELOs that were developed in 2010 to assess student learning and to evaluate whether new courses proposed as ESR support student learning relative to the requirement.

- **Awareness of History's Impact on the Present** - Ethnic Studies courses highlight how certain histories have been valued and devalued, and how these differences have promulgated disparities in contemporary American society.
- **Ability to Recognize and Question Assumptions** – Ethnic Studies courses promote recognition and application of critical thinking skills, specifically with respect to teaching students to harbor a healthy skepticism towards knowledge claims, whether in the form of media, political, or popular representations, primarily as these relate to race and ethnicity. As part of this process, the ESR should challenge students to question their own assumptions and preconceived notions on these topics.
- **A Consciousness of Self and Other** - Awareness of self is inextricably linked with awareness of and empathy towards the perspectives of others. In constructing a space

for this kind of discussion in their classrooms, Ethnic Studies courses give students an opportunity to think about identity issues, including their own identity, as well as the connections they might have to people “outside” their focused social circle.

- **Effective Participation in a Multicultural Society** – Ethnic Studies courses should be relevant to students’ “lives outside the classroom,” and pursuing the objectives above should not only lead to student behavioral change, but to action in the real world. The ESR should ultimately engender in students the ability to participate in a multicultural society more effectively, respectfully, and meaningfully. This participation may be as mundane as being able to discuss race with a colleague or friend, or to recognize inequities in interpersonal, institutional, or other context.

In spring 2016, Provost Mangelsdorf responded to a string of racist campus incidents with renewed interest in the ESR, affirming its importance in improving campus climate. Given that ten years have passed since the 2005 implementation of ESR guidelines, a new review is necessary to assess the alignment of the current ESR course offerings with ESR guidelines and to recommend revisions to the ESR criteria in order to promote better achievement of student learning outcomes.

### **III. Findings and Specific Recommendations: Syllabus Review**

The ESS review of the ESR course array showed that the clear majority of ESR courses align with ESR guidelines. In fall 2016, the ESS identified 178 active ESR courses. Of these courses, 132 have instructors (faculty, academic staff, and graduate students) attached to them, whereas the instructors of 46 of these courses are no longer at UW-Madison.

In instances where multiple instructors teach the same ESR course, the ESS requested a separate syllabus from each instructor rather than reviewing one sample syllabus per course. For all courses, the ESS requested the syllabus from the last time that an instructor taught the class.

The ESS identified 110 instructors teaching ESR courses. Of the 110 instructors, 108 submitted the requested syllabi for a total 189 syllabi. The ESS contacted the departments and programs for courses with no attached instructors and collected 36 syllabi. The ESS reviewed a total of 225 ESR course syllabi.

Of the 225 syllabi, the ESS identified 16 syllabi that did not meet the ESR guidelines. It is notable that 209 of the 225 course syllabi met the basic criteria of the ESR. This shows that the development of a clear set of ESR guidelines and ELOs together with a standing ESS to administer the guidelines has effectively advanced a solid ESR course array.

However, concerns abound over courses that do not meet the ESR guidelines, the uneven distribution of student enrollment in ESR courses, gaps in the ESR course array, the effectiveness of the ESR guidelines in promoting student learning outcomes, and the offering of online ESR courses.

## A. Courses

Of the sixteen syllabi that the ESS identified as failing to meet the ESR criteria, seven were ANTRHO 104 courses. A total of nine ANTHRO 104 syllabi were submitted. The ESS determined that two of the nine met the ESR criteria, whereas seven did not appear to do so.

The Chair of the ESS held separate meetings with the Chair of the Anthropology Department, the Undergraduate Advisor of the Anthropology Department, the Chair of the Cultural Section of the Anthropology Department, and select Anthropology faculty to discuss concerns about ANTHRO 104. In February 2017, the Chair of the Anthropology Department together with the Chair of the Cultural Section of the Anthropology Department invited members of the ESS to the faculty meeting of the Cultural Section of the Anthropology Department.

At the meeting, ESS members explained that seven of the nine submitted ANTHRO 104 syllabi failed to make legible how 25% of the course (3.75 weeks) was dedicated to exploring the experiences and/or theoretical understandings of persistently marginalized groups in the U.S. ESS members emphasized the academic and social importance of ESR courses given that students are required to take only one ESR course in their college career. In addition, ESS members explained the responsibility of ANTHRO 104 to meet the basic criteria of the ESR given that L&S has consistently supported increased enrollment in the course. Indeed, L&S support for TAs in ANTHRO 104 has been so robust that it has had a higher percentage of undergraduate enrollment than all other ESR courses since at least 2008. ESS members provided sample syllabi of introductory Anthropology courses that are in line with ESR guidelines.

On March 13, 2017, the Chair of the Anthropology Department forwarded from the Chair of the Cultural Section of the Anthropology Department, on behalf of her faculty, a written response to the meeting with ESS members that pledged “to continue working together to strengthen 104 and to improving our syllabi and course design to make our pedagogical goals in teaching this critical course more transparent, legible, and consistent.” The letter further stated that faculty teaching ANTHRO 104 “will be vigilant in making sure that each version of 104 contains a clear minimum of 3.75 weeks of Ethnic Studies content, with the goal to incorporate a significantly greater amount.” (See Appendix A)

To ensure that faculty of the Cultural Section of the Anthropology Department carries out their pledge to align all versions of the ANTHRO 104 syllabi with ESR guidelines, the ESS recommends:

**R-1: Individual instructors must submit their ANTHRO 104 syllabus before each teaching term to the ESS for review and approval. The deadlines for syllabus submission are August 1 for fall semester, December 1 for spring semester, and May 1 for summer sessions. The review will continue for three academic years,**

**from July 31, 2017 to May 31, 2020. The chair of the ESS will oversee the implementation of this review.**

The deadlines for monitoring ANTHRO 104 are intended to afford instructors the opportunity to revise their syllabus in accordance with ESR guidelines. Should it appear that compliance is unlikely to be achieved, the ESS may assert its authority to remove the Ethnic Studies designation from ANTHRO 104, to be effective in a future term so as not to disadvantage students.

The remaining nine course syllabi that the ESS identified as not meeting the ESR criteria represented seven different courses. Following meetings that ESS members held with individual instructors of these courses and a thorough review to consider whether the courses could be reasonably revised to align with ESR guidelines, the ESS recommends the following:

**R-2: For courses where the instructor has agreed to make revisions to align their course with ESR guidelines, instructors must submit their syllabi to the ESS for review and approval for two teaching cycles, or the next two times they offer the course. The deadlines for syllabus submission are August 1 for fall semester, December 1 for spring semester, and May 1 for summer sessions. The chair of the ESS will oversee the implementation of this review. (See Appendix B)**

The deadlines for monitoring these courses are intended to afford instructors the opportunity to revise their syllabus in accordance with ESR guidelines. Should it appear that compliance is unlikely to be achieved, the ESS may assert its authority to remove the Ethnic Studies designation from specified courses, to be effective in a future term so as not to disadvantage students.

**R-3: The removal of one course from the ESR course array whose instructor is no longer teaching at UW-Madison. (See Appendix C)**

When the ESR was implemented in April 1988, most courses from the four Ethnic and Indigenous Studies units were included in the ESR course array. However, given that some of the courses offered by the four units may not center the experiences of persistently marginalized groups in the U.S., the ESS recommends:

**R-4: The creation of topics courses in the four Ethnic and Indigenous Studies units that do not carry the Ethnic Studies designation for cases where instructors wish to develop new courses or offer one-time courses that do not meet the ESR.**

As part of the ESR course array review, the ESS contacted departments and programs that list ESR courses which do not have instructors attached to them. Following correspondence with department and program chairs about these courses, the ESS recommends:

**R-5: The removal from the ESR course array of seven courses that have no instructors attached to them. These requests were all initiated by the heads of departments and programs, as they have no plans to offer these courses again. (See Appendix C)**

## B. Student Enrollment Distribution

Despite a wide selection of ESR courses across campus, students disproportionately enroll in three courses offered by two departments to fulfill their ESR: ANTHRO 104, SOC 134, and SOC 170. Together, these courses account for 32% of all ESR enrollments (Table 1). This finding is corroborated by a 2010 study conducted by the UW Office of Academic Planning and Institutional Research, which reported similar trends in student enrollment in ESR courses for bachelor degree recipients from 2008 to 2010.

Table 1

**Most Enrolled ESR Courses**  
Undergraduate Enrollments Fall 2015 - Spring 2017

Subject	Cat #	Title	% of total
ANTHRO 104	104	Cult Anthro&Human Diversity	17.0%
SOC 134	134	Am Racial&Ethnic Minorities	7.9%
SOC 170	170	Population Problems	7.3%
AFROAMER 156	156	Black Music&Am Cultrl Hist	4.1%
ASIAN AM, HISTORY 160	160	Asian Am Hist: Movmnt&Dislocatn	2.3%
ASIAN AM, HISTORY 161	161	AsianAm His: Settlmnt&Belonging	2.3%
L I S 202	202	Divides&Differences-Multicultr	2.2%
AFROAMER 154	154	Hip-Hop and Cont Am Society	2.2%
ENGL 173	173	Ethnic and Multicultural Lit	2.1%
AFROAMER 231	231	Intro to Afro-Am History	1.7%
AFROAMER 271	271	Topics in African Amer Culture	1.6%
ASIAN AM, ENGL 150	150	Lit & Culture of Asian America	1.6%
JOURN 162	162	Mass Media in Multicultrl Amer	1.5%
AMER IND, ANTHRO 314	314	Indians of North America	1.4%
COM ARTS 372	372	Rhetoric-Campaign&Revolutn	1.4%
AMER IND 100	100	Intro-Amer Indian Studies	1.3%
ASIAN AM, SOC 220	220	Ethnic Movements in U.S.	1.3%
AFROAMER, ART HIST 242	242	Intro to Afro-American Art	1.3%
HDFS 474	474	Racial Ethnic Families in U.S.	1.1%
COUN PSY 225	225	Coming to Terms-Cultrl Divrsty	1.1%

**Note:** Previous studies have shown that a clear majority of students take only one ESR course on campus, so enrollment data can be used as a reasonable proxy for understanding how students are meeting their ESR.

A founding principle of the ESR that was affirmed by Dean Certain in his 2000 charge to the ESR Review Committee is the importance of developing and offering a wide range of ESR courses within L&S and in other Schools and Colleges as well. Student demands and interests are diverse and expansive. Thus, a wide-ranging ESR course array is necessary to meet the needs of students and bolster the achievement of student learning outcomes. The current ESS aims to carry forward this core principle. In addition to ensuring the development of a robust ESR course array, we want to support a more balanced student enrollment in ESR courses.

The ESS recognizes that the course offerings of the four Ethnic and Indigenous Studies units not only anchor the ESR course array, comprising 114 or 64% of the 178 active ESR courses, but also act as the main conduits for the diversification and growth of the ESR course array. Over half of the 114 courses are cross-listed with departments and programs across campus. The course offerings of the four Ethnic and Indigenous units comprise eleven of the top twenty highest enrolled ESR courses and six of eleven courses are cross-listed with five different departments. However, student enrollment in these eleven courses makes up 21% of the total ESR enrollment, while student enrollment in ANTHRO 104, SOC 134, and SOC 170 makes up 32% of the total ESR enrollment (Table 1). We seek to balance these numbers.

A key factor that has structurally limited student enrollment in courses offered by the four Ethnic and Indigenous Studies units is the lack of TA allocation. In spring 2017, Provost Mangelsdorf allocated TA lines to the American Indian Studies Program, the Asian American Studies Program, and the Chican@/Latin@ Studies Program.

The granting of these dedicated TA lines led to impressive results. The American Indian Studies Program originally set out to offer their introductory course, AMER IND 100, with an enrollment cap of 100 students, with one TA. With the help of UGEC and their participation in SOAR Advisor training, advisors were able to help students identify courses other than the more commonly enrolled classes to fulfill their ESR. As a result of these efforts, AMER IND 100 quickly filled. L&S administration provided an additional TA line, allowing AIS to raise enrollment to 150. Currently, the enrollment for AMER IND 100 is at 152, with two TAs. Before spring 2017, AMER IND 100 enrolled 35 to 50 students, with no TA support (Table 2).

Table 2

Subject	Cat #	Title	S '15	F '15	S '16	F '16	S '17
AMER IND	100	Intro-Amer Indian Studies	45	46	51	77 2 classes, combined enrollmt	152 (with 2 TAs)
ASIAN AM, CHICLA, FOLKLORE	102	Intro-Comparatv Ethnic Studies	39	N/A	N/A	N/A	145 (with 2 TAs)

In a similar manner, the Asian American Studies Program was able to offer the Introductory to Comparative Ethnic Studies course with an enrollment cap of 144 students, with two TAs. The course has a current enrollment of 145 students. When it was last offered in spring 2015, the Introductory to Comparative Ethnic Studies course enrolled 39 students, with no TA support (Table 2).

Given these dramatic results, which support the goal of reaching students through a diverse ESR course array in line with student demands, the ESS recommends:

**R-5: Permanent allocation of TA-ships to the American Indian Studies Program, the Asian American Studies Program, and the Chican@/Latin@ Studies Program, and an increased allocation of two TA-ships to the Department of Afro-American Studies, to be added to the department's current TA budget. The four Ethnic and Indigenous Studies units will work in partnership with traditional departments to employ TAs.**

**R-6: Continued support of ESR TAs with access funding.**

**R-7: Continuing the shift in the culture of undergraduate student advising, where advisors work to inform students of the wide array of courses they can take to fulfill the ESR, rather than steering students to the more commonly enrolled courses.**

**R-8: Expanding the tasks of the ESS to include outreach, where ESS members regularly meet with advisors to inform them about the wide array of ESR courses and to promote the importance of the ESR.**

### C. Gaps in ESR Course Offerings

The ESS finds the relative paucity in the number of ESR courses offered by the Chican@/Latin@ Studies Program concerning. Of the 114 active ESR courses that are listed or cross-listed with the four Ethnic and Indigenous Studies units, 57 are listed or cross-listed with the Department of Afro-American Studies, 24 with the American Indian Studies Program, 20 with the Asian American Studies Program, and 13 with the Chican@/Latin@ Studies Program. Given that AIS, AAS, and CLS are all programs and not departments, their course offerings should be relatively similar. With 13 ESR courses, CLS offers noticeably fewer courses than the AIS and AAS programs.

The small number of CLS course offerings limits the ability of students to fulfill their ESR with CLS courses. CLS enrolled a mere a 5% of the total number of students taking ESR courses (Table 3).

Given that the Latinx population is the nation's largest minority group and the center of its immigration debate, the ESS is troubled by the small number of CLS courses. While the study of race can be approached on a broad conceptual level and within a comparative or relational context, the foundational framework of Ethnic Studies and Indigenous Studies is rooted in group-specific studies that promote a focused examination of the distinct racial formations of a minoritized group and their explicit concerns. Thus, a strong ESR course array should have among its course offerings a solid core of courses that examine each of the four major ethnic and indigenous groups of the U.S.

The ESS would like to see more CLS courses offered in order to increase student enrollment in CLS ESR courses and enhance the achievement of student learning outcomes for ESR courses. The ESS notes that faculty strength across the four Ethnic and Indigenous Studies units has fallen to historically low levels. Chican@ and Latin@ Studies currently has 1 faculty (FTE), while American Indian Studies has 2.5 faculty (FTE) and Asian American Studies has 2.75 faculty (FTE).

With only 1 faculty (FTE) appointment in CLS, the program is unable to teach or develop more courses. To promote an increase in the number of CLS ESR course offerings and student enrollment in CLS ESR courses, the ESS recommends:

**R-9: A new tenure-track faculty line for CLS, where the hiring is administered and conducted by CLS.**

#### D. ESR Guidelines

The ESS believes that the current ESR guidelines need to be revised to capture more effectively the intent of the ESR and to assist the review of courses that carry the Ethnic Studies designation.

The most notable change applies to courses that explore the circumstances, conditions, and experiences of racial and ethnic minorities and indigenous peoples in a comparative international format. The previous guideline stipulated that such courses must devote at least 25%, or 3.75 weeks, to examining the experiences of persistently marginalized groups in the United States. The new proposed guideline increases this stipulation to

**Table 3**  
**ENROLLMENTS IN COURSES WITH**  
**ETHNIC AND INDIGENOUS**  
**STUDIES**

**UNIT SUBJECT LISTINGS**

Total Enrollments Summer 2014

Subject Listing	Enrolls	% of total
AFROAMER	7,603	19.0%
AMER IND	2,603	7.0%
ASIAN AM	5,002	13.0%
CHICLA	2,013	5.0%
Course does not have one of the above subject listings	21,894	56.0%
Total	39,115	

**Note:** When a course was cross-listed with one of the Ethnic and Indigenous Studies Unit subject listings, the full enrollment was reported there. Rarely, a course was cross-listed between these units. In those cases the enrollment was split equally between the units so as not to duplicate the enrollment data.

50%, or 7.5 weeks. The ESS would like to see an equal emphasis on the local and the global. The task of improving campus climate entails understanding how the global is linked to the local, but is not a substitute for the local. Examining the health concerns of Guatemalans in Guatemala City, for example, does not necessarily enhance understandings of the health concerns of Guatemalan Americans or a sensitivity towards Latinx populations in the U.S. Since students are currently required to take only one ESR course, the ESS believes that ESR courses should examine in a meaningful way the experiences and concerns of persistently marginalized groups in the United States.

**R-10: Proposed new guidelines to be effective fall 2017**

(for the current 2005 ESR guidelines, see page 6)

**New Guidelines**

- **ESR courses must be offered for a minimum of 3 credits.**
- **Syllabus and reading list must demonstrate that the course material is centrally focused on the circumstances, conditions, and experiences of persistently marginalized racial and ethnic minorities and/or indigenous peoples in the United States.**
- **Courses that are not centrally focused on the circumstances, conditions, and experiences of persistently marginalized racial and ethnic minorities and/or indigenous peoples in the United States may be designated as ESR classes under certain circumstances.**
  - **Courses that explore the circumstances, conditions, and experiences of racial and ethnic minorities and/or indigenous peoples in a comparative international format must devote at least 50% of the course (syllabus, reading list, course content, and student assessment) to exploring the experiences and concerns of persistently marginalized groups in the United States.**
  - **In cases where religion is intertwined with respect to persistently marginalized racial and ethnic minorities and indigenous peoples in the United States, courses that focus on religion may fulfill the ESR.**
- **Syllabus will reflect the ESR Essential Learning Outcomes among the course-level learning outcomes, by listing them as expressed in the ESR course guidelines, or by integrating them into discipline-specific course-level outcomes.**

E. Online ESR Courses

A growing number of proposed new ESR courses are being designed in an online format, and some courses originally approved for the Ethnic Studies designation in a traditional “live” format have changed to online courses. Given these developments, the ESS calls for discussions of how ESR learning outcomes can be achieved in online learning. The ESS questions whether the goals of ESR can be met in an online format. For instance, can the goals of diversity be achieved in a meaningful way without the physical interaction of people? And at what enrollment does online discussion break down and become too difficult for students and instructors to navigate?

Because serious discussions need to take place about the effectiveness of online ESR courses, the ESS recommends:

**R-11: The chair of the ESS should hold a series of meetings during the 2017-18 academic year to discuss the viability of online ESR courses and develop guidelines to ensure their effectiveness.**

**R-12: The ESS should draft recommendations and seek approval of ESR online course guidelines by fall 2018.**

#### **IV. Findings and Specific Recommendations: Questionnaire**

To assist the assessment of the effectiveness of the four ESR Essential Learning Outcomes (ELOs), the ESS devised a questionnaire to be completed by instructors of ESR courses on a volunteer basis (Appendix E). The ESS believes that the assessment of student achievement in ESR courses goes beyond asking for instructor feedback on the efficacy of each of the four ELOs. It also entails soliciting feedback on the effectiveness of a three-credit ESR and how factors such as the instructor’s identity along with the size and format of an ESR course shape student learning and reception of course materials.

The ESS sent the anonymous questionnaire to 110 instructors teaching ESR courses to be completed on a volunteer basis. The ESS received 76 completed questionnaire for a 69% response rate.

##### **A. Assessment of the Four Essential Learning Outcomes**

The questionnaire asked instructors to assess the effectiveness of their ESR course(s) in helping students achieve each of the four ELOs. The findings are summarized below (Tables 4, 5, 6, 7):

**Table 4**

**Table 5**

ABILITY TO RECOGNIZE & QUESTION ASSUMPTIONS			
Response	Cnt	% of Total	
Very Effective	52	69%	
Somewhat Effective	21	28%	
Neither effective or ineffective	1	1%	
Ineffective	0	0%	
Very ineffective	0	0%	
N/A	0	1%	

AWARENESS OF HISTORY'S IMPACT ON PRESENT			
Response	Cnt	% of Total	
Very Effective	55	73%	
Somewhat Effective	17	23%	
Neither effective or ineffective	2	1%	
Ineffective	1	0%	
Very ineffective	0	0%	
N/A	0	1%	

Table 6

A CONSCIOUSNESS OF SELF AND OTHER			
Response	Cnt	% of Total	
Very Effective	50	67%	
Somewhat Effective	21	28%	
Neither effective or ineffective	2	3%	
Ineffective	1	1%	
Very ineffective	0	0%	
N/A	1	1%	

Table 7

EFFECTIVE PARTICIPATION IN A MULTICULT. SOCIETY			
Response	Cnt	% of Total	
Very Effective	39	52%	
Somewhat Effective	32	43%	
Neither effective or ineffective	2	3%	
Ineffective	0	0%	
Very ineffective	0	3%	
N/A	2	1%	

As indicated in the tables above, a majority of respondents think that their own ESR courses are very effective in helping students achieve each of the four Essential Learning Outcomes. In the qualitative response sections where respondents were asked to write in additional thoughts or feedback on each of the four questions, many noted that they had designed their courses with the four ELOs in mind. A good number of respondents remarked that their replies indicated their hopes for their ESR course, but added that the true measure of student learning outcomes for ESR courses required assessing students. In light of this feedback, the ESS recommends:

**R-13: The ESS begin designing a strategy in academic year 2017-18 for periodically assessing the requirement, which should include direct assessment of student learning, and/or assessment of student attitudes and beliefs, relative to the ESR learning outcomes and the goals articulated for the requirement's impact on campus climate. This assessment activity should be conducted in a timely way to take advantage of the currency of the syllabi that have been gathered. However, adequate time must be devoted to considering results and developing effective recommendations arising from the research.**

B. The Three-Credit Ethnic Studies Requirement

When asked how valuable it would be to increase the ESR from one to two courses, almost 80% of respondents answered that this increase would be

Table 8

How valuable do you think it would be to increase the Ethnic Studies requirement from one to two courses?			
Response	Count	% of Total	
Would be extremely valuable	42	56%	
Would have quite a bit of value	17	23%	
Would have average value	6	8%	
Would have limited value	9	12%	
would have no value	1	1%	

extremely valuable or would have quite a bit of value (Table 8).

In the qualitative response section, many noted the benefits of having a six-credit ESR. Instructors believe that requiring students to take a lower division and an upper division ESR course would significantly enhance student learning of ESR course content. Some respondents, while enthusiastic in their support for this increase, expressed concerns about student resentment. In light of this finding, the ESS recommends:

**R-14: The forming of a task group to assess the implications of increasing the ESR from three credits to six credits.**

#### C. Teaching Format of ESR Courses

A clear majority of instructors teaching ESR courses, 68%, indicated small group discussions to be the most effective teaching format for ESR courses. The respondents were less enthusiastic about the lecture format: 30% considered the lecture format very effective, while 58% considered it somewhat effective. At an institution as large as UW, a combined lecture-and-discussion format may be optimal with TAs teaching discussion sections for big lecture courses.

Whereas 39% of all respondents felt that they had been provided with the necessary resources to teach in the format that best suited their ESR course, 31% felt that they were only somewhat provided with the necessary resources. While the questionnaire did not specify the meaning of “resources,” the narrative feedback provided by respondents overwhelmingly indicated the importance of TA support and of properly trained TAs.

Given that the clear majority of instructors identified small group discussions as the most effective teaching format and expressed the importance of TAs, especially properly trained TAs, the ESS recommends:

**R-15: The development of a focused university-wide training program for graduate students interested in TAing ESR courses.**

#### D. Factors Influencing the Teaching of ESR Courses

Among the 76 respondents, 37, or 49%, self-identified as a person of color while 39, or 51%, did not identify as a person of color. While these figures indicate that a relatively even number of minority and majority instructors teach ESR courses, they also show that within the broader campus demographics, there is a disproportionate number of instructors teaching ESR courses who identify as people of color.

**Table 9**

<b>How much do you think your racial/ethnic identity influences student reception of you as their teacher?</b>			
<b>All Respondents</b>			
<b>Responses</b>	<b>Count</b>	<b>% of Total</b>	
Completely influences	18	24%	
Influences quite a bit	34	45%	
Influences some	19	25%	
Influences a little	4	5%	
Has no influence	0	0%	
<b>Respondents who identify as person of color</b>			
Completely influences	14	39%	
Influences quite a bit	15	40%	
Influences some	7	19%	
Influences a little	1	3%	
Has no influence	0	0%	
<b>Respondents who identify as white</b>			
Completely influences	4	11%	
Influences quite a bit	19	50%	
Influences some	12	32%	
Influences a little	3	8%	
Has no influence	0	0%	

Findings show that instructors who identified as people of color discerned a greater influence of their racial/ethnic identity on student reception than majority instructors (Table 9).

While the questionnaire did not qualify what it meant by “influence,” the narrative feedback from respondents unpacked the racial and gendered dimensions of this term. For instance:

“Because I'm white, some white students probably identify with me and so gain a way of thinking about and addressing racial hierarchy and injustice in the world

while acknowledging their own privilege. I'm sure students of color sometimes appreciate hearing a white person give voice to the issues I stress, even as they might benefit more from seeing an instructor of color in an authority role.”

“I think of "reception" in at least two ways. First, I can tell that my racial/ethnic identity influences my students' positive reception of my teaching when my students, especially my students of color are more curious about my research, ask questions more frequently in class, speak up more in class more often, provide constructive feedback about my course, are more willing to share their personal stories and experiences with their peers and with me inside and outside of class, are more willing to mention "privilege" and "racism" in their examples and conversations, etc. ... The flip side of this reception is that some white students are more aggressive, more hostile toward me as an instructor, because I am a faculty of color. To speak plainly, I have experienced hostilities and

microaggressions from students that I doubt most white male faculty ever experience.”

“Now as a post-menopausal white women over 5'5", I have the most power in the classroom I've ever had.”

“short brown woman - negative credibility”

White instructors, instructors of color, and women instructors all identified a similar set of top four challenges that they face when teaching their ESR course. Their answers corresponded with the tally of all instructors inclusive (Table 10). Women of color instructors, however, not only identified a different set of top four challenges; their answers also showed that they face a proliferation of concerns when teaching their ESR course (Table 11). Some standout challenges include: feelings of isolation, negative impact on tenure and/or performance reviews, and the lack of University support, of properly trained TAs, and of socio-economic diversity in the classroom.

**Table 10**

CHALLENGES MOST FREQUENTLY IDENTIFIED BY ESR INSTRUCTORS		
Respondents: All instructors	% indicating this as a challenge	
Lack of racial/ethnic diversity in the classroom	69%	
Students lack racial/ethnic vocabulary and grammar	65%	
Students are resistant to course content	54%	
Power and privilege are at work in the classroom	49%	

**Table 11**

CHALLENGES MOST FREQUENTLY IDENTIFIED BY ESR INSTRUCTORS		
Respondents: Women of Color Instructors	% indicating this as a challenge	
Lack of racial/ethnic diversity in the classroom	82%	
Students lack racial/ethnic vocabulary and grammar	65%	
Students are resistant to course content	65%	
Lack of support from the University	59%	
Power and privilege are at work in the classroom	59%	
Lack of properly trained TAs	53%	
Negatively affects tenure and/or performance reviews	53%	
Lack of socio-economic diversity in the classroom	53%	
I am isolated	53%	

**Table 12**

MOST INDICATED OPPORTUNITIES OF TEACHING ESR COURSES		
Respondents: All Instructors	% indicating this as an opportunity	
Changing students' views about the world in which they live	92%	
Exposing students to non-majority voices, perspectives, and histories	87%	
Preparing students for life and careers in an increasingly multicultural U.S.	82%	
Helping students see how power and privilege work	78%	

All respondents, including all identity subsets, selected the same top four opportunities that teaching an ESR course provided them (Table 12). These findings show that ESR instructors overwhelmingly believe in the transformative potential of education and that they teach ESR courses to change students' views

about the world in which they live.

When asked which factors motivate them to teach their ESR course, instructors of color selected a different set of motivators than did white instructors (Table 13).

Notably, a clear majority of all instructors, including all subsets, indicated that they were either well prepared or very well prepared to teach ESR courses. Of the 16 total respondents who indicated that they were somewhat prepared to teach ESR courses, 15 were instructors who did not identify as a person of color.

**Table 13**

MOST INDICATED MOTIVATORS FOR TEACHING ESR COURSES		
	% indicating this as a motivation	
<b>Respondents: Instructors of color</b>		
Race, ethnicity, and indigeneity are important analytical categories for me	94%	
I want to promote social justice	86%	
Ethnic Studies is important to my research	78%	
I have a passion for Ethnic Studies	78%	
<b>Respondents: White Instructors</b>		
I want to promote social justice	85%	
Race, ethnicity, and indigeneity are important analytical categories for me	77%	
There is a need in my department/program curriculum	54%	
Ethnic Studies is important to my research	51%	

In light of the findings reported in Tables 10-13, the ESS recommends the following:

**R-16: Share data with department and program heads along with members of Divisional Committees to increase awareness of the challenges that instructors face when teaching ESR courses.**

**R-17: Allocate resources to support ESR instructors in all the challenges that teaching ESR courses necessarily entail.**

## V. Conclusion

The ESS has put forward seventeen recommendations to advance a robust ESR course array and to better address the distinct challenges instructors face teaching ESR courses.

In this review of the ESR course array, the ESS worked with instructors whose courses failed to comply with the ESR criteria and tried to create a supportive environment for change. It

wanted to provide instructors with the opportunity to revise their syllabus in accordance with ESR guidelines before recommending the removal of the Ethnic Studies designation from their courses.

As many of the recommendations reveal, TA allocations and training shape the quality of ESR courses. The University should thus work towards promoting a more even distribution of student enrollment in ESR courses by providing permanent TA lines to the four Ethnic and Indigenous Studies units, especially given how the units have diversified and bolstered the growth of the ESR course array across campus with their many cross-listed courses. Moreover, by prioritizing the granting of TAs to ESR courses so that these courses can offer small group discussions, the university will advance what instructors have identified as the best teaching format for ESR courses. Besides TA allocation, the development of a university-wide training program for graduate students interested in TAing ESR courses will support ESR course instruction with properly prepared TAs.

With only one faculty (FTE) appointment in the Chican@/Latin@ Studies Program, TA allocation alone is not enough to bolster student enrollment in CLS courses or remedy the gap in the ESR course array caused by the relative paucity of CLS courses. The ESS maintains that CLS will only be able to offer more courses if the program can hire a new tenure-track faculty member.

As the ESS moved to update the ESR guidelines, it sought to capture more effectively the intent of the ESR in promoting a meaningful examination of the experiences of persistently marginalized groups in the U.S. This is crucial given that students are required to take only one ESR course in their entire college career. The ESS would also like to see formal discussions take place in the 2017-18 academic year to consider the viability of online ESR courses and develop guidelines to ensure their effectiveness.

While the ESS was able to ascertain that instructors believe their own courses are effective in helping students achieve each of the four ESR ELOs, it would like to begin in the 2017-18 academic year designing a strategy for the direct assessment of student learning and/or assessment of student attitudes and beliefs, relative to the ESR learning outcomes and goals. Additionally, the ESS supports the view of ESR instructors that increasing the ESR from one to two courses would promote student achievement of ESR learning outcomes, and would like to see a task group formed to assess the implications of this change.

Finally, the ESS maintains that the promotion of a robust ESR course array and of quality ESR instruction entails being aware of the distinct challenges that instructors teaching ESR courses face. The ESS would like to share its findings with the heads of departments and programs along with members of Divisional Committees and tenure review committees. It also requests the allocation of resources to support ESR instructor development.

The ESS, like the majority of ESR instructors, believe that ESR courses have the capacity to change students' views about the world in which they live. With these seventeen recommendations, the ESS aims to improve the learning and instruction of ESR courses and promote a better campus climate.

**APPENDIX A:**  
**Response of the Cultural Section of the Department of Anthropology**

March 13, 2017

To: Professor Cindy I-Fen Cheng  
Chair, Ethnic Studies Requirement Subcommittee  
College of Letters and Science

From: Professor Maria Lepowsky  
Chair, Cultural Section  
Department of Anthropology

As the Cultural Section faculty of the Department of Anthropology, we are responsible for teaching Anthropology 104. We thank you and your ESRC team for your time and effort in reaching out to us recently for a response to your subcommittee's current concerns about the course.

Your visit was truly timely. The energy brought into our department by three new hires in cultural anthropology, plus a political climate in which acts of overt racism and xenophobia have been newly emboldened, had already pushed us to consider how we might make Anthropology 104 even more effective. Consultation with the ESRC team has been very helpful to this end.

We agree that we collectively need to be more vigilant in how we make the Ethnic Studies content of 104 more consistent—and more legible to students and administrators. We will be sure to spell out in future 104 syllabi the Ethnic Studies content for each week's readings and lectures, and we will be careful about having these themes reflected in course required readings as well as in lectures and section discussions. For those of us who use a textbook in 104, we will be especially careful to flag the Ethnic Studies content of chapters assigned for particular weeks; as you pointed out, these readings can be especially opaque in terms of legibility on the syllabus. Most of us move between domestic and international content in each week of the course, but we see ways to make that movement more visible to students: we will be vigilant in making sure that each version of 104 contains a clear minimum of 3.75 weeks of Ethnic Studies content, with the goal to incorporate a significantly greater amount. Finally, we thought your suggestion of incorporating the Ethnic Studies requirement language directly into each of our future 104 syllabi was an excellent one, and we plan to adopt it.

With this course, we ask students to consider issues of social marginalization based on “race” and ethnicity in contemporary America in light of global patterns of inequality and marginalization. Collectively, we see Anthro 104 as critical to developing global citizens who understand and can apply their insights to urgent social concerns at home. We are strongly committed to the Ethnic Studies Requirement, and are honored that more than a third of undergraduates choose Anthropology 104 as their ESR course. We pledge to continue working together to strengthen 104, and to improving our syllabi and course design to make our pedagogical goals in teaching this critical course more transparent, legible, and consistent.

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**APPENDIX B:**  
**Courses Requiring Continued ESS Review and Approval**

1. ANTHRO 104
2. CES 578; SOC-AMER ID 578
3. ENGL 461
4. FOLKLORE 540
5. REL-FOLKLRE 352

**APPENDIX C:**  
**Courses Recommended for Removal from the ESR Course Array**

1. HIST 346
2. AMER IND-ART HIST 359
3. ART HIST 432
4. ART HIST 433
5. CHICLA-COM ARTS 419
6. FOLKLORE-MUSIC 535
7. POLI SCI 271
8. SCAND ST 466

## **APPENDIX D: Instructor Questionnaire**

### ESR Instructor Questionnaire

This questionnaire is anonymous.

After each question, there is an opportunity for you to elaborate your thoughts. Your willingness to share your insights with us will be key to the report that we generate at the end of this project.

Thank you so much for your time and support. We value your feedback.

How well do you think your "e" designated course helps to promote the University's goal of improving campus climate?

- Very well (1)
- Well (2)
- Adequately (3)
- Poorly (4)
- Very Poorly (5)

Please feel free to add to and/or elaborate on your response to the question above.

Do you identify as a person of color?

- Yes (1)
- No (2)

How much do you think your racial/ethnic identity influences student reception of you as their teacher?

- Completely influences (1)
- Influences quite a bit (2)
- Influences some (3)
- Influences a little (4)
- Has no influence (5)

Please feel free to add to and/or elaborate on your response to the question above.

What challenges do you personally face teaching your "e" designated course? Please select all that apply. (The order of the items are randomly generated for each user.)

- Students are hostile (1)
- Students are resistant to course content (2)
- Students are disengaged (3)
- Students lack racial/ethnic vocabulary and grammar (4)
- Lack of TA support (5)
- Lack of properly trained TAs (6)
- Lack of support from faculty colleagues (7)
- Lack of support from my department/program (8)
- Lack of support from the College (9)
- Lack of support from the University (10)
- There is insufficient time for small group discussions (11)
- Classroom seating arrangements limit teaching and learning (12)
- Power and privilege are at work in the classroom (13)
- Teaching this course negatively affects tenure and/or performance reviews (14)
- I am presumed incompetent as an instructor (15)
- There is a lack of racial/ethnic diversity in the classroom (16)
- There is a lack of socio-economic diversity in the classroom (17)
- I am isolated (18)

Which one or two of the items above are your biggest challenges?

Please feel free to add to and/or elaborate on your responses to the questions above.

What opportunities does teaching an "e" designated course provide you? Please select all that apply. (The order of the items are randomly generated for each user.)

- Working with a diverse group of students (1)
- Working with engaged students (2)
- Working with TAs (3)
- Connecting with other faculty and staff who teach these topics (4)
- Affirming students' lived experiences with social disparities (5)
- Changing students' views about the world in which they live (6)
- Exposing students to non-majority voices, perspectives, and histories (7)
- Helping students see how power and privilege work (8)
- Preparing students for life and careers in an increasingly multicultural U.S. (9)
- Improving campus climate (10)
- Sharing research interests with students (11)
- Service to department/program and University (12)

Which of the above is the most important opportunity to you?

Please feel free to add to and/or elaborate on your responses to the question above.

What motivates you to teach an "e" designated course? Please select all that apply. (The order of the items are randomly generated for each user.)

- Ethnic Studies is important to my research (1)
- I have a passion for Ethnic Studies (2)
- Race, ethnicity, and indigeneity are important analytical categories to me (3)
- I want to promote social justice (4)
- There is a need in my department/program's curriculum (5)
- I want to bridge academia with broader communities outside the University (6)
- I want higher enrollment in my course (7)
- I am required to do so by my department (8)
- It is beneficial for tenure and promotion (9)

Which of the above is the most important motivator to you?

Please feel free to add to and/or elaborate on your responses to the question above.

How pedagogically prepared are you to support effective student discussions about race?

- Very well prepared (1)
- Well prepared (2)
- Somewhat prepared (3)
- Poorly prepared (4)
- Very poorly prepared (5)

Please feel free to add to and/or elaborate on your response to the question above.

How effective is the following teaching format for your "e" designated course(s)?

	Very effective (1)	Somewhat effective (2)	Neither effective or ineffective (3)	Ineffective (4)	Very ineffective (5)	N/A (6)
Lectures (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small group discussions (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online discussions (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-led discussions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please share any best practices that you have developed in teaching your "e" designated course(s)?

Are you provided with the necessary resources to teach in the format that best suites your "e" designated courses?

- Definitely (1)
- Mostly (2)
- In between (3)
- Mostly not (4)
- Definitely not (5)

Please feel free to add to and/or elaborate on your response to the question above.

How valuable do you think it would be to increase the Ethnic Studies requirement from one to two courses?

- Would be extremely valuable (1)
- Would have quite a bit of value (2)
- Would have average value (3)
- Would have limited value (4)
- Would have no value (5)

Please feel free to add to and/or elaborate on your response to the question above.

Please reflect on one of your "e" designated courses. How effective is your course in meeting the following four Ethnic Studies Requirement Learning Outcomes?

**Awareness of History's Impact on the Present.** Ethnic Studies courses highlight how certain histories have been valued and devalued, and how these differences have promulgated disparities in contemporary U.S. society.

- Very effective (1)
- Somewhat effective (2)
- Neither effective or ineffective (3)
- Ineffective (4)
- Very ineffective (5)
- N/A (6)

**Ability to Recognize and Question Assumptions.** Ethnic Studies courses promote recognition and application of critical thinking skills, specifically with respect to teaching students to harbor a healthy skepticism towards knowledge claims, whether in the form of media, political, or popular representations, primarily as these relate to race and ethnicity. As part of this process, the ESR should challenge students to question their own assumptions and preconceived notions on these topics.

- Very effective (1)
- Somewhat effective (2)
- Neither effective or ineffective (3)
- Ineffective (4)
- Very ineffective (5)
- N/A (6)

A Consciousness of Self and Other. Awareness of self is inextricably linked with awareness of and empathy towards the perspectives of others. In constructing a space for this kind of discussion in their classrooms, Ethnic Studies courses give students an opportunity to think about identity issues, including their own identity, as well as the connections they might have to people "outside" their focused social circle.

- Very effective (1)
- Somewhat effective (2)
- Neither effective or ineffective (3)
- Ineffective (4)
- Very ineffective (5)
- N/A (6)

Effective Participation in a Multicultural Society. Ethnic Studies courses should be relevant to students' "lives outside the classroom," and pursuing the objectives above should not only lead to student behavioral change, but to action in the real world. The ESR should ultimately engender in students the ability to participate in a multicultural society more effectively, respectfully, and meaningfully. This participation may be as mundane as being able to discuss race with a colleague or friend, or to recognize inequities in interpersonal, institutional, or other contexts.

- Very effective (1)
- Somewhat effective (2)
- Neither effective or ineffective (3)
- Ineffective (4)
- Very ineffective (5)
- N/A (6)

Please feel free to add to and/or elaborate on your responses to the questions above.

Is there anything else you would like us to know about your experience teaching "e" designated courses, or your thoughts on the requirement more broadly, that this questionnaire has not covered?

The following questions are optional:

What word or words would you use to describe your race and/or ethnicity?

What word or words would you use to describe your gender expression/gender identity?

What word or words would you use to describe your sexuality?

What word or words would you use to describe your disability status?

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