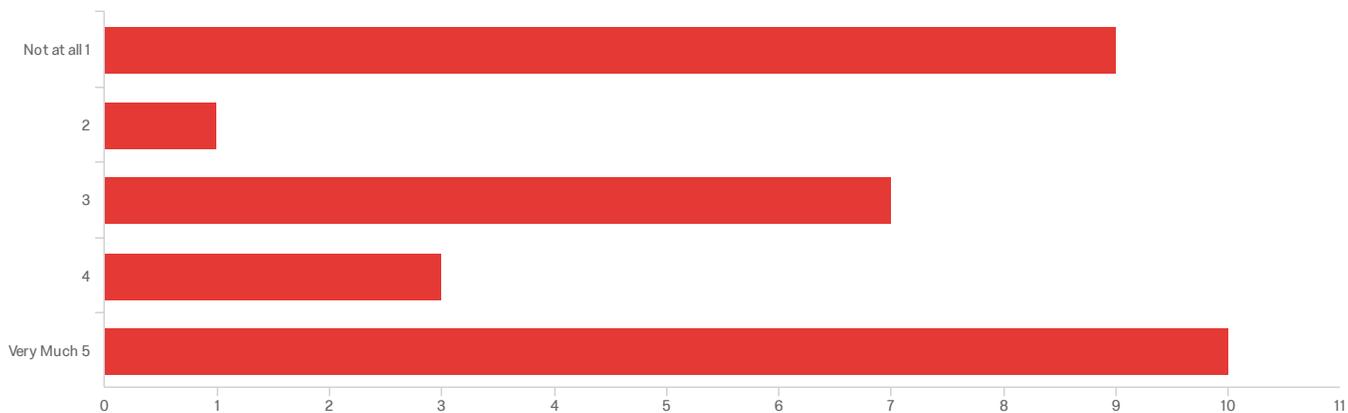


# Default Report

Creating a New University-Wide Ethnic Studies Requirement (Administration)

October 20, 2019 5:19 PM PDT

Q7 - 1. One suggestion we've heard is to define the learning objectives narrowly. Please rate how much you agree with this approach.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. One suggestion we've heard is to define the learning objectives narrowly. Please rate how much you agree with this approach.	1.00	7.00	4.53	2.46	6.05	30

#	Field	Choice Count
1	Not at all 1	30.00% 9
2	2	3.33% 1
3	3	23.33% 7
4	4	10.00% 3
5	Very Much 5	33.33% 10
		30

Showing rows 1 - 6 of 6

## Q8 - Comments on suggestion 1?

Comments on suggestion 1?

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Learning objectives need input from Ethnic studies faculty and need precise definition.

It is important that ethnic studies, though a naturally interdisciplinary field, still remains in control of actual ethnic studies departments. The research and knowledge is produced at a fast pace and those faculty members are best suited to teach the courses.

This topic is massive - focus on current events and real time evidence rather than text book and history. How do we fix it - not how do we tolerate it.

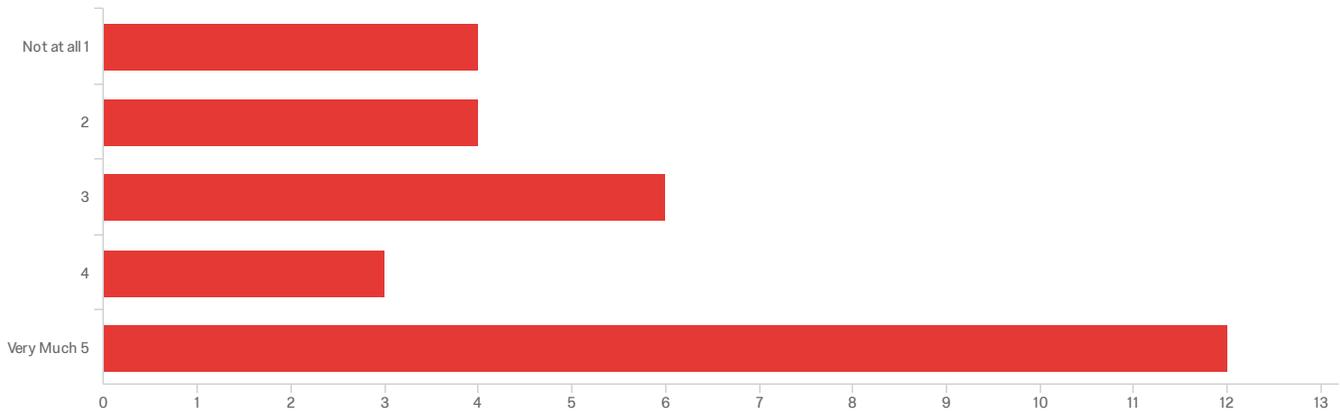
I don't have enough information to answer this well. What would be the purpose of a narrow definition, it sounds like an attempt to restrict academic freedom which is a hard NO, for me. What would be the problem with a broad definition?

Learning objectives are always needed, but they have to be narrow enough that students will be gaining knowledge that is unique from other courses but not so broad that this is similar to other courses.

Narrow objectives give more clarity to what should be taught but may restrict the faculty qualified to teach the course. Getting qualified faculty in the numbers likely to be required will take time. So I see these two forces as needing to be balanced.

The objective should be defined broadly to provide experiences for students that will lead to increased understanding, affinity and caring about all peoples, including those who have been traditionally marginalized.

Q9 - 2. Another suggestion we've heard is to consider having disciplinary faculty define the learning objectives. Please rate how much you agree with this approach.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	2. Another suggestion we've heard is to consider having disciplinary faculty define the learning objectives. Please rate how much you agree with this approach.	1.00	7.00	5.24	2.01	4.05	29

#	Field	Choice Count
1	Not at all 1	13.79% 4
2	2	13.79% 4
3	3	20.69% 6
4	4	10.34% 3
5	Very Much 5	41.38% 12
		29

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## Q10 - Comments on suggestion 2?

Comments on suggestion 2?

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This is what I mentioned with suggestion 1

Faculty in Ethnic studies would define the learning objectives? if so, then 4. Why not use their expertise.

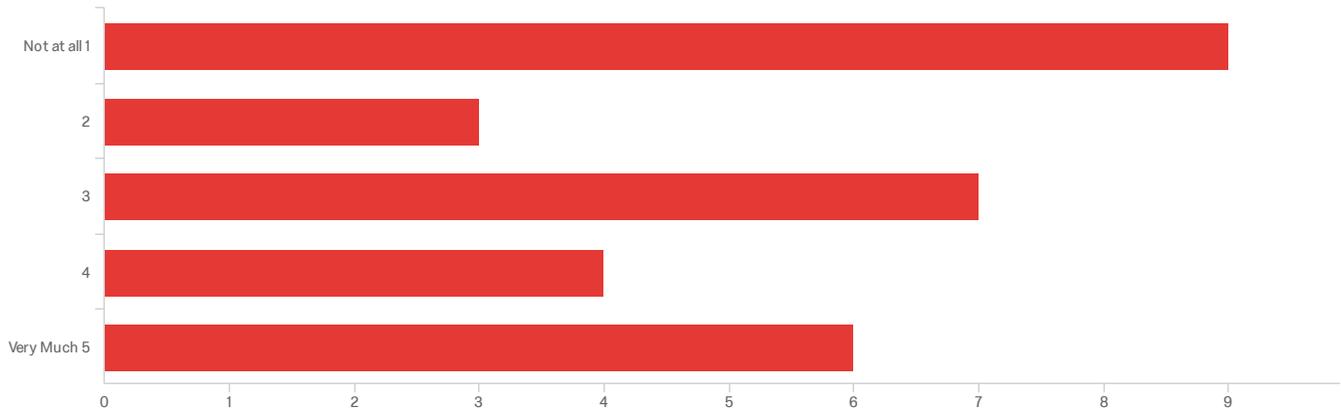
If it is faculty from Ethnic Studies deciding learning objectives then yes they should define them, if it is not then I don't agree at all with having other faculty from other disciplines define the learning outcomes.

Must respect faculty expertise on the one hand but also allowing for wide input from campus constituencies.

Why wouldn't you have the subject matter experts define the learning objectives?

Disciplinary faculty should be consulted and significantly involved in assisting to define the learning objectives, but it should not be their exclusive jurisdiction.

Q11 - 3. Another suggestion we've heard is that this new Ethnic Studies requirement should be limited to lower division classes. Please rate how much you agree with this approach.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	3. Another suggestion we've heard is that this new Ethnic Studies requirement should be limited to lower division classes. Please rate how much you agree with this approach.	1.00	7.00	4.21	2.32	5.41	29

#	Field	Choice Count
1	Not at all 1	31.03% 9
2	2	10.34% 3
3	3	24.14% 7
4	4	13.79% 4
5	Very Much 5	20.69% 6
		29

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## Q12 - Comments on suggestion 3?

Comments on suggestion 3?

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I feel mixed about it because about half of our students come in junior year after junior college. That said, students in their upper division can be swamped with credits so I can see the benefits of keeping it at the lower division level.

I am not sure if that matters and I would rather have Ethnic Studies faculty make that decision.

Students evolve and grow. While helpful to entering students I could see this equally beneficial to a student about to enter the workplace. Older students can also provide very different perspective.

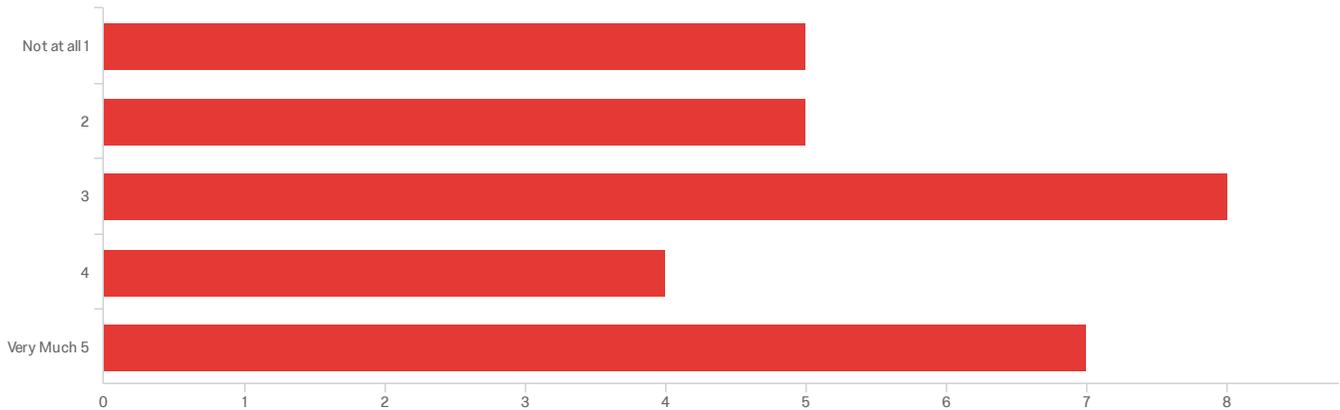
Doesn't matter to me.

Agree, these should be foundational courses for all students to introduce them to ethnic studies that are basic and needed for all disciplines.

Various options gives more flexibility. If only lower division, I'm not sure what happens for transfer students.

While it will help with the campus community for students to fulfill the requirement in sooner and in lower division courses, there are also multiple opportunities at the upper division that will be equally rich and fulfilling for students for the outcome and learning objective that can be filled in upper division courses.

Q13 - 4. Another suggestion we've heard is that a new Ethnic Studies requirement should focus on the traditional four groups: Latinos, African Americans, Asian Americans, and indigenous peoples. Please rate how much you agree with this approach.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	4. Another suggestion we've heard is that a new Ethnic Studies requirement should focus on the traditional four groups: Latinos, African Americans, Asian Americans, and indigenous peoples. Please rate how much you agree with this approach.	1.00	7.00	4.76	1.99	3.98	29

#	Field	Choice Count
1	Not at all 1	17.24% 5
2	2	17.24% 5
3	3	27.59% 8
4	4	13.79% 4
5	Very Much 5	24.14% 7
		29

Showing rows 1 - 6 of 6

## Q14 - Comments on suggestion 4?

Comments on suggestion 4?

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How would Pacific-Islanders, Middle Easterners, and Indian people fit into these groups? It seems like they should be included as well.

This seems fair. I think attention to other groups could be built into the leaning outcomes and goals- but the focus should be on these groups.

I agree in that these are absolutely marginalized communities that students need to receive education on; at the same time, I would default to the disciplinary faculty to determine if that limits the disciplinary goals and knowledge of ethnic studies.

Yes as our campus is comprised of a larger percentage of Latino and Asian but I would give time to African American and indigenous people. I'd also focus on groups considered ethnic around the world as the issues of inequity, discrimination and immigration are global.

seems counter to the videos

I don't see the need to restrict it at all. It seems it should be used as a way to think about the treatment of any and all groups. Each of those groups can serve as a useful focal point, or is it required that all 4 groups are covered in every class?

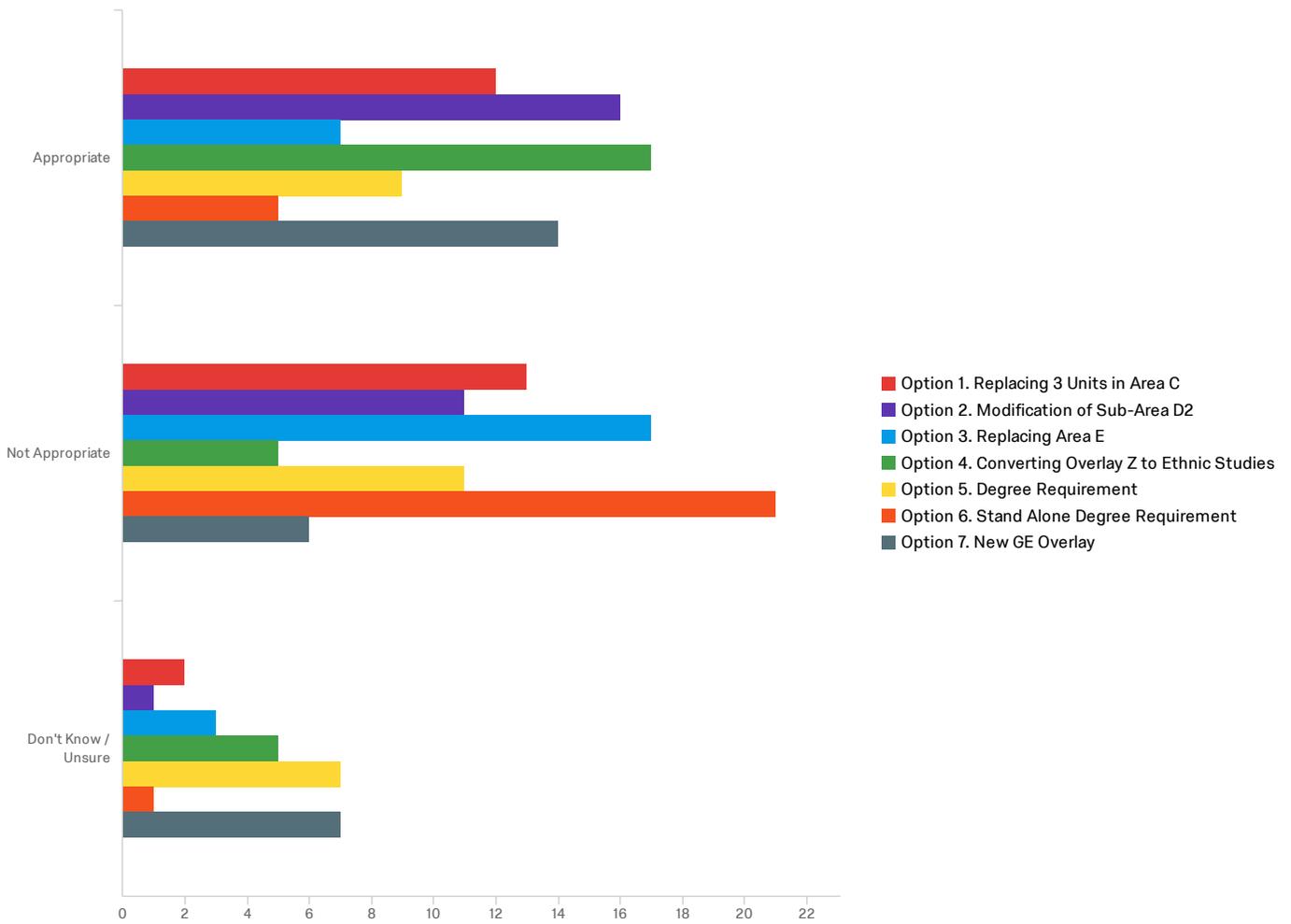
That is what this discipline and research was established upon so yes. However, that does not mean those areas cannot incorporate other aspects and identities such as LGBTQ within Latinos, African Americans, Asian Americans, and indigenous peoples.

The problem can become an issue of inclusion for all the diverse identities. "If you do it for one, then do you do it for all?"

I do not feel qualified to answer this question. I do worry about the impact on women's studies and LGBTQ studies if this approach was adopted.

These four groups are far too limiting. They exclude other rich and often marginalized groups including women, LGBTQ and countless other groups. Ethnic studies should be broad in scope and access for all to increase and broaden understanding and to assure inclusivity and relevance.

## Q18 - 5. Which of these options do you think are appropriate?

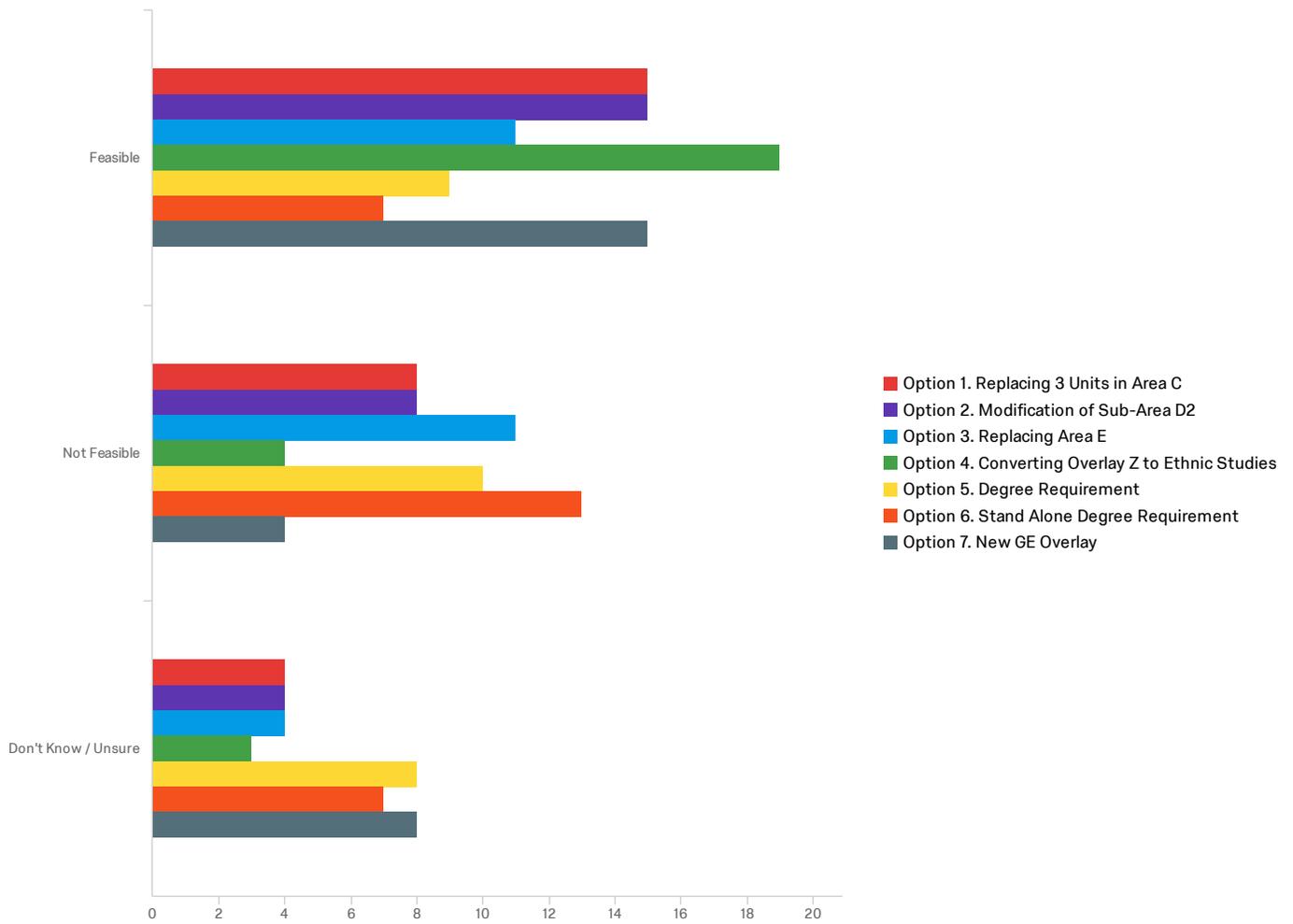


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Option 1. Replacing 3 Units in Area C	1.00	3.00	1.63	0.62	0.38	27
2	Option 2. Modification of Sub-Area D2	1.00	3.00	1.46	0.57	0.32	28
3	Option 3. Replacing Area E	1.00	3.00	1.85	0.59	0.35	27
4	Option 4. Converting Overlay Z to Ethnic Studies	1.00	3.00	1.56	0.79	0.62	27
5	Option 5. Degree Requirement	1.00	3.00	1.93	0.77	0.59	27
6	Option 6. Stand Alone Degree Requirement	1.00	3.00	1.85	0.45	0.20	27
7	Option 7. New GE Overlay	1.00	3.00	1.74	0.84	0.71	27

#	Field	Appropriate	Not Appropriate	Don't Know / Unsure	Total
1	Option 1. Replacing 3 Units in Area C	44.44% 12	48.15% 13	7.41% 2	27
2	Option 2. Modification of Sub-Area D2	57.14% 16	39.29% 11	3.57% 1	28
3	Option 3. Replacing Area E	25.93% 7	62.96% 17	11.11% 3	27
4	Option 4. Converting Overlay Z to Ethnic Studies	62.96% 17	18.52% 5	18.52% 5	27
5	Option 5. Degree Requirement	33.33% 9	40.74% 11	25.93% 7	27
6	Option 6. Stand Alone Degree Requirement	18.52% 5	77.78% 21	3.70% 1	27
7	Option 7. New GE Overlay	51.85% 14	22.22% 6	25.93% 7	27

Showing rows 1 - 7 of 7

## Q19 - 6. Which of these options do you think are feasible?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Option 1. Replacing 3 Units in Area C	1.00	3.00	1.59	0.73	0.54	27
2	Option 2. Modification of Sub-Area D2	1.00	3.00	1.59	0.73	0.54	27
3	Option 3. Replacing Area E	1.00	3.00	1.73	0.71	0.50	26
4	Option 4. Converting Overlay Z to Ethnic Studies	1.00	3.00	1.38	0.68	0.47	26
5	Option 5. Degree Requirement	1.00	3.00	1.96	0.79	0.63	27
6	Option 6. Stand Alone Degree Requirement	1.00	3.00	2.00	0.72	0.52	27
7	Option 7. New GE Overlay	1.00	3.00	1.74	0.89	0.78	27

#	Field	Feasible	Not Feasible	Don't Know / Unsure	Total
1	Option 1. Replacing 3 Units in Area C	55.56% 15	29.63% 8	14.81% 4	27
2	Option 2. Modification of Sub-Area D2	55.56% 15	29.63% 8	14.81% 4	27
3	Option 3. Replacing Area E	42.31% 11	42.31% 11	15.38% 4	26
4	Option 4. Converting Overlay Z to Ethnic Studies	73.08% 19	15.38% 4	11.54% 3	26
5	Option 5. Degree Requirement	33.33% 9	37.04% 10	29.63% 8	27
6	Option 6. Stand Alone Degree Requirement	25.93% 7	48.15% 13	25.93% 7	27
7	Option 7. New GE Overlay	55.56% 15	14.81% 4	29.63% 8	27

Showing rows 1 - 7 of 7

## Q21 - 7. What are your thoughts about Option 1--Replacing 3 Units in Area C?

7. What are your thoughts about Option 1--Replacing 3 Units in Area C?

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This seems feasible and could work, but concerned about the impact on our AH departments

I do not think current GE categories should be altered.

Arts and humanities is critical to overall education of all students

Just robbed the students of the ability to take an additional course in the Arts or in Humanities. Very disappointing for a student that may be geared more creatively, or exploring the many options in Humanities.

Think that replacing current units in C, D2 or E is a bad idea and may not be in compliance with GE requirements.

This seems wildly inappropriate. Ethnic Studies is a social science and why it would have anything to do with replacing something in the arts and humanities strains credibility. Note that I am not in the arts and humanities either, so I can imagine those faculty would be even more offended by this option.

I think most feasible and makes sense, most Ethnic Studies is based in Humanities

I think this is feasible, however, it makes more sense to do option 2.

## Q22 - 8. What are your thoughts about Option 2--Modification of Sub-Area D2?

8. What are your thoughts about Option 2--Modification of Sub-Area D2?

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I'd be concerned about the potential lack of interdisciplinarity of this option.

I do not think current GE categories should be altered.

These classes should already be adding history of ethnic cultures

Yes, Modify D2 to be this all-encompassing course the "checks all the boxes" of the politico's demands. it will truly be a box-checking course that most students will hate.

This seems possible, but at the expense of other things we see as important (knowledge of american government for example) it might be difficult to squeeze it in.

Also feasible and reasonable as most of Ethnic studies courses are about history and culture

This is the best option.

## Q23 - 9. What are your thoughts about Option 3--Replacing Area E?

9. What are your thoughts about Option 3--Replacing Area E?

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This seems feasible and could work. I'm not sure what effects it would have on current area E courses and departments.

I do not think current GE categories should be altered.

at a university of our size there should be options and choices

Nope. If i were to put "Ethnic Studies" side-by-side with "Lifelong Learning" and asked myself, "which is better for ALL students"...that answer is all too clear. Lifelong Learning trumps a required ES course.

Definitely not. E is integral to the mission of a college education overall, replacing it would undermine a core aim of the university.

This gets tricky as that requirement originally was about a student learning how to operate in society, so more courses such as conflict resolution and such. I don't like this option as much, last resort.

I do not like this option. I believe students do also need a lifelong learning course.

## Q24 - 10. What are your thoughts about Option 4--Converting Overlay Z to Ethnic Studies?

10. What are your thoughts about Option 4--Converting Overlay Z to Ethnic S...

I think these accomplish different but complementary goals. I'd like students to gain competency in both ethnic studies and cultural diversity- so I would want to keep overlay z

This may work, although only if there is significant overlap and that the goals of overlay Z are met and not minimized or converted.

at a university of our size there should be options and choices

As long as the nearly 200 courses that are already Z qualified don't get ousted, i'd be fine with this option. If it's 'only ES courses' and everyone else is out, that is unfair and returns to a status of creating an ES Mega Department.

I don't think this should be an overlay. That implies that the "main" course content is what matters, and the "overlay" is just an add-on. If Ethnic Studies matters, let's make that that the key course content, and "overlay" the discipline or accompanying topic, not vice-versa.

Seems the best choice - Ethnic Studies would be much more focused than the current diversity requirement that doesn't really get to the disciplinary issues of the Ethnic Studies requirement. It's not just about diversity - it's about the way of studying and thinking that are embedded in Ethnic Studies.

this is the best choice

This one makes the most sense to me. It could stay as an overlay and everyone in the other categories could alter or propose classes that meet the requirements of ethnic studies in a sort of double counting way.

NO! we can't even guarantee students to graduate in 4 years because of bottlenecks, we can't create one more.

## Q25 - 11. What are your thoughts about Option 5--Degree Requirement?

11. What are your thoughts about Option 5--Degree Requirement?

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This seems feasible and could work As well. I think students should be required to take this course.

These may be feasible but I do not believe that high-unit majors should be able to seek waivers.

most feasible - less disruptive and requires all students to participate

Terrible idea.

No. Clutters up the requirements for a degree, and will slow students down.

See 10

Unclear to me

NO! we can't even guarantee students to graduate in 4 years because of bottlenecks, we can't create one more.

## Q26 - 12. What are your thoughts about Option 6--Stand Alone Degree Requirement?

12. What are your thoughts about Option 6--Stand Alone Degree Requirement?

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I don't want an option in which students can opt out when they really need this course.

These may be feasible but I do not believe that high-unit majors should be able to seek waivers. I also worry about programs offering their "own" ethnic studies courses outside of the field.

no because all students must participate this option allows "High unit majors would need to seek waivers of this requirement."

Terrible idea.

No. Clutters up the requirements for a degree, and will slow students down.

See 10

Not sure.

NO! we can't even guarantee students to graduate in 4 years because of bottlenecks, we can't create one more.

## Q27 - 13. What are your thoughts about Option 7--New GE Overlay?

13. What are your thoughts about Option 7--New GE Overlay?

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I like this option.

I think this seems feasible but would need more information on the potential trade-offs and impacts.

feasible and does not lose options/choices

Sounds like a gas tax to me...bad idea.

See 10 - but I will add that it seems weird to have both a diversity AND an ethnic studies overlay. I would always opt for the latter.

Possible, but it seems too close to Z. having an ethnic studies overlay with a diversity overlay seems like a bit of bureaucracy that would make people crazy.

NO! we can't even guarantee students to graduate in 4 years because of bottlenecks, we can't create one more.

Q28 - 14. Are there any other options, not included here, that you feel would be appropriate and feasible? Please be as detailed as you would like.

14. Are there any other options, not included here, that you feel would be...

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No, these are all great ideas and options for us to weigh.

Create a class for alumni to attend free of charge - it is THAT important

Resist.

I think too many options as it is, I think any of the top 3 work.

Q29 - 15. Do you have any other comments or suggestions? Please be as detailed as you would like

15. Do you have any other comments or suggestions? Please be as detailed as...

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No, thanks.

Require senior leadership to undergo ethnic students courses to increase their awareness and sensitivity to real issues. Practice what they preach.

Let's be careful not to make it \*harder\* to navigate an already complex pathway through the requirements to a degree. Nothing stand-alone. We will have to sacrifice a GE slot already in place.

**End of Report**