



*Please forward*  
*David W. Leary*  
*2/28/11*

Office of Undergraduate Studies

195 S. Central Campus Drive Salt Lake City, UT 84112-0511 (801) 581-3811 FAX (801) 585-3581

February 15, 2011

TO: David Pershing  
Senior Vice President for Academic Affairs

FR: John Francis *John Francis*  
Chair, Undergraduate Council

RE: Major in Ethnic Studies

*Please forward*  
*Michele K. Y. J.*  
*2/28/11*

At its meeting of Tuesday, January 25, 2011, the Undergraduate Council voted to approve a proposal from the Ethnic Studies program for new Major in Ethnic Studies. The proposal, along with letters of support, is attached.

We are asking you, if you also approve of the proposal, to forward it on to the Executive Committee of the Academic Senate for their consideration.

## **Ethnic Studies Major (B. A. and B.S.)**

### **Section I: The Request**

University of Utah requests approval to offer Bachelors of Arts effective Fall 2011. This program has been approved by the institutional Board of Trustees on \_\_\_\_\_

### **Section II: Program Description**

#### **Complete Program Description**

The proposed Ethnic Studies major (B.A. and B.S.) is a 33 unit of study that takes an interdisciplinary approach at examining the experiences and culture of the various ethnic and racial populations within the U.S. The program draws from jointly appointed faculty across the University of Utah campus to offer courses with insights about diverse communities. The disciplinary foci range from Education, English, History, Psychology, and Social Work. The degree will be managed by the Ethnic Studies Program (which has been serving the University of Utah since 1976), which is overseen by the Office of Associate Vice President of Equity and Diversity. The College of Social and Behavioral Sciences will house the proposed degree as well as serve as the curriculum adoption apparatus for new course proposals.

The proposed major includes core, restrictive elective, and a capstone course. The core is composed of four elements, totaling 33 credit hours. This includes an introductory course that provides students with an overview of the various themes found in the program, one survey course focusing on the experiences of one U.S. ethnic/racial group, two theory courses that provide students with conceptual mooring of the various theories of race, ethnicity, and inequality, and one research methodology course that orients students to posing research questions and designing research. Students can then choose five elective courses from the Ethnic Study offerings. Of these, two of the five elective courses can come from other departments or programs that have recognized courses accepted by the Ethnic Studies program. Finally, there is a capstone course that links the various themes that the student encountered throughout the program. The ETHNC 2500 (introduction to Ethnic Studies) as well as the one survey course serves as the prerequisites for any of the 3000 level courses.

The distribution of lower to upper credit hours includes a total number of 6 lower division credit hours while the number of upper division credit hours required is 27.

Service learning will also constitute a key component in the major.

The proposed major consists for five components.

- I. One required introductory course:
  - Ethnic Studies 2500 Introduction to Ethnic Studies (3 units)
- II. One survey course from the various listings:
  - Ethnic Studies 2550 African American Experiences (3 units)
  - Ethnic Studies 2560 Chicana/o Experiences (3 units)
  - Ethnic Studies 2570 American Indian Experiences (3 units)
  - Ethnic Studies 2580 Asian Pacific American Experiences (3 units)
  - Ethnic Studies 2590 Pacific Islander American Experiences (3 units)

- III. Two Theory courses from the following
  - Ethnic Studies 3420 American Racism (3 units)
  - Ethnic Studies 3010 Black Popular Culture (3 units)
  - Ethnic Studies 4020 Black Feminist Thought (3 units)
  - Ethnic Studies 4330 Chicana/o culture via media (3 units)
  - Ethnic Studies 5250 Migration, diasporas, and U.S. Community (3 units)
  - Ethnic Studies 5800 Theories of social inequality and justice (3 units)
- IV. One Research Methodology Course
  - Ethnic Studies 5100 Advanced Analysis in Ethnic Studies (3 units)
- V. One Capstone Course – Taken last 2 semesters of program
  - Ethnic Studies 5010 Advanced Analysis in Ethnic Studies (3 units)
- VI. Five Elective Courses within ethnic Studies or other approved classes from affiliated departments or programs. Classes should span three different areas of study. (i.e., Chicana/o, American Indian, Asian- American, African-American—Please see Attachment A)

### **Purpose of Degree**

This degree will prepare students from a wide range of racial and ethnic backgrounds interested in employment with private and public organizations and agencies that work with historically underserved populations. It will help individuals conceptualize socio-historical and political issues from the vantage point of various disciplinary frameworks as well as from the view points of the various peoples that constitute U.S. diverse populations. The degree also serves as a strong foundation for students who plan on pursuing graduate work in areas such as sociology, law social work, education, psychology, and the health sciences, including medicine.

### **Institutional Readiness**

The University of Utah already has the essential mechanisms (advising, faculty, administrative support) in place to support the implementation of this major. The University of Utah's Central Administration has been anticipating a major for the ETHNIC Studies Program (ESP). The recommendations from formal external program reviews conducted in 1995 as well as 2008 urged the ESP to initiate a major. This recommendation has formally appeared in the memorandum of understanding signed by the University of Utah Senior Vice President as well as the Ethnic Studies Program during the last program reviews.

The ESP has strong relationships with the various advising units on campus. The Center for Ethnic Student Advising (CESA) has been a partner of the ESP since CESA's inception. Since CESA advises the majority of students who might be interested in this major, they are already familiar with the program's course offerings. The Student Advising office is equally familiar with the ESTP. They have been advising students on the various ESP minors for more than 10 years. The director of the ESP would need to meet with Student Advising staff to discuss the addition of the major.

The ESP faculty is also ready for the commitment of offering a major. The findings from a self study conducted in 2007-2008—center to a Program Review—identified the establishment of an Ethnic Studies major as a top priority. The faculty concluded that for the program to help meet this important priority for the University and its academic mission, it must offer a major.

## Faculty

The Ethnic Studies faculty is comprised of 14 tenure line faculty members constituting a total 7.66 FTE, as well as two adjunct faculty members that constitute .5 FTE over the course of an academic year. The program also has one non-tenure line affiliated faculty. The distribution of the faculty and staff follows.

### Tenure Line Faculty

Assistant Professors	Associate Professors	Full Professors	Adjunct Faculty
3	8	2	2

### Non-Tenure Line Faculty

Adjunct Instructors	Associate Instructor	Teaching Assistants
3	1	3

The Ethnic Studies Program has a strong and dedicated core of faculty that will carry out the teaching responsibilities of the Ethnic Studies major. The faculty, are prepared to and excited about, carrying out the proposed major. The faculty has been teaching the core curriculum over the last two years on a regular basis.

The Ethnic Studies Program will need to hire three new tenure line faculty within the next five years. The program review undertaken in the 2007-2008 academic year confirmed this conclusion. In 2011-2012, a search for a scholar with a background in sociology will be needed. Another faculty search will be executed during the 2012-2013 academic year. The area of specialty will need to be in history. Finally, a third hire in 2014-2015 will be needed, whose area of specialization should be in either social work with an emphasis on American-Indian populations. These last two hires would replace two retiring faculty members. All of these tenure line hires will have joint appointment with another department.

The Ethnic Studies Program faculty is currently teaching 95% of the courses identified in element I through IV on a regular basis. Three new .5 FTE's were added to the faculty in July 2008 who will help in teaching other courses that need to be developed to round out the major offerings. The Ethnic Studies Program needs to identify the need for additional faculty required in each of the first five years of the program

## Staff

An undergraduate advisor will need to be hired in 2011-2012. This person will coordinate advising with the Center for Ethnic Student Advising as well as University Advising

## Library and Information Resources

The resources at Marriott Library are satisfactory for meeting the needs of the program as it carries out the major.

## Admission Requirements

Admission requirements will not depart from regular University undergraduate admission requirements

## Student Advisement

The advising will be conducted by a new in-house advisor, along with the director and one other faculty member. The advisor will coordinate services with other advising units that advise students (i.e. University advising and Center of Ethnic Student Advising)

### Justification for Graduation Standards and Number of Credits

The number of credits that the major is requiring is consonant with other similar majors from other University of Utah interdisciplinary programs. For example, Gender Studies requires 36 credit hours and the Latin American Studies Program is composed of 33 credit Units. Outside of the rationale of programmatic consonance with like majors, the 33 credit unit allows the Ethnic Studies Program to distribute the various requirement elements across various areas of study.

### External Review and Accreditation

Six reviewers--three out of state and three within--from similar research intensive universities consulted on the development of this major. Their input came about as a result of a regularly scheduled Undergraduate Program Review initiated by the University of Utah Undergraduate Studies Office (UGS). The parameters of their input ranged from the design of an Ethnic Studies major to enhancing the Student Credit Hour generation of the program.

### Projected Enrollment

Year	Student Headcount	# of Faculty	Student to Faculty Ratio	Accreditation Req'd Ratio
1	5	17		NA
2	10	18		
3	13	17		
4	18	17		
5	50	18		

### Expansion of Existing Program

NA

## Section III: Need

### Program Need

The Salt Lake Tribune reported in May of 2008 that Utah's population is becoming more ethnically and racially diverse than ever before. The demographic shift is also reflected at the University of Utah. The proportion of students of color has doubled in the last eight years, currently standing at 12% of the total student body. Two elements are propelling an Ethnic Studies major that will help the University of Utah be responsive to the demographic changes locally as well as nationally. First, individuals from these ethnically diverse populations are enrolling at the University of Utah seeking a major that will enable them to understand the socio-historical dimensions of ethnically and racially diverse people within the United States. The number of students who are assembling a version of this major through the University of Utah's Bachelors of Undergraduate Studies Office has consistently increased over the last 4 years. Second, employers are seeking employees who are culturally competent in their interactions with the diverse populations that now make up Utah and the country. This translates into understanding the social, historical and cultural backgrounds of these various populations. The business and health services community is looking to the University of Utah, the flagship institution within the state, to provide them with a workforce with the skills and competencies to work with diverse populations. The ESP will fulfill both of these needs.

### **Labor Market Demand**

The demographics of the state are experiencing a steady diversifying process in the population of Utah. The University of Utah's Bureau of Economic and Business Research reported in 2008 that all of the twenty nine counties experienced significant growth in the population of ethnic minorities. Furthermore, nine of these are reporting at least 15% minority representation in their total population counts. The five counties (Salt Lake, Summit, Tooele, Utah, Weber) constituting the Wasatch Front hovered between fourteen and twenty-three percent ethnic minority. These five counties constitute the University of Utah's major student feeder areas. The pattern holds nationally in many regions, according to the Brookings' State of Metropolitan America Policy Report (2010). Minority populations are growing at a rapid rate. These populations will need to be served by a workforce that recognizes the distinctive cultural and historical backdrops of these various populations. Employers are seeking a workforce that not only has the linguistic competency to engage these various ethnic groups, but also the cultural knowledge of these populations to engage them respectfully and comprehensively. As an example, the largest sectors projected to grow in the Utah context, between 2010 and 2050, are expected in the health and education sectors--totaling a third of the total job growth (Perlich, 2006). These are two employment domains where cultural competency is vital, which the Ethnic Studies major will provide.

The employment pattern for past graduates of the Undergraduate Studies/Ethnic Studies Social Justice major has included individuals entering education and health related fields. Five have become elementary or secondary teachers while two have started either Masters or Ph.D. programs with the goal of joining the professoriate. Four have begun graduate programs in the medical field.

### **Student Demand**

The Bachelor of Undergraduate Studies Program has been working with the Ethnic Studies Program to help students create an Ethnic Studies major, many times classified as a Social Justice Major. Between the years of 2005 and 2009 there was a steady stream of approximately fifteen to twenty students continuously working towards this degree. Now that the ESP has stepped up its advertisement of this option, the Bachelor of Undergraduate Studies has added six more students who are working toward this major in the period spanning 2008-2010. The program anticipates that the students being drawn to the Ethnic Studies major will include both students of color as well as White students, considering that the latter comprise over 75% of the students who currently enroll in the program's courses.

### **Similar Programs**

No higher education institution in the state of Utah offers a major in Ethnic Studies, but every research intensive institution in the intermountain west and in the PAC-10 offers such a major.

### **Collaboration with and Impact on Other USHE Institutions**

No other institutions within Utah offer this degree.

### **Benefits**

The key benefit of this major to the state of Utah is that it prepares its workforce for a diverse population. The University of Utah's Bureau of Economic and Business Research indicates that the diversification of the state's populations requires a workforce that is adept at understanding the needs and perspectives of a changing demographic landscape. This major will provide individuals who will be employed in Utah with this knowledge. To further facilitate student's skills, the major will be structured to facilitate a double major option for students to further enhance their skills.

The USHE will also benefit from the addition of this program in that no other institution in the USHE system offers a major in this area. Furthermore, the establishment of this major would help keep the USHE competitive with other similar institutions in the West by matching what other comparable research intensive institutions, such as the University of California system as well as the University of Colorado already offer.

### **Consistency with Institutional Mission**

The University of Utah has as one of its central objectives is to provide students with an opportunity for interdisciplinary studies. The Ethnic Studies Major embraces and actualizes this objective by providing students with a rich interdisciplinary program of study that weaves together conversations about ethnicity, race and diversity through disciplines such as English, History, Political Science, Education and Sociology. The University of Utah also embraces helping students understand international relationships. The proposed major will help students understand processes and experiences of demographic and social internationalization, or migration, and settlement on the shores of the U.S.

## **Section IV: Program and Student Assessment**

### **Program Assessment**

The goals of the Ethnic Studies Programs are to:

1. Provide students with an interdisciplinary understanding of the histories, experiences, and knowledge of diverse U.S. populations, as well as help them develop an understanding of the socio-historical formation and functioning of race (as a construct) within the U.S. context.
2. Develop students' analytical skills. The Program seeks to help students read academic and social texts critically as well as develop their communication (written and oral) skills to present their ideas in various settings.
3. Provide students with a framework for identifying social, economic and institutional resources within Utah's diverse ethnic communities.

### **Assessment Mechanisms**

1. Written and oral examinations within Ethnic Study courses.
2. Oral presentations within classes.
3. Course projects and papers will also comprise a strong element for determining students' analysis skills and ability to articulate their positions.

### **Expected Standards of Performance**

The expected standards of performance will encompass both content level and skill level standards.

1. Students will have developed an understanding of the socio-historical relations shaping the political, economic and/or social trajectory of at least two U.S. based ethnic groups.
2. Students will be able to explain at least two of the social and historical forces shaping the formation of race and racial categories in the U.S.

3. Students will be able to define and explain key concepts that underpin the program's content (e.g., intersectionality, racial formation, cultural knowledge, social justice, essentialist and cultural)
4. Students will be able to define the ways in which race, gender, and social class intersect in producing different world views and knowledge frameworks of at least two U.S. based ethnic groups.
5. Students will be able to employ and differentiate between theories to explain patterns and events of social protest and domination that comprise the landscape of U.S. history.
6. Students will develop college level proficiency in their writing skills, specifically identifying and employing the conventions of writing academic texts in both the humanities as well as the social sciences.
7. Students will be able to present an organized presentation of key concepts found in their Ethnic Studies courses.
8. Students will be able to identify the ways in which to frame questions of studying race and ethnicity that correspond to at least two disciplines.
9. A summative evaluation will be built into the capstone course. Specifically, the course will include a summative course paper that prompts students to trace one of the key threads that they have engaged in during their coursework.

These standards represent standards that the Ethnic Studies faculty believes are crucial to students' academic and professional development.



## Section V: Finance

Financial Analysis Form					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Students</b>					
Projected FTE Enrollment					
Cost per FTE					
Student/Faculty Ration					
Projected Headcount					
<b>Projected Tuition</b>					
Gross Tuition					
Tuition to Program					
5 year Budget Projection					
	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Expenses</b>					
Salaries & Wages	519378	529765	540360	551168	562191
Benefits					
Total Personnel	519378	529765	540360	551168	56219
Current Expense	21615	21615	21615	21615	21615
Travel					
Capital					
Library Expense					
Total Expense	\$540993	\$551380	\$561975	\$572783	\$583806
<b>Revenue</b>					
Legislative Appropriation	540993	551380	561975	572783	583806
Grants and Contracts					
Donations					
Reallocation					
Tuition to Program					
Fees					
Total Revenue	\$540993	\$551380	\$561975	\$572783	\$583806
<b>Difference</b>					
Revenue-Expense	\$0	\$0	\$0	\$0	\$0

**Budget Comments**

A clarification of the 5 year Expense line is needed. The expenses across the five year projections reflect costs beyond supporting students enrolled in the major. The expenses support a faculty instructing students enrolled in the major (i.e., 5 in the first year, 10 in the second year), offering an expansive minor degree program within Ethnic Studies that constitutes five minor areas, as well as serving the larger campus with courses that meet the University of Utah's Diversity requirement.

**Funding Sources**

Funding will the program will be done through traditional routes of legislative funding.

**Reallocation**

N/A

**Impact on Existing Budgets**

No other programs will be affected by the organization of faculty or corresponding budgets.

**Appendix A: Program Curriculum****All Program Courses**

Course Prefix & Number	Title	Credit Hours
Core Courses		
	Sub-Total	
Elective Courses		
	Sub-Total	
Track/Options (if applicable)		
	Sub-Total	
	Total Number of Credits	

**New Course to be added in the Next Five Years**

## Appendix B: Program Schedule

## Appendix C: Faculty

Edward Buendia  
Armando Solorzano  
Donna Dehyle  
Roderic Land  
E. Daniel Edwards  
Haruko Moriyasu  
Karen Johnson  
Wilfred Samuels  
Ronald Coleman  
William Smith  
Dolores Delgado-Bernal  
Dolores Calderon  
Lourdes Alberto  
Baodong Liu  
Edmund Fong

**Executive Summary**  
**University of Utah**  
**Ethnic Studies Major, B.A./B.S.**  
**2/16/2011**

**Program Description**

The Ethnic Studies Program provides students with an interdisciplinary experience that explores the histories, politics, knowledge frameworks, and cultures of racialized and indigenous populations in the U.S. Courses focus on critical examinations of the entangled social categories of race, ethnicity, indigeneity, culture, gender, sexuality, class, and nation. The Ethnic Studies program permits students to explore processes of contributing to oppression, resistance, migration, and cultural expression/production within individual populations (e.g., African-Americans, Chicanos/-as, Asian Americans, Pacific Islanders) as well as comparatively.

**Role and Mission Fit**

This proposed Ethnic Studies major is congruent with the State of Utah's Board of Regents mission of providing Utah students with the needed knowledge to be productive citizens in a diverse society. The major provides students with the knowledge of the various ethnic groups that constitute Utah and the United States. Furthermore, the proposed major is in harmony with the mission of the University of Utah. The University defines as one of its central objectives that of providing students with an opportunity for interdisciplinary studies. The Ethnic Studies Major embraces and actualizes this objective by providing students with a rich interdisciplinary program of study that weaves together conversations about ethnicity, race and diversity through disciplines such as English, History, Political Science, Education and Sociology. The University of Utah also embraces helping students understand international relationships. The proposed major will help students understand processes and experiences of demographic and social internationalization, or migration, and settlement on the shores of the U.S.

**Faculty** (Using the format below, indicate the number of discipline specific faculty and level of preparation of the faculty who will support the program. Tenure includes already tenured and tenure-track)

Number of faculty with Doctoral degrees	Tenure # 17	Contract #	Adjunct #
Number of faculty with Master's degrees	Tenure #	Contract #	Adjunct # 3
Number of faculty with Bachelor's degrees	Tenure #	Contract #	Adjunct #
Other Faculty	Tenure #	Contract # 1	Adjunct #

**Market Demand** (One paragraph giving current data on market demand or the utility of the degree, how the program will accommodate a changing market, and hiring patterns including local, state, and national trends (long-term market needs and numbers to be included).)

The demographics of the state are experiencing a steady diversifying process in the population of Utah. The University of Utah's Bureau of Economic and Business Research reported in 2008 that all of the twenty nine counties experienced significant growth in the population of ethnic minorities. Furthermore, nine of these are reporting at least 15% minority representation in their total population counts. The five counties (Salt Lake, Summit, Tooele, Utah, Weber) constituting the Wasatch Front hovered between fourteen and

twenty-three percent ethnic minority. These five counties constitute the University of Utah's major student feeder areas. The pattern holds nationally in many regions, according to the Brookings' State of Metropolitan America Policy Report (2010). Minority populations are growing at a rapid rate. These populations will need to be served by a workforce that recognizes the distinctive cultural and historical backdrops of these various populations. Employers are seeking a workforce that not only has the linguistic competency to engage these various ethnic groups, but also the cultural knowledge of these populations to engage them respectfully and comprehensively. As an example, the largest sectors projected to grow in the Utah context, between 2010 and 2050, are expected in the health and education sectors--totaling a third of the total job growth (Perlich, 2006). These are two employment domains where cultural competency is vital, which the Ethnic Studies major will provide.

### **Student Demand**

The Bachelor of Undergraduate Studies Program has been working with the Ethnic Studies Program to help students create an Ethnic Studies major, many times classified as a Social Justice Major. Between the years of 2005 and 2009 there was a steady stream of approximately fifteen to twenty students continuously working towards this degree. Now that the Ethnic Studies Program has increased its advertisement of this option, the Bachelor of Undergraduate Studies has added six more students who are working toward this major in the period spanning 2008-2010. The program anticipates, as defined by a survey of students taking the Introduction to Ethnic Studies course (ETHN 2500), that the students being drawn to the Ethnic Studies major will include both students of color as well as White students, considering that the latter comprise over 75% of the students who currently enroll in the program's courses.

**Statement of Financial Support** (Indicate from which of the following the funding will be generated: (Provide the detail for funding as part of the "Financial Analysis" section included in the full proposal).)

Legislative Appropriation.....	\$540,993
Grants.....	0
Reallocated Funds.....	0
Tuition dedicated to the program.....	0
Other.....	

**Similar Programs Already Offered in the USHE** (A list of similar programs already approved and functioning at USHE institutions.)

No similar programs exist in the Utah Higher Education System.



**College of Social and Behavioral Science**

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260 S Central Campus Drive, Room 205, Salt Lake City, UT 84112

December 13, 2010

Re: Letter of support for ethnic studies major

It's a pleasure to write a letter in support of the College of Social and Behavioral Science housing the ethnic studies major. It's a natural fit for the college, with many of our faculty having joint appointments in ethnic studies. The major fills a much needed gap in existing curricular offerings, along with addressing issues of considerable prominence on the national stage. Let me offer my strong and enthusiastic support.

Sincerely,

M. David Rudd  
Dean

September 2, 2010

Ed Barbanell  
Undergraduate Studies  
University of Utah

Dear Dr. Barbanell:

The University of Utah Libraries appreciate your request to comment on our ability to support students in a new Ethnic Studies major. The libraries are committed to supporting the university and its faculty as they develop programs needed by our students.

As the curriculum will comprise largely of existing courses, current collections should be sufficient. A collection of this size and depth satisfies most undergraduate needs. Marriott has an approval plan which automatically provides suitable scholarly books in this area from most major American publishers.

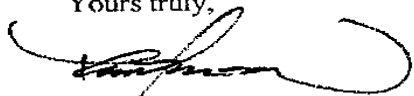
We encourage faculty to work with subject librarians to build up specific sub-disciplines where our collection needs supplementing. Despite budget constraints, we are usually able to order any books necessary to directly support classes. We modify our journal subscriptions to reflect current teaching and research. Endowment funds recently bought the primary literature sets *African American Newspapers*, *Black Drama*, and *Latino Literature*. As the scholarly communication landscape evolves, new options may exist beyond traditional print book purchases and conventional subscriptions. We would like to work with faculty to evaluate the most workable.

Thanks to the state-wide funding received by the Utah Academic Library Consortium (UALC) and to campus Student Computing Task Force funds, our electronic collection is strong in indexes and full-text online databases such as *JSTOR* and *EthnicNewsWatch*.

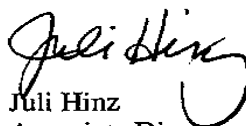
Student difficulties in locating materials often stem not from collection weaknesses, but from the complexities of using a large research library. We offer class presentations and one-to-one consultations with library specialists who will help students find the most relevant works and suggest the most appropriate search strategies.

We look forward to working with the faculty and students in this new program.

Yours truly,



Rick Anderson  
Associate Director  
Scholarly Resources and Collections



Juli Hinz  
Associate Director  
Research and Learning Services

April 19, 2010

Professor Kathryn Stockton  
Director, Gender Studies Program  
290 S. 1500 E. Rm 218  
University of Utah

To whom it may concern:

On behalf of the Gender Studies Program, we are writing to support Ethnic Studies' proposal to institute an Ethnic Studies major at the University of Utah. In light of demographic research indicating that Utah's workforce and overall population is undergoing a dramatic shift toward greater ethnic and racial diversity, it seems that instituting this major could not be more timely: a major designed to include these issues as a central part of its curriculum would enrich the University as well as Utah's broader communities. Within the University, an Ethnic Studies major would contribute to the University's mission of providing all its students with a rigorous educational experience that includes "familiarity with a changing world"; in the broader Utah community, such a major would facilitate "the application of research findings to the...well-being of Utah's citizens" by help to create a workforce attuned to the perspectives and historical contexts of these various ethnic/racial groups.

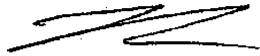
Given Gender Studies' own focus on the complex interaction among facets of identity and culture—gender, sexuality, race, class, sexual orientation, sexual subjectivity, disability, and nationality among others—we feel uniquely well positioned to speak to the necessity of an Ethnic Studies major that shares our interest in providing historical and theoretical contexts attuned to historically-underrepresented groups. Indeed, during this past academic year, we have embarked on a series of discussions with Ethnic Studies to explore our shared interests and goals and examine the possibilities for a closer intellectual and teaching collaboration between our programs, based on the overlap between gender and sexuality and ethnic/racial research. These meetings have given us the opportunity to get to know our colleagues in Ethnic Studies in more depth and to see first-hand their desire to maintain and enhance academic rigor, alongside their strong commitment to prepare their students for work and life in a complex and changing world.



In light of these interactions with Ethnic Studies, as well as what we see in the Gender Studies Program, we share their awareness that the increasing racial/ethnic diversity among the broader Utah population is of course reflected in our student community. These students—many of whom also take our classes or become Gender Studies majors or minors—are seeking programs that help them frame their social experiences. The multidisciplinary nature of the proposed Ethnic Studies major curriculum would provide students with an intellectual framework for contextualizing these experiences through both critical race theories and a deep historical knowledge of the struggles, challenges, opportunities, and triumphs that have contributed to the coming into being of today's richly diverse US society. While enrolled as students, Ethnic Studies majors would undoubtedly start expanding the bridges that already exist between the University and the many communities that comprise our state. After graduation, these students would constitute members of a workforce well equipped to attend to the diverse communities of Utah and the nation.

Please let us know if, in any way, we can further assist your assessment of this exciting prospect for a new major.

Sincerely,

A handwritten signature in black ink, appearing to read 'K Stockton', with a stylized, sweeping flourish at the end.

Kathryn Stockton  
Director, Gender Studies



THE UNIVERSITY OF UTAH  
**COLLEGE OF EDUCATION**

November 29, 2010

Dr. Edward Buendia, Director  
Ethnic Studies Program  
University of Utah Campus

Dear Professor Buendia

As dean of the College of Education, I am pleased to indicate my full support of the proposed Ethnic Studies undergraduate major which engages faculty from several academic disciplines. This new major will meet a critical need at the University of Utah--that is an interdisciplinary emphasis that examines the experiences and culture of ethnic and racial groups throughout the U.S across the fields of Education, English, History, Psychology and Social Work.

The proposed major will be very attractive to our undergraduate students in both elementary and special education, as well as other colleges and programs engaged in a diversity emphasis. Additionally, the proposed major will also draw from courses that are interdisciplinary and multi-departmental. As such, students have access to course offerings from departments in which they have relatively less exposure to during their undergraduate years.

Once again, I offer my full support of this proposal. Please advise if you have any further questions.

Sincerely,

Michael L. Hardman, Dean

*For information, I am enclosing a letter from the College of Education, University of Utah, regarding the proposed Ethnic Studies undergraduate major.*

October 13, 2010

Dr. John Francis, Sr. Associate Vice President  
Academic Affairs

Dear John:

I am very pleased to support the Ethnic Studies Program (ESP) proposal to offer an undergraduate major. Both the 1997 and 2008 ESP program reviews recommended the creation of an undergraduate major, and Academic Affairs concurred with these recommendations. I am confident that Ethnic Studies is now in a position to implement and sustain a high quality major, and join its sister program, Gender Studies, which has offered a minor and major for approximately 10 years.

As an undergraduate academic unit, ESP has offered a minor degree to approximately 500 students during the last three decades. It offers concentrations in Chicana/o Studies, African American Studies, American Indian Studies, and Asian/Pacific Studies, supported by eighteen current tenure-track/tenured faculty who also hold a joint appointment in eight academic departments. ESP has maintained a long-standing commitment to interdisciplinarity in the undergraduate curriculum.

#### Need

Almost three quarters of the students who take Ethnic Studies courses are white undergraduates. This noteworthy statistic shows that ESP not only serves underrepresented students of color, but also fulfills its educational mission of exposing majority white students to the histories, current status, cultural norms and values of racial and ethnic populations that have been so integral to the development of the U.S. and the Western Hemisphere. Given the growing diversity of the State of Utah and the U.S., it is more imperative today than ever before that all of our students graduate with a deeper understanding of the cultural and racial complexities that now exist in our society and across the world.

#### Quality of Program

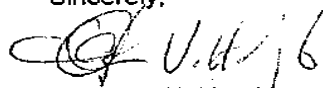
ESP faculty are leading scholars in their home discipline and in the interdisciplinary field of Ethnic Studies. Their research and teaching has been widely acknowledged as superior by our University and their scholarly fields. The faculty include five recipients of a prestigious National Academies/Ford Foundation Fellowship, as well as other laudable recognitions in their discipline. Given the small number of faculty of color on the campus, Ethnic Studies faculty also serve as mentors, role models, and outstanding teachers to students of color.

#### Resources

If the major is approved for Ethnic Studies, my Office would enhance its commitment to the Program during its first three years by helping it secure three new, tenure-track, jointly appointed faculty positions.

In summary, I enthusiastically join Ethnic Studies faculty and others in supporting the creation of a major in the Ethnic Studies program.

Sincerely,



Octavio Villalpando  
Associate Vice President

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*Diversity = Educational Excellence!*