

LSA Race & Ethnicity Course Requirement

Report of the Review Committee

May 16, 2016

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Race & Ethnicity Degree Requirement Review

Executive Summary

During the 2015-2016 academic year the College of Literature, Science and the Arts undertook a major review of the Race & Ethnicity degree requirement, which has been part of the liberal arts core since 1990. Dean Andrew D. Martin charged this committee to review the current state of the requirement, and to make specific recommendations after examining the following questions:

1. What are the goals for this degree requirement?
2. Are these goals being met?
3. How are these goals and their outcomes currently being assessed and evaluated?
4. Should the LSA Faculty consider changing the R&E degree requirement in any way, including intensifying or eliminating the requirement?

The first question was in many ways the most challenging. The LSA Curriculum Committee has historically focused on *content criteria* when approving courses for the R&E requirement. The review committee recommends that the College take steps to clarify the *learning objectives* of the R&E requirement: updating the original language of the requirement and approving and disseminating a student-facing statement of goals and expectations as well as a faculty-facing one, both of which incorporate the best efforts of the review committee to articulate a set of learning goals.

In Fall 2015 we performed indirect and direct assessments (interviews and evaluations) of student learning in R&E courses, and in Winter 2016 we carried out a pre-and post-test, course-embedded assessment of student learning using the committee's articulated goals. All forms of assessment yielded positive results in terms of the degree to which R&E goals are being met in these courses. To further assess and evaluate the courses, the committee recommends requiring R&E courses to include two R&E-specific questions in their teaching evaluations.

The committee does not endorse eliminating the requirement, and at no point during the review did anyone we spoke with go on record advocating this as a real possibility. Nor does the committee recommend intensifying the requirement by requiring additional courses or credit hours. The committee also rejects the idea that the R&E requirement ought to focus exclusively on U.S. topics, or solely on present-day matters. We endorse a broad range of offerings, including historical and international courses, and a variety of formats, with a priority on seminar-sized class formats and smaller discussion sections for large lecture classes. We do not shy away from recommending further improvements:

- Increase the visibility and transparency of R&E courses by requiring an R&E-specific description in the course guide and syllabus for each individual course, and by featuring R&E courses on College and advising websites and in other materials.
- Create avenues for faculty and GSI professional development and training, including the creation of a position for a Center for Research on Learning and Teaching (CRLT) R&E consultant and a suite of professional development opportunities for faculty and Graduate Student Instructors. These might focus on topics such as how to generate an atmosphere

of respectful, productive, and informed intellectual exchange among students who may profoundly disagree with one another.

- Promote discussion and dialogue in R&E courses, for example by limiting the discussion section size in large courses to eighteen students, and developing more First Year Seminars that are approved for the requirement.
- Provide resources for students enrolled in R&E courses, by exploring potential dimensions of an R&E resource center that would be comparable to what the Science Learning Center and the Language Resource Center provide for science education and language study, respectively, and what Sweetland provides for the Upper Level Writing Requirement and writing across the curriculum.
- Provide positive incentives and rewards for R&E teaching, for example by creating a program to encourage teaching innovation and best practices for R&E structured on the model of the CRLT Large Course Initiative, and by establishing a new Outstanding Contributions to Undergraduate Education Award that specifically recognizes R&E excellence.
- Simplify the R&E course approval process for faculty who have already had two courses approved for R&E certification.

The committee completed its review with a grateful sense of the hard and dedicated work that instructors and students bring to the curricular examination of race and ethnicity. Following discussion with members of the LSA community and after extensive assessment of R&E courses and learning goals, the committee believes that the requirement is academically sound and intellectually healthy.

Finally, over the course of the past academic year the committee has explored avenues of innovation and renovation for designing and teaching R&E courses. These materials can be found in the appendices of the committee's report. Given the overall soundness of the requirement we believe that the next few years represent an opportunity for LSA to bring a new level of creativity and energy to this degree requirement.

Section One: Introduction and Overview

The review of the College of Literature, Science, and the Arts' Race & Ethnicity Degree Requirement has been three years in the making. The requirement was slated for review in 2013, and a Preparatory Committee completed essential groundwork during the 2014-15 academic year. That group generated data and analysis of how students complete the requirement, collected historical documents related to the requirement, and made recommendations for the official review committee to consider. The review committee was assembled and formally charged in September 2015.

The review was conducted against a national backdrop that included a wave of student protests across the country in Fall 2015. On many campuses students were calling for academic course requirements in diversity, multiculturalism, cultural competency, and the exploration of race and racism. We were often reminded that the LSA R&E requirement is itself a response to an earlier wave of protest on our own campus in the late 1980s.

Established by a vote of the LSA faculty in 1990, the R&E requirement responded to the 1987 Black Action Movement – BAM III, the third such movement since 1970. The movement, sparked by a U-M student radio announcer's racist remarks, drew attention to the harassment of Black students in the residence halls, the insufficient attention to minority student admissions, and the controversial handling of an altercation in South Quad by University and Ann Arbor police. The College's review of the Race and Ethnicity requirement at this time follows concerns raised locally and nationally by the #BBUM – Being Black at Michigan – movement beginning in the Fall of 2013. Among the demands of the Black Student Union is that a race and ethnicity course be required for all students at the University of Michigan.

Today, roughly 100 courses offered by departments across the Humanities and the Social Sciences fulfill the College requirement. Faculty members voluntarily submit their courses for consideration and review by a subcommittee of the LSA Curriculum Committee. When approved, the courses are certified for five years; after five years they need to be reviewed for recertification again. Although the LSA R&E requirement is well established in the curriculum, people have raised questions about its effectiveness. Indeed this review was also conducted at the same time as the year-long planning process to create a university-wide Strategic Plan for Diversity, Equity & Inclusion. In public forums and town hall meetings no single issue generated as much discussion, reflection, and criticism as the call for a strengthened R&E requirement for all University of Michigan students. Both the national context of campus protest and the local efforts to create a DEI plan have informed the conduct of this review and the recommendations that it presents.

The R&E Requirement

The requirement is mostly unchanged since its adoption in 1990, with the exception of a 1995 change in name from the Race or Ethnicity Requirement to the Race and Ethnicity Requirement. A second sentence in the description of the requirement, in the required focus section, was deleted to simplify the text. It read, "Courses may meet this requirement by various means consistent with disciplines or fields of study, and faculty members from all departments are urged to think creatively about how their fields might contribute to the requirement." The revised

requirement as it appears in the College's website on Academics and Requirements reads:

At some point before graduation, students must receive credit for one course of at least three credits chosen from a list of R&E Courses offered each term in the online LSA Course Guide. Credits transferred from another college or university do not meet the R&E Requirement except by successful petition to the Academic Standards Board. Credits used to satisfy the R&E requirement also may be used to satisfy other college requirements. These courses address issues that arise from racial or ethnic intolerance and meet the following criteria:

Required content. All courses satisfying the requirement must provide discussion concerning: the meaning of race, ethnicity, and racism; racial and ethnic intolerance and resulting inequality as it occurs in the United States or elsewhere; comparisons of discrimination based on race, ethnicity, religion, social class, or gender.

Required focus. Every course satisfying the requirement must devote substantial, but not necessarily exclusive, attention to the required content. Although it is hoped that many of these courses will focus on the United States, it is not required that they do so. Courses that deal with these issues in other societies, or that study them comparatively, may also meet the requirement.

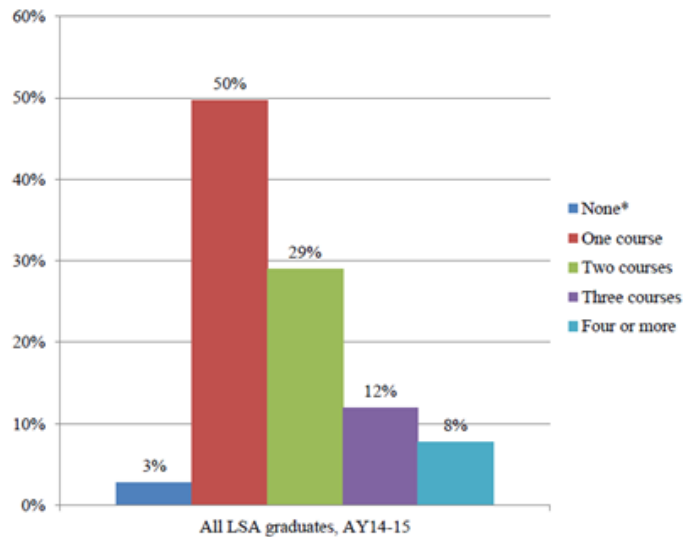
See also Appendix A for the description of the requirement as it appears in the LSA Faculty Code.

How Students Complete the R&E Requirement

Anthropology 101, Introduction to Anthropology, is the largest course offered that meets the R&E requirement. Taught in both the Fall and Winter Terms, it enrolled 718 students in Fall 2015 and 678 in Winter 2016. The next largest classes are Women's Studies 220, crosslisted with Nursing 220, Perspectives in Women's Health (361 in Fall, 340 Winter), and American Culture 240, crosslisted with Women's Studies 240, Introduction to Women's Studies (293 in Fall, 254 in Winter).

By area distribution, there are currently no Natural Science courses that meet the requirement. Humanities courses make up about two-thirds of the courses offered and Social Science courses the remainder, except for a few Interdisciplinary courses. As shown in the following charts, half of the LSA graduates in 2015 took only one course meeting the requirement, 29% took two, 12% took three, and 8% took four or more. Most members of the LSA class of 2015 (59%) took their first R&E class in their first two years. Bachelor of Science graduates tended to take their first R&E course in a later year than Bachelor of Arts graduates – 21% of BS students completed the requirement in the senior year, compared with 11% of graduates with a BA.

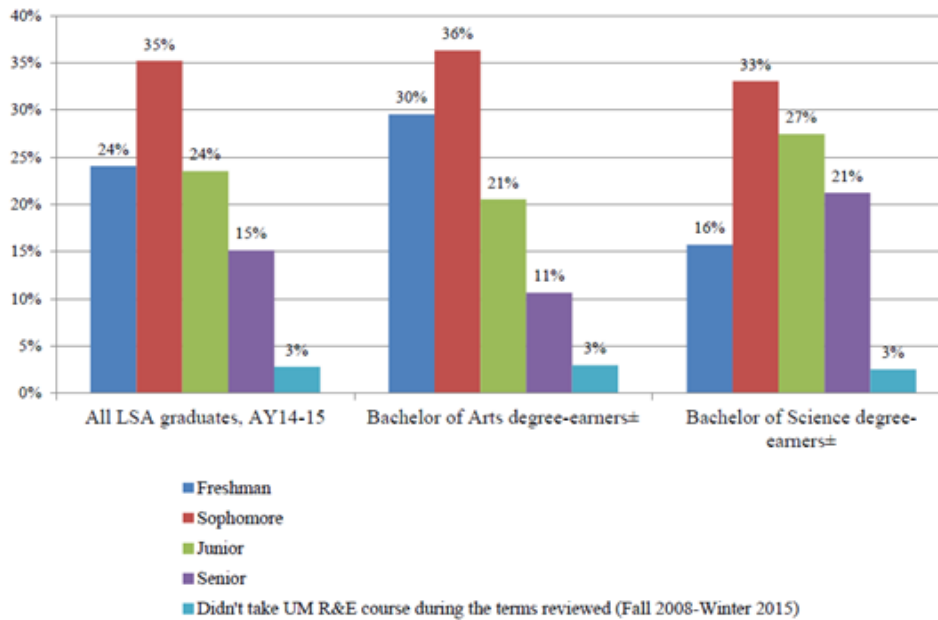
Number of R&E Courses Taken by Graduates



*These students may have successfully petitioned to have a non-U-M R&E course fulfill this requirement or may have taken an R&E course during a term that was outside those reviewed, Fall 2008-Winter 2015.

Figure 1

Year in Which Students (First) Take R&E



*These values are based on an analysis of U-M R&E course enrollment data, Fall Term 2008 through Winter Term 2015.
 ± Bachelor of Arts degree-earners include Bachelor in General Studies degree-earners; Bachelor of Science degree-earners include Bachelor of Science in Chemistry degree-earners.

Figure 2

Charge to the Committee

At the beginning of the 2015 Fall Term, LSA Dean Andrew D. Martin charged the Race and Ethnicity Requirement Review Committee as follows:

This R&E review is being conducted under the auspices of the LSA Curriculum Committee with support from the Office of the Associate Dean for Undergraduate Education. Your report and its findings will be discussed by the Curriculum Committee and forwarded to the LSA Executive Committee for review and any further action they may deem necessary. I will expect to have this final report in hand on or before May 15, 2016.

During the course of the R&E Review I am asking you to fully consider the following questions:

- 1. What are the goals for this degree requirement?*
- 2. Are these goals being met?*
- 3. How are these goals and their outcomes currently being assessed and evaluated?*
- 4. Should the LSA Faculty consider changing the R&E degree requirement in any way, including intensifying or eliminating the requirement?*

In addressing these questions the Review Committee is encouraged to consider the history of the Race & Ethnicity Requirement, and reviews by peer institutions of their race/ethnicity and diversity degree requirements (including Wisconsin, UC Berkeley) and plans for a diversity requirement at UCLA, among others.

As the College begins to think more about modes of course evaluation and assessment we would also appreciate recommendations for improving the overall quality of evaluation and assessment of R&E courses. You might consider, for example, whether all R&E courses should be required to use particular questions in course evaluations.

In conducting this review the College asks that you solicit significant input and feedback from the LSA student body, and from LSA faculty and professional staff. You may want to consider holding public forums, which the LSA Student Government and the Office of the Associate Dean for Undergraduate Education can assist in organizing.

Data on how LSA students have fulfilled this degree requirement have been assembled by the Preparatory Review Committee with assistance from Barbara Thomas, the learning analytics expert who will provide support for your committee. The Preparatory Committee also experimented with a student focus group approach that you may want to adopt and for which support from the Center for Research on Learning & Teaching may be utilized.

The Preparatory Review Committee also has a host of recommendations for you to discuss and consider as you begin your process. These include questions that range from different modes of evaluation that might be used in R&E courses to whether LSA is providing sufficient training for faculty and GSIs. I hope you will find the report and its recommendations useful.

Section Two: How the Review was Conducted

The review committee was chaired by the Associate Dean for Undergraduate Education and was composed of nine faculty, two undergraduate students, one graduate student, one postdoctoral fellow, and four professional staff members. The membership of the committee appears in Appendix B. The committee held its first full meeting on October 2, 2015. At this meeting committee members agreed to create three subgroups: on Assessment and Learning Goals; on Student and Faculty Perspectives; and on Renovation and Innovation.

The review committee heard directly from 60 or 70 undergraduates in two public forums, held two focus groups with a total of 23 graduate student instructors, and consulted about 160 faculty members, principally in department faculty meetings. Out of a total 3267 students enrolled in 34 Fall 2015 R&E courses, 1939 filled out a set of close-ended questions and one open-ended question on the R&E content of the classes. In six selected Winter 2016 classes, 785 students filled out the pre-test questionnaire, while only 565 students completed the post-test instrument.

Members of the review committee met with the LSA Curriculum Committee on October 13, 2015. The discussion touched upon resources and training for R&E graduate student instructors, teaching evaluations for R&E courses, and the distinctive nature of this LSA course requirement as compared with others. Questions of campus climate goals and their relationship to student learning goals came up, as did the possibility of surveying all LSA students about the requirements. The review committee ultimately decided against such a survey, while paying close attention to other mechanisms for assessment and feedback. The Curriculum Committee was briefed on the review committee's progress on March 22, 2016.

Committee members met with LSA academic advisors on March 25. The advisors were glad to learn that the review committee was working on articulating and publicizing the learning goals of the requirement. They said students would benefit from more explicit descriptions of why a given course meets the requirement. They observed that they heard negative comments from parents about the requirement when it was first instituted but students and parents seem more accustomed to courses on these subjects now. Some students tell advisors that they often find conversations about race difficult. They feel that aspects of their identities are under attack, and that the classroom is not a sufficiently safe space for exploring racial and ethnic issues. Advisors reported hearing from students that they lack a clear understanding of what these courses are meant to accomplish and how R&E courses connect with other elements of the curriculum.

Assessment and Learning Goals Subgroup

The Assessment and Learning Goals subgroup met on October 12, November 5, December 9, March 15, and April 1, to discuss learning objectives for R&E courses as well as assessment methods to be used in this review process. The subgroup created, and the review committee endorsed, five questions to be added to Fall 2015 teaching evaluation forms for R&E courses. The Associate Dean for Undergraduate Education asked all faculty teaching R&E courses to include the questions in their forms; all agreed. The questions were:

- 1613 The meanings of race or ethnicity were important topics in this course.
- 1614 Racial or ethnic intolerance in the United States or elsewhere was addressed in this course.
- 1615 Comparisons of discrimination based on race, ethnicity, religion, social class, or gender were key topics in this course.
- 1616 This course devoted substantial attention to race and ethnicity content.
- 1617 Please comment on how your understanding of race or ethnicity has changed as a result of this course.

The assessment subgroup launched a course-embedded assessment project in collaboration with faculty teaching selected R&E courses during the Winter Term 2016. Six courses were selected based on class size – two large lectures, two mid-range, and two small seminars – and with attention to disciplinary diversity. The six faculty members worked with Barbara Thomas, the review committee’s lead assessment specialist, to hone the pre-test and post-test instruments. Sample versions of the pretest and posttest instruments are included in Appendix C.

The subgroup consulted: Associate Dean Elizabeth Cole, whose 2011 article on assessing R&E¹ was helpful; Carla O’Connor, Associate Dean, School of Education; Karyn Lacy, Associate Professor of Sociology and Afroamerican and African Studies; Kelly Maxwell, Co-Director of IGR; and committee member Lorraine Gutiérrez, Professor of Psychology and Social Work, who directs the Psychology Department’s Detroit Initiative. Three graduate students who work with Professor Gutiérrez assisted in coding qualitative data.

Student and Faculty Perspectives Subgroup

The Student and Faculty Perspectives subgroup was responsible for our outreach and solicitation of feedback. During the Fall term, review committee members participated in two public meetings organized with the help of student government organizations. It also sought feedback from students via an LSA Student Government ballot question and an online discussion forum using Canvas. The subgroup met in the Fall with faculty teaching Anthropology 101 – the R&E course that enrolls the largest number of students each year – and five additional departments and units in the Winter term.

Subgroup Meetings with Students

Central Student Government and LSA Student Government organized two public forums, on November 16th and 19th, to discuss the R&E requirement. The 60-70 students attending the forums argued in support of the requirement and offered constructive feedback on the content of R&E courses and the requirement itself. Students spoke of the importance of the requirement and stressed the necessity of preparing students to engage in dialogues surrounding race and ethnicity in our society today and in the future. A summary of the meetings prepared by the student members of the review committee is in Appendix D.

¹ Cole, E.R., Case, K.A., Rios, D., Curtin, N. (2011). Understanding what students bring to the classroom: Moderators of the effects of diversity courses on student attitudes. *Cultural Diversity and Ethnic Minority Psychology*, 17.4.

Students favorably contrasted courses that directly address issues of racism and intolerance as compared with courses focused on multiculturalism and diversity. They expressed support for creating more small classes that meet the requirement, and for inviting the Program on Intergroup Relations to facilitate a dialogue on social identities at the outset of R&E courses. Each would help to establish a classroom environment conducive to conversations on race, ethnicity, racism, and intolerance. Recognizing the difficult task that Graduate Student Instructors (GSIs) in large R&E classes face, they recommended GSI training in methods for encouraging and handling class discussions regarding R&E issues. Sections are, in one student’s view, where students can learn by having their viewpoints challenged, and the most meaningful discussions can happen when everyone in the class is able to speak.

The students recognized that there is only so much that one course can do in addressing the issues and suggested that experiences outside the classroom – in community-based coursework or in the residence halls – can also be helpful in exposing students to the perspectives of others.

The review committee also worked with the LSA Student Government to use an R&E-relevant “ballot question” during their recent elections. The text of the question and results were:

All students earning an LSA degree must satisfy the Race and Ethnicity (R&E) requirement before graduation. All courses satisfying the requirement must provide discussion concerning the following parameters: (1) the meaning of race, ethnicity, and racism, (2) racial and ethnic intolerance and resulting inequality as it occurs in the United States or elsewhere, and (3) comparisons of discrimination based on race, ethnicity, religion, social class, or gender. After reading this definition, please select the statement which applies best to you:

Answer	Votes	Exceptions	Total
<i>Having reviewed the definition above, I do understand the parameters of the R&E requirement.</i>	889	83	972
<i>Having reviewed the definition above, I am unsure whether or not I understand the parameters of the requirement.</i>	59	4	63
<i>Having reviewed the definition above, I do not understand the parameters of the R&E requirement.</i>	25	2	27

The goal was to gauge familiarity with the formal definition and parameters of the requirement, and to increase awareness about how the requirement is currently framed. This was a low stakes and general way to solicit another piece of student input to incorporate into the process.

With the assistance of LSA Student Government, the review committee created a Canvas online discussion forum to capture more student feedback and input for the review of the requirement. Invitations to “enroll” and join the discussion were sent to all students who took an R&E course in Fall 2015, and to others who elected to opt-in. Unfortunately, few students participated.

Subgroup Meetings with Faculty

After an initial meeting with the team of Anthropology faculty teaching Anthropology 101, the review committee met with faculty in other academic units and with graduate student instructors

for large enrollment R&E classes. Meetings were scheduled with LSA departments offering a high number of R&E courses, faculty in Natural Science division departments, and with faculty associates of the International Institute. The strategy was to use departmental faculty meetings wherever possible. The calendar of meetings was as follows:

- Anthropology: October 30
- Afroamerican and African Studies: January 13
- History: January 14
- American Culture: January 19
- Women's Studies: January 25
- Sociology: February 3
- International Institute: February 8

Faculty responses in the department meetings clustered around the importance of the requirement and its multi-faceted content, their experiences in teaching R&E courses, and resources to support R&E teaching. Their observations and comments helped shape the review committee's recommendations. The questions used to solicit feedback at these meetings can be found in Appendix E. Individuals and departments were also invited to submit written feedback and additional observations. The Department of American Culture submitted a formal document reflecting the unit's views and suggestions (Appendix F). Recommendations from the History Department's Undergraduate Committee are in Appendix G.

Graduate Student Instructor Meetings

On February 24 and March 8, review committee members held focus group discussions with a total of 23 Graduate Student Instructors (GSIs) who were teaching discussion sections for large R&E lecture courses. While all GSIs were uniformly in favor of the R&E requirement, they had several suggestions for improving the structure of R&E courses, particularly the relationship between lecture and discussion sections. GSIs communicated a need for the faculty to reiterate the relationship between lecture and discussion sections as symbiotic, and the value of the GSI as an intellectual authority over course material. GSIs reported that students tended to doubt their expertise, and that women and people of color were particularly likely to have their expertise challenged. Students perceived these instructors to be merely expressing their opinion or talking about their own specific experience, rather than conveying a more widely applicable truth. GSIs identified this hostility as an institutional problem that needs to be addressed before the first discussion section.

All GSIs were in favor of more explicit communication about the mission and value of R&E courses between faculty and students. GSIs also communicated a need for specific training for teaching R&E courses. Several students suggested mandatory workshops modeled after the CRLT workshops on diversity and inclusive teaching, but with smaller groups, more practical tools (and less worksheets), and more acting out of potential scenarios (both in classroom context and one-on-one confrontations).

Renovation and Innovation Subgroup

The Renovation and Innovation subgroup sought both feedback and creative ideas from faculty

and professional staff. They asked colleagues to assume no major structural changes to the requirement, and consider how to generate as many new ideas, approaches, and innovations in the R&E program as possible. After an initial October 16 meeting, they met with:

- International Institute faculty on “Global R&E” (November 16) and again in the Winter term (February 8)
- Intergroup Relations faculty & staff on “R&E Engagement” (November 19)
- Natural Science faculty on “R&E Science” (November 30) and again in the Winter term (March 11)

Faculty in each of these meetings developed valuable and innovative concepts for R&E instruction. The review committee saw good potential for faculty teaching community-based courses to offer their classes for R&E. The Program on Intergroup Relations might be encouraged and supported in creating mini-courses and co-curricular experiences to supplement R&E classes.

The Global R&E discussions produced an important argument by one colleague for global courses that “de-stabilize essentialized notions of race and human difference by showing multiple ways in which ‘difference’ has been constituted – in terms of physiognomy and biology, but also in terms of culture – across place and time.” The conversations also prompted International Institute colleagues to think about ways that their programs and events might be shaped to supplement R&E courses.

The committee’s meetings on “R&E Science” at first seemed to lead to general agreement that, aside from courses in biological anthropology, it would be difficult to conceive of courses in the natural sciences, mathematics, and statistics that also would meet the R&E requirement. At the end of the second meeting, however, the faculty wondered if 1-credit hour courses of this kind could be created. If students could fulfill the R&E requirement by completing a total of 3 credit hours in R&E courses, rather than by one course of at least 3 credits, the natural science division faculty saw both good potential for creating such mini-courses and sufficient flexibility in their department teaching loads to offer them.

The committee hopes that the College will continue to study opportunities for renovations and innovations in the R&E curriculum. Summary reports on “Global R&E,” “R&E Engagement,” “R&E Science,” and “Community-Based R&E,” are in Appendix H.

A Note on “Resistance” to the Requirement

Undergraduate student voices in opposition to the R&E requirement were difficult to find. The committee asked students at the two public forums and in Curriculum Committee meetings if they knew of students opposed to the requirement. None said that they themselves were opposed; one said that a colleague of his believes R&E is “a dumb requirement” – but qualified that by saying that the friend thinks a liberal arts education is also “dumb.”

In focus group meetings with GSIs, several graduate instructors spoke about how difficult it can be to teach discussion sections in large R&E lecture classes. One estimated that about half the students were not interested in R&E subjects and were enrolled simply to meet the requirement for graduation, and said, “I have observed how student displeasure with being in class short-

circuits conversations about difficult issues. While some students are genuinely interested in engaging in discussions of pressing issues, the majority express their disinterest, and others find engaging in these discussions threatening.”

LSA Student Government members expressed concern that some courses with substantial content relevant to the R&E requirement are not approved for the requirement. The committee looked into why faculty colleagues choose not to propose their course for the R&E requirement. Its examination of faculty reluctance toward teaching their courses for the requirement is presented in Appendix I.

Section Three: Assessment Approaches and Results

A degree requirement is assessed to support the improvement of the teaching and learning processes in the courses that fulfill the requirement and to ensure the goals of the requirement are being met. Given that student learning goals for this requirement had not been explicitly specified prior to the degree requirement review that commenced in Fall 2015, an early step that the Race and Ethnicity Review Subgroup on Assessment took was to explore and agree upon a set of learning goals.

In drafting R&E learning goals, the subgroup drew upon the R&E Preparatory Report’s findings, the aims of similar course requirements at peer institutions, and insights from the 2015 Diversity and Climate Institute organized by the Center for Research on Learning and Teaching and the Program on Intergroup Relations. The sub-group’s draft statement of learning goals followed the Race and Ethnicity degree requirement’s description of course content and served as the basis upon which the assessment process proceeded. Their suggestion was that students completing an R&E course should have an ability to:

1. Demonstrate understanding that race, ethnicity, and racism are socially constructed
2. Recognize the historical and contemporary contexts of racism in the United States or elsewhere
3. Apply effective strategies for discourse across racial, ethnic, and other social identity differences
4. Describe the intersections among race, ethnicity, religion, social class or gender and make comparisons of discrimination based on these social identities
5. Formulate informed views on the mechanisms for maintaining racial and ethnic intolerance and discrimination

Indirect and direct assessments of student learning in R&E courses were performed in Fall 2015 R&E courses that met the requirement, and by using a pretest-posttest course-embedded assessment design in a selection of Winter 2016 R&E courses. Both forms of assessment yielded positive results in terms of the degree to which R&E learning goals are being met in these courses.

Fall 2015 R&E Teaching Evaluations

At the end of Fall Term 2015, students who were enrolled in thirty-four of forty-one of the approved R&E courses offered that term had an opportunity to respond to items regarding their race and ethnicity-specific learning experiences using a teaching evaluation template developed for this purpose.² Four items on the template were closed-ended and are described elsewhere in this report. One open-ended item asked the 3,267 students enrolled in these thirty-four courses to comment on how their understanding of race or ethnicity changed as a result of taking the R&E course in which they enrolled.

Given the diversity (e.g., department, academic level, course enrollment size) of R&E courses taught during Fall Term, the analysis focused on responses documented in the evaluation forms of the lead instructor. Some courses, for example, include a discussion section with a graduate student instructor, while others do not. In an effort to focus the analysis, a decision was made to use similar units of qualitative data by excluding the comments provided on discussion section teaching evaluation forms. In all, a total of 2471 comments were given, and once the comments from discussion sections were excluded, 1430 comments remained. These data were coded and analyzed by course size, and where feasible, academic department classification to render an understanding of the data and yield answers to the following question:

Do the responses to the prompt, “Please comment on how your understanding of race or ethnicity has changed as a result of this course,” vary by course enrollment (small (<19), midsize (20-74) or large (75+))?

Small enrollment courses (≤18)	Midsize enrollment courses (19-74)		Large enrollment courses (75+)
ANTHRCUL 314 (16)	AMCULT 100 (71)	CZECH 315 (31)	AMCULT 374 (155)
ANTHRCUL 447 (3)	AMCULT 213 (27)	EDUC 118 (69)	ANTHRCUL 101 (270, 435)
DUTCH 160 (17)	AMCULT 214 (31)	HISTORY 204 (68)	ASIAN 260 (144)
RUSSIAN 358 (9)	AMCULT 215 (68)	HISTORY 207 (68)	HISTORY 386 (93)
UC 122 (several separate sections of 18 or fewer students)	AMCULT 303 (74)	HISTORY 320 (37)	NEAREAST 207 (114)
	AMCULT 315 (22)	HISTORY 324 (27)	PUBHLTH 200 (355)
	AMCULT 353 (44)	HISTORY 355 (39)	WS 220 (355)
	WS 354 (54)	SLAVIC 312 (41)	WS 240 (290)
	WS 250 (25)	SAC 333 (48)	
	ANTHRCUL 319 (25)	AMCULT 367 (23)	
	UC 320 (19)		

Table 1 Fall Term 2015 teaching evaluation data courses and enrollment counts

² The seven remaining courses did not use this template due to miscommunication among administrative staff.

Students' comments on whether or how their understanding of race or ethnicity changed as a result of their R&E course focused on the course, not the instructor, with few exceptions. Using an inductive approach, responses to the teaching evaluation prompt were coded in NVivo 11 Pro and yielded fourteen codes, as shown below:

- A. Course broadened understanding of R&E topics/issues
- B. Interaction with other students
- C. Intersectionality
- D. Links between current and past contexts
- E. Links between US and international contexts
- F. Understanding of terms
- G. Course did not focus on R&E
- H. Didn't learn much
- I. Inaccurate information
- J. Insufficient discussion
- K. Comment not related to R&E
- L. Objects to R&E question
- M. See other evaluation form
- N. Unclear response

These codes were then sorted into three categories:

1. Responses that suggest courses are meeting student/R&E goals (A-F)
2. Responses that suggest courses are not meeting student/R&E goals (G-J)
3. Extraneous responses (K-N)

Course Size

Courses were grouped by the number of students enrolled using the Office of the Registrar's course enrollment group sizes, as shown in Table 1. Five courses were included in the small enrollment category, twenty-one courses comprised the midsize enrollment category and eight courses were included in the large enrollment category. Overall, most students' comments appear to be consistent with R&E requirement goals. A student enrolled in a large enrollment course, for example, wrote, "I learned a great deal on how the history of the US has impacted different races and ethnicity. I am not afraid to talk about the topics after taking the class." Students enrolled in midsize and small enrollment courses often wrote comments that appear to be consistent with R&E goals, too. Examples include:

I've become more aware of the struggles faced by immigrants to the United States throughout our history because of their ethnicity and I have become more aware of the privileges I have being white because I live in a society where white culture is still dominant.
– Comment from a student in a mid-sized R&E course

When I started the course, I was unsure of how it would teach me about race and ethnicity, but I ended up learning so much. The course taught me about how the [a nationality] view other cultures, specifically immigrants in their country. We also learned about the [religious/ethnic group] guilt that exists in the [country] still today.

–Comment from student in a small R&E course

Although the teaching evaluation prompt did not ask about students’ engagement in discussions with each other in their R&E course, comments that noted benefits associated with discussion or interaction with other students tended to be in courses in the midsize category (e.g., “I really appreciated the opportunity to talk and learn honestly from one another.”). Conversely, comments that seemed to lament or note a missed opportunity to discuss R&E content with other students tended to be drawn from courses in the large category (e.g., “I think this course does a good job explaining race and ethnicity [disciplinarily], but inevitably they are difficult subjects for students regarding social and political issues. I think discussions could be used as a place to teach students how to better talk about race and ethnicity with their peers, in the context of [the discipline] and otherwise.”)

Approximately one out of ten students’ comments, across all course sizes, suggested their experience was not congruent with their R&E learning goals. In general, comments like these tended to indicate that no or little course content addressed R&E-specific topics or students reported inaccurate information: misidentifying “ethnicity” and “race” was common. There were also comments that suggested the course content may not have provided sufficient opportunities for the student to connect current knowledge to new information. Such comments noted insufficient opportunities to link explorations of the past to contemporary concerns, the examination of groups outside the United States to those in the United States or to make meaning out of course content in relation to broader understandings of race and ethnicity. One student seemed to point to an experience like the latter by writing, “I understand racial disparities in [focal area of course]. However, I think that they were mentioned as statistics, and we did not have in depth discussions about the cause and impacts of these disparities.”

Limitations

The teaching evaluation data examined constitute comments provided by 44% of all the students enrolled in thirty-four R&E courses during one academic term by one coder. Future analyses might seek to use teaching evaluation data from multiple terms, which are coded by multiple coders, to examine whether the general pattern of student comments suggest their R&E course yielded learning consistent with the goals of this requirement. Although students’ comments appear to be consistent with students’ responses to the closed-ended R&E teaching evaluation items, future research should seek to explore any statistical correlations among the quantitative and qualitative data. Lastly, given the relatively narrow scope of the data and analysis, the findings should be considered with caution.

Winter 2016 Pretests and Posttests in R&E Classes

Student learning in six R&E courses was assessed directly using a pretest-posttest design. The Office of the Associate Dean for Undergraduate Education and the Subgroup on Assessment worked with six faculty members in diverse disciplines teaching R&E courses with different course enrollment levels, from large lectures to small seminars, to agree upon the content and administration of a pretest and posttest. The resulting pretests and posttests were administered to students enrolled in these courses during the first two weeks and last two weeks of classes, respectively.

Selected Findings: Course-embedded R&E Pretest and Posttest

A total of 565 students across six courses –Anthropology 101, Afroamerican and African Studies 247 and 262, English Language and Literature 140, Slavic Languages and Literatures 150, and Women’s Studies 240 – responded to the R&E posttest. A total of 785 students responded to the pretest, which approximates the number of students enrolled in these courses at the beginning of the term. Since 565 students responded to the posttest, its response rate is approximately 72%.

African American or Black	59 (7.5%)
Arab American or Arab	23 (2.9%)
Asian American or Asian	124 (17.8%)
Latino or Hispanic American	37 (4.7%)
Native American	1 (.001%)
Two or more races/ethnicities	25 (3.2%)
White or European American	516 (65.7%)

Table 2 Students’ racial/ethnic backgrounds

	All or nearly all white	All or nearly all people of color
Neighborhood where grew up	366 (50.1%)	228 (31.2%)
High school graduated from	278 (38.1%)	229 (31.4%)
Place of worship if any (67.8% responded)	285 (53.5%)	169 (31.7%)

Table 3 Racial composition of students’ places

Self-rated current understanding of the following R&E-related terms:

Term: Race	Pretest (n=743)	Posttest (n=549)	Pre & Post Participants n=528		Term: Racism	Pretest (n=743)	Posttest (n=550)	Pre & Post Participants n=529	
Poor	19 (2.6%)	1 (0.2%)	12 (2.3%)	1 (0.2%)	Poor	8 (1.1%)	1 (0.2%)	5 (0.9%)	1 (0.2%)
Fair	150 (20.2%)	23 (4.2%)	110 (20.8%)	4 (4.0%)	Fair	106 (14.3%)	16 (2.9%)	74 (14.0%)	15 (2.8%)
Good	283 (38.1%)	126 (23%)	202 (38.3%)	123 (23.3%)	Good	275 (37%)	102 (18.5%)	197 (37.2%)	99 (18.7%)
Very good	211 (28.4%)	237 (43.2%)	153 (29.0%)	227 (43.0%)	Very good	245 (33%)	248 (45.1%)	177 (33.5%)	238 (45.0%)
Excellent	80 (10.8%)	162 (29.5%)	51 (9.7%)	156 (29.5%)	Excellent	109 (14.7%)	183 (33.3%)	76 (14.4%)	176 (33.3%)
Term: Ethnicity	Pretest (n=743)	Posttest (n=548)	Pre & Post Participants n=527		Term: Intersectionality	Pretest (n=742)	Posttest (n=549)	Pre & Post Participants n=528	
Poor	45 (6.1%)	4 (0.7%)	28 (5.3%)	4 (0.8%)	Poor	374 (50.4%)	49 (8.9%)	266 (50.4%)	47 (8.9%)
Fair	221 (29.7%)	32 (5.8%)	156 (29.6%)	31 (5.9%)	Fair	162 (21.8%)	78 (14.2%)	122 (23.1%)	73 (13.8%)
Good	275 (37%)	152 (27.7%)	197 (37.4%)	148 (28.1%)	Good	112 (15.1%)	112 (20.4%)	73 (13.8%)	111 (21.0%)
Very good	141 (19%)	215 (39.2%)	105 (19.9%)	202 (38.3%)	Very good	59 (8%)	159 (29%)	44 (8.3%)	150 (28.4%)
Excellent	61 (8.2%)	145 (26.5%)	41 (7.8%)	142 (26.9%)	Excellent	35 (4.7%)	151 (27.5%)	23 (4.4%)	147 (27.8%)

Table 4 Student self-rated knowledge of terms

In addition to rating their understanding of four R&E-related terms, students were asked to provide their own term definitions. Graduate students then used a rubric to score the definitions.

Given the number of students enrolled in the six courses and limited staff support, we opted to randomly select samples of term definitions to score from the large enrollment courses: Anthropology 101 and Women’s Studies 240.

Paired t-tests were run to compare term definition score differences on the pretest and posttest. An analysis of pretest and posttest scores shows that posttest mean scores on the terms “race,” “ethnicity,” and “racism” were higher and these differences were statistically significant; the mean score difference for the term “intersectionality” was marginally significant. In regard to the term “intersectionality,” it is important to note that two faculty members indicated they did not cover this term in their course. Further, some students noted their decision to decline to provide a definition for this term on the posttest.

	Pretest			Posttest					
	M	SD	n	M	SD	N	95% CI for Mean Difference	t	df
Race	1.2	0.7	302	1.8	0.9	302	-.695, -.451	-9.23*	301
Ethnicity	1.9	0.9	300	2.1	0.7	300	-.339, -.088	-3.34*	299
Racism	2.6	0.9	299	2.7	0.6	299	-.218, .004	-1.90+	299
Intersectionality	1.5	1.2	264	2.1	0.8	264	-.787, -.478	-8.08*	264

*p<.001, +p<.06

Table 5

Term definition mean scores (Range: 0-4)	Pretest	Posttest
Term:	Mean and standard deviation	Mean and standard deviation
Race	Mean (sd): 1.17 (.72)	Mean (sd): 1.79 (.89)
Racism	Mean (sd): 2.47 (1.0)	Mean (sd): 2.72 (.66)
Ethnicity	Mean (sd): 1.78 (1.0)	Mean (sd): 2.10 (.73)
Intersectionality	Mean (sd): 1.28 (1.18)	Mean (sd): 1.85 (.99)

Table 6 Term definition mean scores, pretest and posttest

The following are examples of term definitions that were scored most highly:

Race (4): *“Race is a social construct that was put in place long ago to place certain individuals on a hierarchical scale of human value. It is not a real, biological thing because there is nothing biologically different between peoples of different ‘races.’ Every person of today can be identified with a certain or multiple races, but in terms of minorities, race is usually a degrading ‘aspect’ of their life.”*

Racism (4): *“Prejudices that can be held by individual people, or prejudices that are upheld through institutions either implicitly or explicitly based off of racial differences. Beliefs or policies that target a given race.”*

Ethnicity (4): *“A distinction of one's personal heritage based off of factors such as: geography, language, religion, customs, traditions, and shared history.”*

Intersectionality (4): *“Intersectionality is understanding that many different aspects of our identity like race, gender, sexual orientation shape the way we live our lives and make us differ in our experiences.”*

Results of t-test and Descriptive Statistics for Pretest Term Definition Score by Number of Self-reported R&E Courses Taken

	R&E Courses Taken						95% CI for Mean Difference	T	df
	1			2 or 3					
	M	SD	n	M	SD	n			
Race	1.16	0.71	377	1.24	0.78	86	-.085, .255	.981*	461
Ethnicity	1.77	1.02	377	1.87	0.99	86	-.129, .340	0.89	461
Racism	2.47	1.02	377	2.4	1	86	-.310, .162	-0.617	426
Intersectionality	1.32	1.2	377	1.15	1.07	86	-.448, .103	-1.23*	461

* p < .05.

Table 7

Students who reported having previously taken an R&E course had mean scores for the term “race” that were statistically higher than their counterparts currently enrolled in their first R&E course.

In regard to the term “intersectionality,” students enrolled in their first R&E course had mean scores for this term that were statistically higher than their counterparts who previously took at least one R&E course. It should be noted, however, that several students in one course (and who are currently taking their first R&E course), provided a definition that appears to have been taken from a resource available on the Internet.

Selected Posttest Results

Students completing the R&E posttest responded to this statement, “Overall, I believe [COURSE] met the goals of the R&E requirement,” in the following way:

Strongly disagree	1 (0.2%)
Disagree	5 (0.9%)
Somewhat disagree	3 (0.5%)
Neither agree nor disagree	41 (7.4%)
Somewhat agree	22 (4.0%)

Agree	124 (22.5%)
Strongly agree	356 (64.5%)
	n=552

Table 8

Students completing the R&E posttest responded to this question, “If LSA did not have a Race and Ethnicity requirement, would you still plan to take a course at U-M that met these goals?,” in the following way:

Yes	282 (53.0%)
No	91 (17.1%)
I don’t know	159 (29.9%)
	n=532

Table 9

Most students who responded to the R&E posttest indicated gains with respect to each of the following learning goals:

In comparison to when I started [COURSE], I am now BETTER able to:	SA or A	Somewhat agree	Neither agree nor disagree	Somewhat disagree	SD or D
Describe the social construction of race (n=545)	375 (68.8%)	69 (12.7%)	34 (6.2%)	10 (1.8%)	57 (10.5%)
Formulate informed views on the mechanisms for maintaining racial/ethnic intolerance (n=544)	361 (66.4%)	76 (14.0%)	36 (6.6%)	16 (2.9%)	53 (9.7%)
Describe the social construction of ethnicity (n=543)	326 (60.0%)	90 (16.6%)	56 (10.3%)	15 (2.8%)	58 (10.7%)
Describe intersections among race/ethnicity and other social identities (n=545)	338 (62.0%)	86 (15.8%)	50 (9.2%)	9 (1.7%)	60 (11.0%)
Critically analyze contexts of racism in the United States or elsewhere (n=545)	376 (69.0%)	67 (15.8%)	35 (6.4%)	10 (1.8%)	57 (10.5%)
Communicate effectively across racial/ethnic differences (n=545)	350 (64.2%)	77 (14.1%)	49 (9.0%)	14 (2.6%)	55 (10.1%)
Describe the social construction of racism (n=545)	378 (69.4%)	64 (11.7%)	35 (6.4%)	12 (2.2%)	56 (10.3%)

Table 10 Self-reported learning gains

Section Four: Recommendations

The process of review left the committee with a grateful sense of the hard, dedicated, even exhilarating, if challenging, work that instructors and students bring to the curricular examination of race and ethnicity. The requirement is healthy and should be sustained. We do not shy away, however, from recommending improvements. Each of the seven recommendations made in this section is grounded in the committee's review and assessment of the requirement.

Many suggestions were made in either the charge to the committee or in our meetings with students, faculty, and staff. We discussed and decided against these possible changes to the requirement:

- Elimination of the requirement (as posed as a possible outcome in the charge)
- Requiring two courses instead of one for meeting the requirement
- Restricting the requirement to courses that focus on U.S. topics, or courses focused solely on present-day matters
- Placing the highest priority on seminar-sized class formats for R&E courses
- Requiring students to complete the requirement in the first two years of enrollment.

At no point in the committee's work did students, faculty, or staff suggest getting rid of the Race and Ethnicity requirement for graduation. To the contrary, all argued for strengthening teaching and learning in R&E courses. The committee does not support intensifying the requirement by requiring more credit hours in fulfilling the requirement. The committee supports maintaining the variety of subjects that have been addressed by R&E courses – historical and contemporary, global and local – as well as the diversity in class sizes and course levels offered.

Recommendation 1: Articulate and Assess Learning Goals for the R&E Requirement

Overview: On several occasions throughout the review process the lack of clearly articulated learning goals was raised as a serious concern. The committee was explicitly charged to (1) determine the goals for this requirement and (2) to assess how well they are currently being met. And yet, the wording of the requirement adopted in 1990 was strategically vague on this question.

The current statement on the R&E requirement outlines content areas for qualifying courses but (unlike the Upper-Level Writing Requirement) it does not delineate student learning objectives, pedagogical practices, or modes of student engagement as common features of such courses. One of the questions that we asked at all of our sessions with departmental faculty was: "If guidelines for R&E courses were to spell out student learning objectives or describe pedagogies that might/should be used in R&E courses, what language might they use? Is there a collective sense of academic judgment in your department about what the requirement can and should do?"

One of the clearest statements we collected on this topic was provided by the Department of American Culture. They write:

In our view the aim of the R&E requirement should be to help students find their way to thoughtful citizenship in a society (and on a campus) where inequalities, privileges, and

conflicts organized around race and ethnicity remain fundamental challenges to democratic values and educational equity. American Culture, however, does not endorse the idea that R&E classes should be topically confined to the contemporary United States (although it well may be a good thing to increase the variety of such offerings). To the contrary, historical, comparative, and transnational investigations of race and ethnicity are crucial to contemporary scholarship on the subject and need to be a part of our teaching. Yet, race and ethnicity courses always should be constructed in ways that are concrete rather than purely abstract. These courses must be analytic rather than purely descriptive. They should help our students link academic considerations of race and ethnicity to their own experiences, cultural choices, and identities.

The committee recommends that the College:

- a. Update the original language of the requirement, particularly the section: “comparisons of discrimination based on race, ethnicity, religion, social class, or gender” to: “comparisons of discrimination based on race, ethnicity, religion, social class, gender and gender identity, ability/disability status, sexual orientation, or national origin.”
- b. Approve and disseminate a student-facing statement of goals and expectations.
- c. Approve and disseminate a faculty-facing statement of goals and expectations.
- d. Require R&E courses to include two specific questions in their teaching evaluations:
 - Catalog item 1616: a close-ended question, asking for responses, on a 1-5 scale from strongly agree to strongly disagree, to the question, “This course devoted substantial attention to race and ethnicity content” (with the word “content” removed if possible).
 - Catalog item 1617: “Please comment on how your understanding of race or ethnicity has changed as a result of this course.”

For the student-facing statement to be used in the Academics and Requirements description of the requirement on the student section of the LSA website, we recommend:

Student-facing statement

The Race and Ethnicity Requirement aims to help you develop your understanding of the complexities of living and working in increasingly diverse and interconnected societies, and enhance your communication skills in such settings. Courses that fulfill this requirement encourage you to engage and think critically about topics such as power, inequality, race, ethnicity, and racism. They teach you to recognize the ways in which race and ethnicity are embodied; how they can intersect with other group identities; and the implications of these intersections for democratic citizenship in the University community and beyond.

Race and Ethnicity (R&E) courses are opportunities for you to gain an understanding of the complexities of racial and ethnic matters in the U.S. and across the globe. They prepare you for life in an increasingly diverse and interconnected world, and help you see your own experiences in relation to those of others by providing you with skills for critical analysis and communication. More than forty units and departments in LSA and

other schools on campus offer courses that satisfy this requirement at both the lower and upper division levels. You may choose courses from the full range of humanities and social science subjects and in a class format that suits you best, including seminars, intergroup dialogues, and study abroad. Course emphases range from theoretical to learning intergroup discussion skills. Be sure to check the full range of offerings for the one that best fits your interest.

For the faculty-facing statement, to be included on the faculty section of the LSA website that describes the process for proposing a course for the requirement, we recommend:

Faculty-facing statement

At some point before graduation, students must receive credit for one course of at least three credits chosen from a list of R&E courses offered each term in the online LSA Course Guide. These courses focus on race, ethnicity, and racism at local, regional, or global levels. The requirement is intended to help students develop an understanding of racial and ethnic intolerance and inequality as they occur in the United States or elsewhere. Courses that fulfill the requirement also focus on comparisons and intersections of discrimination based on race and ethnicity with those based on other identities such as religion, social class, gender and gender identity, ability/disability status, sexual orientation, or national origin.

Courses should encourage thinking critically about the social construction of racism and ethnic intolerance and issues of power, inequality, privilege, and marginality. They should teach students to recognize the ways in which race and ethnicity intersect with other group identifications or ascriptions.

R&E courses prepare undergraduates for life in an increasingly diverse and interconnected world. They help students contextualize their own experiences in relation to others by providing them with skills for critical analysis and communication. The LSA Faculty approved the requirement in 1990 in order to improve the campus climate for students from a multiplicity of backgrounds and to educate students for civic engagement and leadership. R&E courses continue to be a core element of the University's academic efforts for diversity, equity, and inclusion on campus. Students voiced strong support to the 2015-16 committee charged with reviewing the R&E requirement for opportunities that link academic considerations of race and ethnicity to structured classroom discussions of their own experiences and identities.

Further Discussion and Considerations

The Assessment subgroup examined institutional reviews of course requirements at peer institutions similar to LSA's R&E requirement at the University of Wisconsin and the University of California at Berkeley, and collected the public descriptions of similar course requirements at 30 colleges and universities. Ours is distinctive for its focus on race and ethnicity and on racism and other forms of intolerance. The requirements at most peer institutions are framed around diversity and living in a multicultural world. Courses for the University of California at Berkeley's American Cultures requirement, for example, "address theoretical or analytical issues relevant to understanding race, culture, and ethnicity in our society." The University of

Wisconsin-Madison’s ethnic studies requirement “is intended to increase understanding of the culture and contributions of persistently marginalized racial or ethnic groups in the United States, and to equip students to respond constructively to issues connected with our pluralistic and global community.”

The review committee does not recommend changing or modifying the LSA R&E requirement to make it a more general diversity requirement. Our efforts aim at enhancing instruction and strengthening student learning in R&E classes. We learned from meetings with students, and from the diversity course descriptions at the University of Washington and UC-Berkeley that we should make the rationale for the requirement clearer to our students, and bring the language up to date. The committee recommends using the student-facing and faculty-facing statements of the requirement in public materials describing the requirement. The specific concepts used in the draft learning goals described at the outset of the assessment section above – such as the social construction of race and intersections among race and other identities – are not taught in all courses approved for the requirement. These draft learning goals merit further discussion.

Recommendation 2: Increase the Visibility and Transparency of R&E Course Descriptions and Presentation

Students often surprised committee members when they reported that they “didn’t realize this course was an R&E course until after I took it.” In response, we endorse the proposals put forth in the LSA Diversity, Equity and Inclusion (DEI) plan:

- a. A clearer articulation of learning goals (see above) should become part of the R&E certification process.
- b. Faculty should be *required* to have a statement on their syllabi identifying the course as an R&E course and outlining how and why it meets the requirement. This is currently only *suggested*.
- c. At the start of the term, Faculty and Graduate Student Instructors (GSIs) should explicitly explain to the class how and why the course meets the R&E requirement.

Further Discussion and Considerations

The Committee also received a range of ideas from undergraduates, faculty, GSIs, and staff on ways to improve the visibility of the requirement, including suggestions for a “glossy brochure” to highlight R&E course offerings, similar to the one created for First Year Seminars; a special section of the College website that highlights R&E course offerings, including “spotlight” features on effective and creative approaches to teaching; and a menu of course options for satisfying R&E, to be used as a resource for use during advising appointments. We also imagine that requiring two questions on the end-of-semester evaluations for all R&E courses will help the College determine when courses simply aren’t meeting the requirement and need to be rethought.

Recommendation 3: Create Avenues for Faculty and GSI Professional Development and Training

Overview: The committee's consultation with students and R&E course instructors, both faculty and GSIs, underscores that the courses involve managing productive discussions of difficult and

often controversial subjects. Many students struggle toward learning the art and skill of informed discussion of matters about which there is great disagreement. Were the discussions of race and ethnicity simple and straightforward, the requirement would be unnecessary. Given the particular challenges that R&E instructors – especially those faculty and GSI's new to the teaching of such courses – can face, the committee considered a variety of proposals for instructional support. Students likewise acknowledged that instructors can face particular challenges in R&E courses. In several forums, related to R&E and also to DEI planning more broadly, they voiced strong support for additional preparation and training for instructors in courses with potentially sensitive subject matter and dynamics. That students also called for greater instructor preparation lends further urgency to the recommendation.

The committee supports the proposal put forth as part of the LSA DEI Plan to create a position for a CRLT-based R&E consultant. We recommend that the College:

- a. Establish and fund a dedicated CRLT R&E consultant
- b. Promote a suite of CRLT professional development opportunities for faculty and GSIs teaching R&E courses to be overseen by the R&E consultant and offered directly to R&E instructors and highly encouraged for all new R&E instructional faculty. These offerings should deal explicitly with the challenges of the R&E classroom. They may include, for example:
 - How to handle having one's authority in the classroom challenged, especially when the challenge is related to one's social identity.
 - How to handle "hot topics."
 - How to generate an atmosphere of respectful, productive, and informed intellectual exchange among students who may profoundly disagree with one another.
 - The complementary roles of faculty lectures and GSI-led discussion sections in large-enrollment R&E courses, when dealing with the above concerns.
 - Inclusive pedagogies in smaller classes, when the class is not diverse and the issue of "speaking for" a racial, ethnic, or other identity group can be especially challenging.

Further Discussion and Considerations

Our consultation with faculty and GSI's suggests that current GSI training provides insufficient preparation for dealing with the specific challenges of the R&E classroom and discussion section. The committee recommends that the College mandate, for a GSI's first R&E experience, such additional training, which should be compensated with a stipend so as not to subtract from the GSI's hourly commitment to the course. The Committee stops short of recommending such a mandate for faculty but it does recommend voluntary and incentivized professional opportunities, including funding for course development and enhancement.

Recommendation 4: Promote Discussion and Dialogue in R&E Courses

Overview: The undergraduate students who participated in the review process – as well as those who participated in the LSA DEI student engagement efforts – repeatedly voiced the need to have R&E courses that incorporate dialogue and discussion into the pedagogy and conduct of the

class. Students want and need assistance “connecting the dots” between course materials, including readings and assignments, and their own experiences and social identities. They seek to improve their abilities to communicate with peers about R&E topics and to deepen their understanding of the relevance of historical and global analyses to the contemporary issues they face on campus and in the United States. One student in a large, globally oriented R&E course commented:

Engaging in discussion in section was the best way I learned, because my GSI was very informed about racial issues and was able to facilitate the discussion by correcting any false information or misconceptions that people had. The course material, notes, lectures, and interacting with other students gave me new information that I could use to expand my knowledge of race and ethnicity.

To facilitate discussion and dialogue in R&E courses we recommend that the College:

- a. Limit the section size in large courses to 18 students.
- b. Work closely with the Program on Intergroup Relations (IGR) to develop co-curricular options for student dialogue.
- c. Promote the development of more First Year Seminars that also serve the R&E requirement – a recommendation from Preparatory Review Report & the 1995 review report.
- d. Highlight courses that incorporate dialogue and discussion in advising and promotional materials created for R&E offerings.
- e. Encourage faculty to address the importance of historical, comparative, and transnational investigations of race and ethnicity in their courses.

Recommendation 5: Provide More Resources for Students Enrolled in R&E Courses

Overview: Our primary recommendation in this area comes from a resolution passed on January 26, 2016 by the Central Student Government calling for the creation of an R&E resource center:

A RESOLUTION TO CALL FOR A SUPPORT CENTER FOR COURSES MEETING A RACE AND ETHNICITY REQUIREMENT

WHEREAS, Students and staff involved in LSA’s First Year and Upper Level Writing Requirements have access to course support via the Sweetland Writing Center. Students and staff involved in LSA’s Language Requirement have access to course support via the Language Resource Center, and students and staff involved in LSA’s Natural Science Requirement have access to course support via the Science Learning Center; ***AND***

WHEREAS, students and staff involved in LSA’s Race and Ethnicity Requirement currently do not have access to a course support center; ***AND***

WHEREAS, a recent student forum on LSA’s Race and Ethnicity Requirement indicated that current R & E courses, which were too large to allow students to engage in difficult discussions of race and ethnicity, were not providing adequate opportunities for peer dialogue and did not allocate outside support for students, GSIs and faculty involved in R & E courses; ***AND***

WHEREAS**, a support center for Race and Ethnicity courses would provide GSI and faculty training in dialogue facilitation, connect students with learning experiences on topics of race and ethnicity outside of the classroom, and supply students with access to one on one meetings with trained staff to further discuss matters involving race, ethnicity, and social identity outside of the classroom; **AND

WHEREAS**, the support center for race and ethnicity courses would equip faculty with practices and tools to satisfy the required content along with opportunities to engage in additional peer to peer dialogues on issues of race and identity; **THEREFORE BE IT

RESOLVED**, that Central Student Government calls for the establishment of a center supporting students, GSIs, and faculty involved in LSA's R & E courses and other undergraduate courses addressing issues of race, ethnicity, religion, social class, and gender as they pertain to their own curriculums of study; **AND BE IT FURTHER

***RESOLVED**, the authors of this resolution will distribute this document to the chair of LSA's Race and Ethnicity Review Committee, Angela Dillard.*

Further Discussion and Considerations

The committee believes it is important to acknowledge and respond to the student voices and their input in this process. It supports the intent of the Central Student Government and recommends that the College explore the potential dimensions of such a Race and Ethnicity resource center. Our discussion with students revealed an interest in an R&E resource center that would be comparable to what the Science Learning Center and the Language Resource Center provide for science education and language study, respectively, and what Sweetland provides for the Upper Level Writing Requirement and writing across the curriculum.

Such a center, whether located within an existing unit such as IGR or the Newnan Advising Center, or a new structure could offer academic and co-curricular opportunities to students related to R&E issues. It might, for example, organize student learning groups focused on helping students develop specific R&E-relevant capacities and skills, such as an anti-racism group, or an inter-religious dialogue. Center specialists could help students strategize about how to handle difficult discussions or situations in their R&E classes.

It could be a clearinghouse for R&E-related resources and people with interests in these subjects. A center for R&E might make more visible the excellent teaching and learning evident in many R&E courses, so that others can learn from and build on what has been achieved and widen the community of people who teach these important courses. It would demonstrate that the College values teaching these subjects well and believes in the importance of student peer-to-peer dialogues and interactions. It might identify, coordinate, and publicize co-curricular opportunities and become a network hub for students, instructors, and staff with interest in R&E. It may help to coordinate new R&E curricular innovations.

In whatever shape or form such a resource center may take we recommend close attention to existing programs and initiatives to avoid institutional duplication and to encourage collaboration and synergies.

Recommendation 6: Provide More Positive Incentives & Rewards for R&E Teaching

The committee acknowledges the challenges and opportunities associated with excellence in R&E instruction and affirms the need to provide positive incentives and supports for service to this part of the curriculum, as well as rewards for those who excel. We recommend that LSA:

- a. Create a program to encourage teaching innovation and best practices for R&E structured on the model of the CRLT Large Course Initiative. See also Recommendation 3, for a CRLT consultant for R&E.
- b. Schedule faculty and graduate student teaching/learning communities to offer mutual support and interaction across faculty and GSIs teaching in the same semester and/or year.
- c. Encourage Instructional Support Services (ISS) to specifically assist faculty of R&E sections concerning classroom assignments and space issues: if we want to promote more discussion and dialogue-based instruction this will be greatly enhanced by the use of certain kinds of classroom spaces.
- d. Teaching Award: Create a new Outstanding Contributions to Undergraduate Education Award that specifically recognizes R&E excellence. Innovation and excellence in teaching R&E courses might also be identified as among the criteria for other College teaching awards.
- e. Offer grants specific to R&E classes, for course development and enhancement, and also for in-class opportunities such as guests, theater tickets, and the like.

Recommendation 7: Simplify the Approval and Certification Process

Some faculty report that, burdened with many other demands, they find the LSA process for obtaining R&E status for a class to be “cumbersome and drawn out” – as it was described in the American Culture brief. They argue that procedures for approval and subsequent re-approval deter some faculty from offering an R&E course. One department proposed that departments with known excellence in R&E teaching be given authority to “fast track” R&E courses, based on their collective and long-standing commitments to R&E scholarship and teaching. Another suggestion was that individual instructors with known excellence in R&E teaching, who have, say, recently taught two R&E courses, have subsequent proposals automatically approved. Likewise, a course could be indefinitely approved, as long as it is taught by the same instructor, after the second approval.

The committee does not believe that a “fast track” for any subset of departments would be appropriate. It might signal to other departments that specially designated units are chiefly responsible for the R&E curriculum, and diminish the attention of colleagues in other fields and departments to the requirement.

The committee recommends that the LSA Curriculum Committee consider simplifying the R&E course certification process for faculty who already had two courses approved for R&E certification. These veteran instructors need only supply an explanation of how the course meets the requirement and a draft syllabus. Detailed annotation of R&E topics and readings in the syllabus would not be required.

Appendix A
Faculty Code (revised June 2015)
College of Literature, Science, and the Arts
Article 6.13, Section 13 on the Race and Ethnicity Requirement

B 6.13	Sec 13	Race and Ethnicity: College Requirement <i>(New: FM, March 1990, pp. 10,168a-68e, pp. 10,171-72, pp. 10,181-84a; April 1990, pp. 10,191-96; October 1990, pp. 10,267-72, p. 10,275; April 1995, pp. 10,909-24)</i>
		All entering students who are candidates for a College degree must complete one course that addresses issues arising from racial or ethnic intolerance.
		All courses satisfying the course requirement on Race and Ethnicity must address 1) the meaning of race, ethnicity and racism; 2) racial and ethnic intolerance and resulting inequality as it occurs in the United States or elsewhere, and 3) comparisons of discrimination based on race, ethnicity, religion, social class or gender.
		Every course satisfying the Race and Ethnicity requirement must devote substantial, but not necessarily exclusive, attention to the required content. Courses may meet this requirement by various means consistent with disciplines or fields of study and faculty members from all departments are urged to think creatively about how their field might contribute to the requirement.
		Faculty members wishing to offer a course that satisfies the requirement must receive the prior approval of the College's Curriculum Committee.
		The Curriculum Committee will annually collect and make available the syllabi from all courses approved for meeting the requirement.
		An approved course on Race and Ethnicity may also, where appropriate, be used to satisfy a distribution, major, or minor requirement.

(Effective for students entering the College in Fall 1991.)

Appendix B

Race & Ethnicity Requirement Review Committee Members

Theresa Braunschneider, Assistant Director & Co-Coordinator for Diversity Initiatives, Center for Research on Learning and Teaching. Her scholarly publications include the monograph *Our Coquettes: Capacious Desire in the Eighteenth Century* (University of Virginia Press, 2009), winner of the Walker Cowen Prize for an outstanding work of scholarship in eighteenth-century studies. At CRLT, her range of work includes consulting with faculty and GSIs about their teaching, managing the CRLT blog, and advising the CRLT Players as dramaturg.

Daniel Burns, Professor of Mathematics, LSA. Dr. Burns' research interests focus mainly on complex and symplectic geometry, especially global questions relating pluripotential theory, integrable systems, Kaehler geometry and applications in algebraic and differential geometry. In addition he has a small component of his work centered around DNA structure and dynamics and the relation of 3D and 4D structure of chromatin to regulation and development.

Cathy Conway-Perrin, Director, Academic Standards and Academic Opportunities, Student Academic Affairs/Newnan Center, LSA. She served as Interim Director of the Comprehensive Studies Program and was also a member of the CSP Futures Task Force, the President's Diversity Council, and the U-M Diversity Coordinating Team.

Angela Dillard, Earl Lewis Collegiate Professor of Afroamerican & African Studies and in the Residential College; Associate Dean for Undergraduate Education, LSA; Committee Chair (*ex officio*). She specializes in the American and African-American intellectual history and the ways that race shapes political ideologies on both the Left and the Right sides of the political spectrum, especially in the context of social movements.

Greg Dowd, Professor of American Culture (and Native American Studies); Professor of History, LSA (Winter 2016). He served as the Chair in the Department of American Culture (AC) and is past Director of the AC Native American Studies program. His scholarly interests include the study of rumor and the history of the North American Indian East during the colonial, revolutionary, and early national periods. He wrote an expert witness report and gave professional testimony in deposition for tribes in a treaty-rights case in Michigan.

Lorraine Gutiérrez, Arthur F. Thurnau Professor; Chair, Personality and Social Contexts, Department of Psychology; Professor, School of Social Work. Her teaching and scholarship focuses on multicultural praxis in communities, organizations and higher education. She brings to her work community-based practice and research in multiethnic communities in New York, Chicago, San Francisco, Detroit and Seattle. Current projects include identifying strategies for multicultural community-based research and practice, multicultural education for social work practice, and identifying effective methods for learning about social justice.

Marjai Kamara, Major in Afroamerican and African Studies and the Program in the Environment, LSA. She is also a Sustainability Scholar in the Graham Sustainability Institute. She has participated in SIBS (Support for Incoming Black Students) and the Food Recovery Network; worked with the Prison Creative Arts Program, and co-facilitated a theater workshop with boys in detention in Ann Arbor.

Konstantina Karageorgos, Frederick Donald Sober Postdoctoral Fellow, Department of English, LSA. Her primary interests are in African American and black diasporic literature, the African American novel in the period of decolonization, black aesthetics, and Marxism.

Jenny S. Kwak is an advanced PhD candidate in the Department of American Culture, LSA. Her research interests include humanitarian aid, food cultures of empire, and Asian/Pacific Islander American literatures and cultures. Her dissertation examines how A/PIA literatures engage with dominant discourses of humanitarian aid and benevolence during the Cold War. She is the recipient of several grants and fellowships, including the Rackham Predoctoral Fellowship.

Holly Peters-Golden, Lecturer IV, Department of Anthropology, LSA. She is also Senior Founding Faculty Fellow in the Program for Society and Medicine, and a Senior Faculty Associate in both the Michigan Forum on Health Care Reform and the Robert Wood Johnson Clinical Scholars Program at the University of Michigan Medical School. She teaches Anthropology 101.

Anne Pitcher, Professor of African Studies and Political Science, LSA (Fall 2015). She is also President-elect of the African Studies Association-USA. Her current research focuses on the political economy of urban residential development in Angola, South Africa, and Kenya. Her books include *Politics in the Portuguese Empire* (Oxford University Press, 1993), *Transforming Mozambique: The Politics of Privatization, 1975-2000* (Cambridge University Press, 2002), *Party Politics and Economic Reform in Africa's Democracies* (Cambridge, 2012).

Sean Pitt, Political Science Major, Chief of Staff for Central Student Government. As the Vice President of Public Relations for the Interfraternity Council, he established new partnerships with the Black Student Union, Multicultural Greek Council, National Panhellenic Council, and Sexual Assault Prevention and Awareness Center to ensure a well-rounded and united Greek and greater campus community. And he has been charged with developing positive public relations that accurately represent the values and traditions of the University of Michigan Greek Community.

Alisse Portnoy, Associate Professor of English Language and Literature, and Faculty Associate, Department of American Culture, LSA. Portnoy focuses on rhetoric, composition and public address; rhetorical activism and U.S. civil rights movements; and literature and social change, as well as pedagogy. She is the author of *Their Right to Speak: Women's Activism in the Indian and Slave Debates* (Harvard University Press, 2005). Most of Portnoy's courses satisfy the Race and Ethnicity requirement.

Stephen Smith, Assistant Professor, Ecology & Evolutionary Biology, LSA. He studies evolution at a broad scale. In particular, his research involves the examination of rates and patterns of molecular and phenotypic evolution, conflicting signals within genomes and transcriptomes, and constructing phylogenetic trees using new data sources all on non-model organisms.

Mark Tessler, Samuel J. Elderveld Collegiate Professor of Political Science, LSA (Fall 2015) specializes in the nature, determinants, and political implications of attitudes and values held by ordinary citizens in the Middle East. His most recent book is *Islam and Politics in the Middle East: Explaining the Views of Ordinary Citizens* (Indiana University Press, 2015). He is also the author of *A History of the Israeli-Palestinian Conflict* (Indiana University Press, 2009, 2nd edition). He served as U-M's Vice Provost for International Affairs from 2005 to 2013.

Barbara Thomas, Assessment Specialist, LSA Office of the Associate Dean for Undergraduate Education.

Evans Young, Assistant Dean for Undergraduate Education, LSA, Committee Coordinator.

Appendix C-1
Sample Race and Ethnicity Pretest

Welcome!

[Name of course] fulfills the Race and Ethnicity degree requirement in the College of Literature, Science and the Arts (LSA) at the University of Michigan. Your completion of this instrument will help your instructor and LSA understand students' knowledge and perspectives on topics that are commonly discussed in LSA Race and Ethnicity courses.

This assignment will be assessed for completion, not correctness.
The instrument will take approximately thirty minutes to complete.

Please answer the following questions candidly.

Your individual responses to this survey will be kept confidential.

Public results from this survey will only be presented in aggregate form.

If you have any questions about this instrument, please contact Dr. Barbara Thomas, Undergraduate Education Division, College of Literature, Science and the Arts.

We are all members of different social groups (race, ethnicity, gender, socioeconomic status, sexual orientation and so on). Several of the questions in this section ask you to refer to these social identity groups.

1. To begin, please indicate your racial/ethnic identification. Please mark all that apply.

- African American or Black
- Asian American or Asian/Pacific Islander
- Latina(o)/Hispanic American
- Native American/American Indian/Alaskan Native
- Arab American or Arab
- White/European American
- Other (specify)

2. [DISPLAY if marked more than one group in Q1] If you marked more than one racial/ethnic identity group in Q1, is there one with which you most identify?

No—SKIP to Q4.

Yes:

- African American or Black
- Asian American or Asian/Pacific Islander
- Latina(o)/Hispanic American
- Native American/American Indian/Alaskan Native
- Arab American or Arab
- White/European American
- Other (specify)

3. Thinking about the primary racial/ethnic identity group with which you identify, please indicate how much you agree or disagree with the following statements. (Mark one for each item) (1 = Disagree strongly; 7 = Agree strongly)

- a. I have a lot of pride in my racial/ethnic group and its accomplishments.
- b. I feel a strong attachment toward my own racial/ethnic group.

- c. I feel good about being a member of my racial/ethnic group.
- d. I have spent time trying to find out more about my racial/ethnic identity group.
- e. To learn more about my racial/ethnic group, I have often talked to other people about it.
- f. I participate in activities that express my racial/ethnic group.
- g. I think a lot about how my life will be affected by my race/ethnicity.
- h. I think a lot about how the group history and traditions of my racial/ethnic group have influenced me.

4. *How often do you think about yourself as a member of each of the following social groups?* (Mark one for each item) (1 = Never; 7 = Always)

- a. Race/Ethnicity
- b. Gender
- c. Socio-economic class
- d. Sexual orientation
- e. Ability/Disability status
- f. Religion/Spirituality
- g. Age
- h. National origin

5. *How would you describe the racial composition of the following settings?* (The term “people of color” as used historically in the United States refers to people who are African American, Asian American/Pacific Islander, Latina(o)/Hispanic American and Native American/American Indian.) (1=All white; 7=All people of color)

- a. The neighborhood where you grew up
- b. The high school you graduated from
- c. Your place of worship (if applicable)

6. *For each of your social identity group(s), how much does the way people in this group are treated in the United States affect what happens in your life?* (Mark one for each item) (1 = Not at all; 7 = Very much)

- a. Race/Ethnicity
- b. Gender
- c. Socio-economic class
- d. Sexual orientation
- e. Ability/Disability status
- f. Religion/Spirituality
- g. Age
- h. National origin

7. *For each item below, indicate how well you think it describes your motivation and skills in learning about people of racial/ethnic groups different from your own and interacting with them.* (Mark one for each item) (1 = Not at all like me; 7 = Very much like me)

- a. I find it hard to challenge opinions of people in other racial/ethnic groups.
- b. I am able to respect and interact positively with people in other racial/ethnic groups whose views on social issues differ from my own.
- c. I have difficulty expressing myself when discussing sensitive issues with people in other racial/ethnic groups.
- d. I feel comfortable asking people of other racial/ethnic groups about their perspectives on issues involving their groups.

- e. I avoid conversations with people of other racial/ethnic groups who hold really different perspectives from my own.
- f. I worry about offending people from a different race when I disagree with their points of view.
- g. It is important for me to educate others about my racial/ethnic group(s).
- h. I like to learn about racial/ethnic groups different from my own.
- i. Sharing stories and experiences of my racial/ethnic groups with others matters a lot to me.
- j. I want to bridge differences between different racial/ethnic groups.
- k. I think courses that fulfill the Race and Ethnicity requirement should include opportunities for students to discuss race and ethnicity topics in class.

8. *Please indicate how much you agree or disagree with the following statements about racial/ethnic and social issues. (1 = Disagree Strongly; 7 = Agree Strongly)*

- a. Everyone who works hard, no matter what race they are, has an equal chance to become rich.
- b. Race plays a major role in the type of social services (such as type of health care or day care) that people receive in the U.S.
- c. It is important that people begin to think of themselves as American and not African American, Mexican American or Italian American.
- d. Due to racial discrimination, programs such as affirmative action are necessary to help create equality.
- e. Racism is a major problem in the U.S.
- f. Race is very important in determining who is successful and who is not.
- g. Racism may have been a problem in the past; it is not an important problem today.
- h. Racial and ethnic minorities do not have the same opportunities as white people in the U.S.
- i. White people in the U.S. are discriminated against because of the color of their skin.
- j. Talking about racial issues causes unnecessary tension.
- k. It is important for political leaders to talk about racism to help work through or solve society's problems.
- l. White people in the U.S. have certain advantages because of the color of their skin.
- m. Immigrants should try to fit into the culture and values of the U.S.
- n. English should be the only official language in the U.S.
- o. White people are more to blame for racial discrimination than racial and ethnic minorities.
- p. Social policies, such as affirmative action, discriminate unfairly against white people.
- q. It is important for public schools to teach about the history and contributions of racial and ethnic minorities.
- r. Racial and ethnic minorities in the U.S. have certain advantages because of the color of their skin.
- s. Racial problems in the U.S. are rare, isolated situations.
- t. Race plays an important role in who gets sent to prison.
- u. What one can achieve in life is still limited by one's race or ethnicity.
- v. Prejudice and discrimination in the educational system limit the success of people of color
- w. Unfair hiring and promotion practices help keep many people of color from gaining positions of power.
- x. Most people of color are no longer discriminated against in this country.
- y. People of color are responsible for their lack of accomplishments in society.
- z. People of color aren't as successful in the workplace as whites because they don't have the same work ethic.

9. *In the space provided, describe an intersection between a race or ethnicity (select one from*

Category A) and another social identity (select one from Category B). In your description, note the unique experience of an individual who holds both social identities. Be sure to include factors associated with discrimination for the identity intersection you chose. You might begin your response by noting, "A person who identifies as A and B..." (Writing two to three sentences is sufficient) Note: These categories are not exhaustive.

Category A	Category B
African American or Black man	Immigrant
Arab American or Arab woman	Heterosexual
Asian American or Asian/Pacific Islander man	Upper socioeconomic class
Latina/Hispanic American woman	Young adult
Native American/American Indian/Alaskan Native man	Gay
White/European American woman	Physically disabled
Biracial man	Transgender
Multiracial woman	Conservative

10. Rate your current understanding of the following terms (1 = Poor; 5 = Excellent)

- a. Race
- b. Racism
- c. Ethnicity
- d. Intersectionality

11. In the space provided, write short definitions for each of the following terms [race, racism, ethnicity and intersectionality]. Then, briefly describe the salience of each term at the University of Michigan. (Writing one to two sentences for each definition is sufficient)

R&E Scenario

12. A race/ethnicity-relevant scenario will be included to gauge students' pre-course and post-course understanding of R&E content that is of particular interest to the instructor. The scenario should relate to students' lived experiences. About one paragraph in length, the scenario should describe a situation in which one or more persons demonstrate a lack competence regarding race/ethnicity. The student responding to the scenario should be invited, perhaps with 1-2 questions as prompts, to demonstrate their competence.

Example:

Rebecca and Ellen, who happen to be white and Lutheran, are seated in a local Ann Arbor café. Two women of color wearing scarves on their heads enter the café, buy beverages and exit the café. Ellen sighs and says, "Muslim women are required to wear scarves in this country, too? OMG! I wouldn't go out with an Arab guy; he might try to force me to wear a scarf, too!"

In the space provided, write brief responses (i.e., one to two sentences) to the following questions:

1. *What are the problems in this scenario?*
2. *What are the sources of these problems?*
3. *Which is the primary problem and why?*

13. Including this Race and Ethnicity course, how many Race and Ethnicity courses have you taken at the University of Michigan?

Appendix C-2 Race and Ethnicity Course Posttest

Welcome!

[Name of course] fulfills the Race and Ethnicity degree requirement in the College of Literature, Science and the Arts (LSA) at the University of Michigan. At the beginning of Winter Term, many of you completed a survey similar to this one. As we near the end of Winter Term, we ask you to complete this survey, which aims to gauge your current understanding and perspectives on topics that are commonly discussed in LSA Race and Ethnicity courses.

This assignment will be assessed for completion, not correctness. The instrument will take approximately twenty minutes to complete. Please answer the following questions candidly. Your individual responses to this survey will be kept confidential. Public results from this survey will only be presented in aggregate form.

If you have any questions about this instrument, please contact Dr. Barbara Thomas, Undergraduate Education Division, College of Literature, Science and the Arts.

Interacting with and Learning about Other Groups

1. *For each item below, indicate how well you think it describes your motivation and skills in learning about people of racial/ethnic groups different from your own and interacting with them.* (Mark one for each item) (1 = Not at all like me; 7 = Very much like me)
 - a. I find it hard to challenge opinions of people in other racial/ethnic groups.
 - b. I am able to respect and interact positively with people in other racial/ethnic groups whose views on social issues differ from my own.
 - c. I have difficulty expressing myself when discussing sensitive issues with people in other racial/ethnic groups.
 - d. I feel comfortable asking people of other racial/ethnic groups about their perspectives on issues involving their groups.
 - e. I avoid conversations with people of other racial/ethnic groups who hold really different perspectives from my own.
 - f. I worry about offending people from a different race when I disagree with their points of view.
 - g. It is important for me to educate others about my racial/ethnic group(s)
 - h. I like to learn about racial/ethnic groups different from my own.
 - i. Sharing stories and experiences of my racial/ethnic groups with others matters a lot to me.
 - j. I want to bridge differences between different racial/ethnic groups.
 - k. I think courses that fulfill the Race and Ethnicity requirement should include opportunities for students to discuss race and ethnicity topics in class.

Race/Ethnicity and Social Issues

2. *Please indicate how much you agree or disagree with the following statements about racial/ethnic and social issues.* (1 = Disagree Strongly; 7 = Agree Strongly)
 - a. Everyone who works hard, no matter what race they are, has an equal chance to become rich.
 - b. Race plays a major role in the type of social services (such as type of health care or day care) that people receive in the U.S.
 - c. It is important that people begin to think of themselves as American and not African American, Mexican American or Italian American.
 - d. Due to racial discrimination, programs such as affirmative action are necessary to help create equality.

- e. Racism is a major problem in the U.S.
- f. Race is very important in determining who is successful and who is not.
- g. Racism may have been a problem in the past, it is not an important problem today.
- h. Racial and ethnic minorities do not have the same opportunities as white people in the U.S.
- i. White people in the U.S. are discriminated against because of the color of their skin.
- j. Talking about racial issues causes unnecessary tension.
- k. It is important for political leaders to talk about racism to help work through or solve society's problems.
- l. White people in the U.S. have certain advantages because of the color of their skin.
- m. Immigrants should try to fit into the culture and values of the U.S.
- n. English should be the only official language in the U.S.
- o. White people are more to blame for racial discrimination than racial and ethnic minorities.
- p. Social policies, such as affirmative action, discriminate unfairly against white people.
- q. It is important for public schools to teach about the history and contributions of racial and ethnic minorities.
- r. Racial and ethnic minorities in the U.S. have certain advantages because of the color of their skin.
- s. Racial problems in the U.S. are rare, isolated situations.
- t. Race plays an important role in who gets sent to prison.
- u. What one can achieve in life is still limited by one's race or ethnicity.
- v. Prejudice and discrimination in the educational system limit the success of people of color
- w. Unfair hiring and promotion practices help keep many people of color from gaining positions of power.
- x. Most people of color are no longer discriminated against in this country.
- y. People of color are responsible for their lack of accomplishments in society.
- z. People of color aren't as successful in the workplace as whites because they don't have the same work ethic.

3. In the space provided, describe an intersection between a race or ethnicity (select one from Category A) and another social identity (select one from Category B). In your description, note the unique experience of an individual who holds both social identities. Be sure to include factors associated with discrimination for the identity intersection you chose. You might begin your response by noting, "A person who identifies as A and B..." (Writing two to three sentences is sufficient) Note: These categories are not exhaustive.

Category A	Category B
African American or Black man	Immigrant
Arab American or Arab woman	Heterosexual
Asian American or Asian/Pacific Islander man	Upper socioeconomic class
Latina/Hispanic American woman	Young adult
Native American/American Indian/Alaskan Native man	Gay
White/European American woman	Physically disabled
Biracial man	Transgender
Multiracial woman	Conservative

4. Rate your current understanding of the following terms (1 = Poor; 5 = Excellent)

- 1. Race
- 2. Racism
- 3. Ethnicity
- 4. Intersectionality

5. *In the space provided, write short definitions for each of the following terms [race, racism, ethnicity and intersectionality]. Then, briefly describe the salience of each term at the University of Michigan. (Writing one to two sentences for each definition is sufficient)*

R&E Scenario

6. A race/ethnicity-relevant scenario will be included to gauge students' pre-course and post-course understanding of R&E content that is of particular interest to the instructor. The scenario should relate to students' lived experiences. About one paragraph in length, the scenario should describe a situation in which one or more persons demonstrate a lack competence regarding race/ethnicity. The student responding to the scenario should be invited, perhaps with 1-2 questions as prompts, to demonstrate their practical understanding of race/ethnicity.

Example:

Rebecca and Ellen, who happen to be white and Lutheran, are seated in a local Ann Arbor café. Two women of color wearing scarves on their heads enter the café, buy beverages and exit the café. Ellen sighs and says, "Muslim women are required to wear scarves in this country, too? OMG! I wouldn't go out with an Arab guy; he might try to force me to wear a scarf, too!"

In the space provided, write brief responses (i.e., one to two sentences) to the following questions:

1. *What are the problems in this scenario?*
2. *What are the sources of these problems?*
3. *Which is the primary problem and why?*

7. *LSA's Race and Ethnicity requirement states that students, at some point before graduation, must take one course of at least three credits that is included on a list of R&E courses. These courses, according to the requirement, must address issues that arise from racial or ethnic intolerance and meet the following criteria:*

1. Required content. All courses satisfying the requirement must provide discussion concerning:
 - a. the meaning of race, ethnicity, and racism;
 - b. racial and ethnic intolerance and resulting inequality as it occurs in the United States or elsewhere;
 - c. comparisons of discrimination based on race, ethnicity, religion, social class, or gender.
2. Required focus. Every course satisfying the requirement must devote substantial, but not necessarily exclusive, attention to the required content. Although it is hoped that many of these courses will focus on the United States, it is not required that they do so. Courses that deal with these issues in other societies, or that study them comparatively, may also meet the requirement.

Overall, I believe [course] met the goals of the Race and Ethnicity requirement. [Scale is SA to SD] Please explain:

8. *What were your reasons for enrolling in [R&E course]? Please check all that apply.*

- To fulfill the R&E requirement

- To fulfill requirements for major/minor or minor
- Personal interest in the topic
- To take a course that might be relevant to a future field of study (e.g., a future major or minor)
- To complete a prerequisite for another course I plan to take
- Other (please specify)

9. *In comparison to when I started [R&E course] in the Winter Term, I am noBETTER able to:*
[Scale is SA to SD]

- a. Describe the social construction of 1. Race; 2. Ethnicity; 3. Racism
- b. Critically analyze historical and contemporary contexts of racism in the United States or elsewhere Communicate effectively across racial/ethnic differences
- c. Describe the intersections among race/ethnicity and other social identities
- d. Formulate informed views on the mechanisms for maintaining racial /ethnic intolerance

10. *If LSA did not have a Race and Ethnicity requirement, would you still plan to take a course at U-M that met these goals?* [Response options: Yes/No/DK]

11. *Which of the following activities in [R&E course] contributed to your learning about race, ethnicity and racism? Check all that apply*

- Reading course materials
- Reviewing course notes
- Listening to lectures
- Interaction with instructors
- Listening to explanations from your GSI in section
- Asking questions in office hours
- Engaging in discussions in section
- Interaction with other students
- Receiving feedback on your exams/quizzes
- Participating in group work in section
- Other (please specify):

12. *For the activities that you checked, please explain **how** they contributed to your learning:*

Thank you for your feedback on the LSA Race and Ethnicity requirement. If you have any additional feedback about the requirement, please write it here:

Appendix D

Student Forums Feedback

To: LSA R&E Requirement Review Committee
From: Sean Pitt, Marjai Kamara
Re: Race & Ethnicity Student Forums Feedback Date:
December 6, 2015

Overview: On Monday, November 16th and Thursday, November 19th, two student forums were hosted to gather general student feedback on LSA's Race and Ethnicity Requirement. About 70 students attended the forums. All students attending these forums argued in support of the Race and Ethnicity Requirement and offered constructive feedback on the content of courses fulfilling the requirement and the requirement itself. Students articulated the importance of the requirement and stressed the necessity for the requirement to prepare students to engage in dialogues surrounding race and ethnicity in our society today and in the near future. The forums began with a review of the requirement prepared by Angela Dillard, which reflected the history and general information about the requirement, and were facilitated by review committee member Sean Pitt.

Course Content

Relevancy

- A key issue that students brought up with courses fulfilling the Race and Ethnicity Requirement was their inability to provide students with information that they found relevant to their lives. With issues of race and ethnicity continuing to be on the forefront of thought on college campuses across the nation, students find it to be of utmost importance that courses fulfilling this requirement contain information that will be relevant to students on campus today.

Here & Now vs. Then & There

- Content focusing on the here and now was largely preferred.
- With the aforementioned in mind, students also recognized the importance of discussing race and ethnicity in a historical context, providing that content is connected at some point during the course to issues of race and ethnicity in our society today.

Course Structure

Course Size

- Course size was an issue that was brought up in each of the student feedback forums. Students prefer smaller courses on the whole but are open to lecture courses fulfilling the R&E Requirement providing they utilize discussion sections to develop the necessary dialogue.

Discussion Sections

- Students felt that GSIs were often not inclined to, or capable of, facilitating useful dialogues about topics of race, ethnicity, and varying identities.

- In order to establish a classroom environment in which dialogues on topics of race and ethnicity could occur, students suggested that the first discussion section should be a facilitated dialogue on race and ethnicity by a professional from IGR.

Course Evaluations

- Must allow students to specifically articulate whether or not they felt a substantial focus given to the required content. Students want to have more input into whether a course is meeting R&E learning goals and to play a role in determining whether a course should be certified for R&E.

Course Support

Outside R&E Learning Experience

- To encourage students to engage with discussions of race, ethnicity, and identity outside of the classroom, courses fulfilling the requirement should encourage or require students to attend an outside experience in which they engage these issues.
 - Examples include:
 - IGR Workshops
 - Campus speaker series involving issues of race, ethnicity and or identity

Outside Support for R & E Courses

- Students were very supportive of a concept that would provide outside support for students, GSIs, and faculty surrounding courses that fulfill the Race and Ethnicity Requirement, similar to the Sweetland Writing Center.

Appendix E
R&E Key Questions for Department Discussions
January 8, 2016

Question 1

The R&E requirement as currently written (the text follows) outlines content areas for qualifying courses but (unlike the Upper-Level Writing Requirement) it does not delineate student learning objectives, pedagogical practices, or modes of student engagement as common features of such courses. If guidelines for R&E courses were to spell out student learning objectives or describe pedagogies that might/should be used in R&E courses, what language might they use? Is there a collective sense of academic judgment in your department about what the requirement can and should do?

At some point before graduation, students must receive credit for one course of at least three credits chosen from a list of R&E Courses offered each term in the online LSA Course Guide. Credits transferred from another college or university do not meet the R&E Requirement except by successful petition to the Academic Standards Board. Credits used to satisfy the R&E requirement also may be used to satisfy other college requirements. These courses address issues that arise from racial or ethnic intolerance and meet the following criteria:

Required content. All courses satisfying the requirement must provide discussion concerning: the meaning of race, ethnicity, and racism; racial and ethnic intolerance and resulting inequality as it occurs in the United States or elsewhere; comparisons of discrimination based on race, ethnicity, religion, social class, or gender.

Required focus. Every course satisfying the requirement must devote substantial, but not necessarily exclusive, attention to the required content. Although it is hoped that many of these courses will focus on the United States, it is not required that they do so. Courses that deal with these issues in other societies, or that study them comparatively, may also meet the requirement.

Question 2

This is a two-part question. First, what kinds of resources do instructors need to be as effective as possible in designing and teaching R&E courses? Second, what kinds of resources – fiscal, institutional, intellectual – would be needed to adopt a more innovative approach to R&E?

The R&E Review Committee has formed a “Renovation/Innovation” subgroup that is happy to have your feedback. We are currently looking at 4 broad areas:

1. R&E Engagement – seeks to better incorporate the Intergroup Relations Program’s dialogue-style learning in both curricular and co-curricular ways.
2. Global R&E – given that over half of all R&E courses are global/international/non-US, can we create ways to help students make links between such subjects and their understandings of race and ethnicity in the U.S.?
3. R&E Science – are there options for R&E courses in the Natural Sciences?
4. Community-Based Learning as R&E – explores using this experiential part of the curriculum to better engage with R&E content in ways that promote learning in diverse environments.

Question 3

The Review Committee is concerned about visibility and coherence for the R&E requirement and the courses certified to meet it. One of things we often hear from students is that they have taken courses that fulfill the R&E requirement and not noticed. Are there ways of making R&E courses be more clearly identified to students?

Possible approaches to this include: statements on how/why this is an R&E course in the online course descriptions and in syllabi; shared resources such as a “This is a R&E Course” video that could be shown on the first day of classes and around which a conversation might be had with students, faculty and GSIs, where present; having all courses certified to meet the R&E requirement use a set of teaching evaluation questions created for the Review process. The Review Committee would welcome any ideas you may have either in our conversation today or in follow up emails.

The question of student perceptions of the R&E courses is a thorny one. We are hearing from students that they want facilitated discussion and dialogue in R&E classes and prefer courses that focus on “here” and “now” – i.e., the contemporary U.S., as opposed to “then” (courses with a historical focus) and “there” (courses that deal with other parts of the world), especially when strong connections to contemporary U.S. and campus issues are not made.

Question 4

The committee is interested in the constraints faculty members face in offering courses that meet the R&E requirement. What has your experience been with the R&E certification process, teaching an R&E class, or considering whether or not to teach an R&E course?

The current approval process requires: (a) a proposal form; (b) teaching evaluations; (c) an annotated syllabus with a detailed explanation of how the course meets the guidelines above; (d) a 1-2 page explanation of how the course provides substantial discussion “the meaning of race, ethnicity, and racism; racial and ethnic intolerance and resulting inequality as it occurs in the United States or elsewhere; comparisons of discrimination based on race, ethnicity, religion, social class, or gender.” Certification is for 5 years at a time; a course can have blanket approval or topic-specific approval.

Additional Questions & Conversations

We know that time at department meetings is necessarily limited. We are therefore including a number of additional questions and issues for future consideration within your unit and across the College.

1. How can we use R&E courses as a way to think seriously about inclusive classroom pedagogies in ways that might help to further transform the undergraduate curriculum and address issues of climate? This, too, is a way of framing a goal that might fold into this moment of a strategic planning for diversity within LSA and at the UM.
2. How do we make an affirmative case for the R&E degree requirement on intellectual and educational grounds? In what ways is it a strength that the requirement is embedded in academic disciplines and departments rather than, for example, a small number of prescribed classes?
3. How can we start to rethink the way evaluations are done in these courses, including taking standard teaching evaluations off the table for the next few years to encourage more people to teach and experiment with formats? What other forms of assessment might yield better results and more knowledge about student learning?
4. Can we establish more of a collective sensibility for those of us teaching R&E courses, both faculty and graduate students? Could we constitute ourselves as part of a learning community or communities?
5. How might we involve undergraduates themselves in the teaching and assessing of R&E courses?
6. How do we foreground the needs of graduate students, both as GSIs and as future members of the professorate who need to be able to teach effectively in this part of a curriculum?

And here are a few of the ideas the Review Committee has collected in terms of resources and incentives. Some of you have already seen and discussed them; some are in the American Culture Brief sent with this set of questions.

1. Work directly and collaboratively with the Center for Research on Learning and Teaching to design more resources to support R&E instructors. Require or strongly encourage CRLT training for all faculty teaching R&E courses. Require training for all R&E course GSIs. Have a member of the CRLT dedicated to R&E teaching and learning. This person might handle Midterm Student Feedback in R&E courses and work throughout the term on other modes of improving student learning in classes.
2. Offer incentives for the redesign of R&E courses. Could such a program be administered by CRLT using much the same model as the Large Course Initiative?
3. Create an R&E Course Fund for guest speakers, technology, field trips, etc., to enhance R&E courses. The Fund could also include resources to hire undergraduates as course consultants.
4. Feature R&E courses in LSA Today, the University Record and other UM venues to publicize and celebrate them.
5. Create a new category for LSA Teaching Awards that highlight and reward successful R&E teaching and the promotion of inclusive pedagogies.
6. Partner with the Honors Program to create new R&E Courses.
7. Reduce the size of individual sections for larger lecture courses
8. Review American Culture's statement on "American Culture and the LSA R&E Requirement" and consider creating a similar "amicus brief" for the R&E Review process.

Appendix F

American Culture and the LSA R&E Requirement

American Culture has had a long-standing commitment to the spirit and pedagogical goals of the LSA Race and Ethnicity (R&E) requirement for undergraduate students. When we named our own department's mission in 2006, it included a mandate to promote publicly engaged and socially committed scholarship and teaching aimed at understanding the struggles and creativity that have produced the societies and cultures of the Americas. We seek to illuminate the significance, the lived experience, and the relationships of power created by the intersections of race, ethnicity, gender, sexuality, religion, and class. Those connections, we acknowledge, extend beyond national borders.

As the LSA review committee considers options for R&E, American Culture offers these observations and suggestions based on our collective experience and aspiration to uphold that mission:

In our view the aim of the R&E requirement should be to help students find their way to thoughtful citizenship in a society (and on a campus) where inequalities, privileges, and conflicts organized around race and ethnicity remain fundamental challenges to democratic values and educational equity. American Culture, however, does not endorse the idea that R&E classes only should be topically confined to the contemporary United States (although it well may be a good thing to increase the variety of such offerings). To the contrary, historical, comparative, and transnational investigations of race and ethnicity are crucial to contemporary scholarship on the subject and need to be a part of our teaching. Yet, race and ethnicity courses always should be constructed in ways that are concrete rather than purely abstract. These courses must be analytic rather than purely descriptive. They should help our students link academic considerations of race and ethnicity to their own experiences, cultural choices, and identities.

American Culture believes that this goal might be accomplished in many ways. Precisely because race and ethnicity remain important fault-lines in contemporary society, we support the effort of LSA to reform the requirement, explain it better to students, and acknowledge and assist instructors who take it up. Students studying these topics will frequently create classroom situations that are unsettling for some students. Ideally such situations will be intellectually productive. We know, though, that there is a risk that they might provoke resentments or even conflicts. For this reason we name the imperative to construct R&E courses with careful attention to best practices in setting up diverse and inclusive classrooms, discussing highly charged issues, and fostering intergroup dialogue. We also seek a clear and compelling explanation of the requirement from the leadership of the College, including expectations for both students and faculty that will be regularly reinforced.

For our part, American Culture is eager to provide the best instruction, to work to innovate, and to expand our role in teaching courses that meet the R&E requirement. Our collective experience leads us to conclude that this kind of teaching, to be successful, places substantial burdens on faculty and graduate instructors, creates specific kinds of challenges for undergraduate students, and requires a substantial commitment of resources from the institution. This review of the requirement is an important opportunity to think carefully about the kinds of supports and structures that can ensure that we meet our ambitious goals. To that end we suggest the following:

Reduced section sizes will facilitate best practices in handling charged topics and intergroup dynamics. We believe that the original vision for R&E courses had centered on seminar style classes with one instructor. Over time the reality instead has been that numerous large lecture courses carry R&E designations. Indeed, we have some significant concern that most LSA students fulfill this requirement

through a very small number of enormously sized courses. The large scale of lecture classes presents specific challenges in engaging students with emotionally charged topics and in guiding critical reflection on personal experiences, attitudes, and identities. Although we stop short of asking for only small seminars for R&E, we do think changes to the large lecture course format will be helpful.

For all humanities classes, we think that the current funding structures for .5 GSI's positions require too much of our graduate students. They are often asked to manage lengthy discussions and/or an enormous number of students. If we want solid discussion and real writing engagement from our undergraduates, those numbers must be decreased across the board. We believe that reducing the number of undergraduate students in each discussion section will raise expectations for these courses and enrich the experience. We note that some exceptions already exist for writing intensive courses are similarly structured with smaller sections, to facilitate the particular kinds of intense instruction necessary to achieve learning outcomes. For R&E in particular, the current funding structure defeats our collective goals by requiring each GSI to mentor up to 75 students. We urge LSA to fully fund GSI's at a lower threshold of students. In particular, if an R&E class has a GSI, we believe that graduate student should have no more than three one-hour discussions, each capped at 15 students. This would mean the GSI should have a maximum of 45 students.

Encouraging small course size for faculty taught classes. Along the same lines, if we are serious about engaging these issues as more than an intellectual exercise, then we should be calling for an increased number of faculty-led seminar size classes on the model of LSA's required English writing classes taught by a mix of faculty and qualified graduate students. Departments should not be penalized if they prioritize these small seminars even if it impacts the program's overall enrollment statistics.

Dedicated training and support for GSIs in R&E courses. We propose that CRLT develop a coordinated system of support services for GSIs who are teaching sections in R&E courses. Such a system might include specialized workshops (in coordination with IGR) that train students to lead dialogues across difference, support for teaching communities among GSIs who are teaching R&E courses at the same time, and resource repositories for teaching R&E (icebreakers, in class activities, discussion strategies, etc.).

A dedicated LSA consultant for R&E courses at CRLT. Although CRLT provides general guidance on teaching and learning methods, R&E courses often present unique and thorny issues that require specialized expertise. Hiring a dedicated consultant whose duties exclusively focus on R&E will provide an expanded range of resources for faculty.

Opportunities for team teaching. We see much benefit to team teaching among faculty members. Our recommendation would be that the thresholds for team teaching be lowered in R&E classes. This will give instructors opportunities to work collaboratively and also to have the benefit of support from their colleague as they work on R&E issues.

Streamlined approval and recertification. Our experience has been that the LSA process for obtaining R&E status for a class is often cumbersome and drawn out. That elaborate process has been made more complicated in instances when communication from LSA appeared inconsistent or unclear. We certainly appreciate that LSA wants to ensure that each course that carries R&E designation meets the expected criteria. Nonetheless, the laborious process of having to create an annotated syllabus and the long wait times in knowing whether a course has been approved or not deters some faculty from even thinking about R&E. Going through this process once, we know, leaves faculty feeling uneasy about trying to repeat it again. We therefore think that key departments with known excellence in R&E teaching, like DAAS and American Culture, should be given authority to "fast track" R&E courses, based on our collective and unique commitments to R&E scholarship and teaching.

Alternate evaluation. We know that the R&E requirement generates resentment among some undergraduate students. That frustration often finds an outlet in the anonymous online evaluation system. The E&E system thereby becomes a disincentive for faculty, particularly faculty of color and untenured faculty, to teach courses that overtly challenge some students' investment in the colorblind status quo. We would urge giving faculty members an option to suspend the Q1-Q4 measures along with the use of any form of online evaluations in R&E classes. We would further encourage experimentation with CLRT or IGR-led in-class evaluations that combine anonymous qualitative surveys with structured third party-led discussions. If we really want to figure out how best to teach this material to resistant students, then we probably also need some sort of pre- and post-surveys that really explore their emotional and intellectual experiences in the class rather over the current system which simply gives them an opportunity to vent their frustrations.

Recognition of R&E teaching excellence. Given that we all know the challenges associated with teaching courses that carry R&E distribution, we believe that the College should proactively name and celebrate those of us who do this work exceptionally. We imagine that a named prize should be created that would awarded annually to the instructor who achieves excellence in teaching R&E courses over a period of time. Innovation and excellence in teaching R&E courses might also be identified as criteria for other College teaching awards.

Appendix G
History Department Undergraduate Committee
R&E Requirement Recommendations

1. R&E1 and R&E2: One course of R&E1 and one course of R&E2 required

R&E1:

- focus on intergroup relations, interactions on this campus interrogating issues of concern to undergraduates;
- goal is to make better citizens;
- must be taken early in career at UM;
- goal is, in a sense, to make both students and faculty uncomfortable as they confront their own stereotypes and blindnesses;
- taught in small groups/sections;
- goal is to equip students to have serious conversations about race and to provokes such discussions;
- would require extensive training for section leaders and faculty;
- implement a first-year (or transfer student) orientation, with a few initial sessions and then others periodically throughout the first term or year.

R&E2:

- focus on intellectual content;
- vision of race/ethnicity across the curriculum and in many times and places;
- need to foreground in syllabus that the course is R&E, perhaps with a standard paragraph that all R&E courses would have;
- R&E course needs to make deliberate and explicit moves at least occasionally to connect whatever is being discussed to the present moment and, if possible, to the campus;
- training of GSIs would be very important as would keeping the sections smaller;
- want to encourage the inclusion of issues about race/ethnicity in many different courses.

2. Evaluation of R&E courses would need to be thought through carefully, both to get better data on what sorts of work they are actually doing and to provide feedback to instructors that takes account of the fraught nature of the conversations being envisioned; in particular, we need methods to assess the success of the R&E courses in fostering difficulty but productive conversations

3. Possibly create a mandatory course, perhaps the Global History of Race, that all students need to take, and that could be taught in a number of departments, or co-taught if across major disciplinary divides, such as the humanities/social sciences and the natural sciences

4. Co-teaching might be important for R&E courses, particularly if they maintain current structure of theoretically combining our R&E 1 and R&E 2. R&E courses could **combine** the two kinds of coverage – here-and-now alongside then-and-there. One instructor for each: in a History class, for instance, it could mean one instructor with expertise on race in the modern U.S., joined by someone working on, say, ethnic

boundary-making in the ancient Mediterranean. Co-teaching might be particularly important across major disciplinary divides, such as the humanities/social sciences and the natural sciences

5. Whatever the requirement, R&E courses need to be well thought out and structured to connect to current issues of racial (in)justice; sections should be smaller than usual (15 student maximum) with mandatory training for GSIs and instructors

Appendix H

Summary Reports on Renovation and Innovation Discussions

Global R&E

Our students often say that they want R&E classes to focus on “here” (the United States) and “now” (the contemporary moment). The faculty, however, often want to make an important intellectual and pedagogical case for courses on “then” (the historical past, stretching as far back as Ancient Greece) and “there” (other parts of the world). As one colleague argued, global R&E courses “de-stabilize essentialized notions of race and human difference by showing multiple ways in which “difference” has been constituted – in terms of physiognomy and biology, but also in terms of culture – across place and time. This lesson seems important because it (1) shows students that the racialized frameworks/assumptions of contemporary society are not simply given or natural or unchangeable, and (2) serves to warn them that other categories/markers/language can be adopted to similar pernicious purposes.”

Acknowledging and working with this tension, we propose to group the sizable proportion of current R&E course offerings that deal with international and global (and non-U.S.) content under the heading, “Global R&E.” Currently, 64 (58%) R&E courses are non-U.S. focused.

Courses so designated should be attentive to how issues of race, ethnicity, national belonging, citizenship, legal status, and so forth have shaped and continue to shape the social world and the global landscape. “Global R&E” might, for instance, comprise a series of individual courses deliberately tailored and/or designed with the R&E degree requirement in mind, with co-taught courses as an option.

Such R&E courses, taught in a single semester, could incorporate lecturers and events, sponsored by the International Institute and other units on campus, to open up more spaces for dialogue and discussion and to demonstrate the relevance to contemporary questions and debates, such as human rights, human trafficking, the rise of Islamophobia, structural discrimination, and ethnic violence. Or, such courses might profitably be harmonized with a given LSA “theme semester” which could offer many coherent co-curricular opportunities for R&E in that term.

R&E Engagement

“R&E Engagement” encompasses ideas for building support to increase opportunities for students to engage in discussion and dialogue, especially while enrolled in large R&E lecture courses with recitation sections.

The Review Committee has been struck by how often our students referenced the desire for more IGR courses and training. They seek dialogue skills that help them both work across difference and break down stereotypes, ensuring that all voices are heard while de-escalating conflict around controversial topics, stepping back from normative narratives, and evaluating marginalized issues and voices.

Scaling this IGR pedagogy to a much larger body of students would be a challenge. Yet, we propose that a series of engagement interventions be piloted, including:

- Training for GSIs to lead discussion sections using dialogue methods for active, engaged learning
- An IGR “Common Ground” workshop retreat as a course component
- An option for an assignment in which students can participate in a six-week intergroup dialogue in place of a research paper

- A mini-course or co-curricular experience emphasizing inter-group dialogue, either attached to or following the R&E course.

Such opportunities for dialogue help students make the theoretical content of courses concrete with lived experiences of race, ethnicity, and social identity.

R&E Science

Colleagues in natural science departments met with review committee members to discuss the relevance of R&E matters central to science instruction, and to consider what it might mean to launch a series of “R&E Science” courses and related activities. This might include revised or new courses designed with the degree requirement in mind, global change and sustainability courses, and classes centered on gender, race, and science, or on the biases guiding research hypotheses.

There have been only a few R&E classes that also met the College’s Natural Science area distribution requirement for graduation. The last course offered that was both R&E and NS was a 2010 Biological Anthropology class. Faculty colleagues were initially unsure of whether any course, other than those in biological anthropology, could meet both NS and R&E. They discussed whether or not a Quantitative Reasoning class relevant to R&E – a “QRE” course – might be created but decided that it would be difficult to accomplish.

Courses have been offered in the field of Science, Technology, and Society, but these tend to be mainly Social Science (SS) distribution classes. Students in NS fields should be encouraged to take such STS courses, which may be SS or Interdisciplinary (ID), since they give students a fuller perspective on their majors and for their careers.

Students in Humanities and Social Science fields of study might find it interesting to explore the processes of science – on topics such as those raised by Stephen Jay Gould in his *The Mismeasure of Man*, and Richard Herrnstein’s and Charles Murray’s *The Bell Curve: Intelligence and Class Structure in American Life*. Race and gender issues in the STEM fields are concerns often raised by graduate and undergraduate students. Faculty engaged in the discussions felt that courses on these matters would be well-received. In the view of a committee member in a science field, it might seem odd if faculty in the sciences avoided discussion of the R&E review.

At the March meeting, attended by most of the initial group and augmented by a few others, several faculty thought it would be possible to develop R&E courses that treat scientific issues in an interdisciplinary framework, along the lines of the Winter 2016 course jointly taught by Laura Olsen and Alexandra Stern – AMCULT 241, meeting together with Biology 241, on “Health, Biology, and Society: What is Cancer?” While that course was not focused on R&E subjects, faculty members in the meeting thought that interdisciplinary R&E courses on health and environmental subjects could be developed.

If 1-credit courses could be certified for R&E, and students could fulfill the requirement by completing 3 credit hours in R&E courses, the faculty saw good potential for such mini-courses to meet both NS and R&E requirements. They thought there was enough flexibility in their departments’ teaching expectations to allow them to create such classes.

Community-Based R&E

As the University and LSA deepen their efforts on Diversity, Equity, and Inclusion, community-based learning courses that meet the R&E requirement may present valuable experiential opportunities for students, particularly when they are structured to emphasize diverse participation, reflection, and working across differences. The committee recommends that the

LSA Dean's office explore the potential for community-based classes to be approved for the requirement.

Study Abroad 344, for example, has been approved as an R&E class beginning Spring 2016. Taught by a faculty member in Social Work and Psychology, Community Action in Contemporary London, is experientially-based and theory-based. It focuses on theories of empowerment, community work, and race and racism and multiculturalism, and immerses students in the community action strategies of organizations in London.

The Detroit Initiative set of classes offered by Psychology, courses associated with the Prison Creative Arts Project, and 3-credit sections of Project Community – Sociology 225, Practicum in Sociology – may also be candidates for R&E certification. If the requirement can accommodate 1-credit courses, such that students can meet R&E with total of 3 credits in approved courses, then courses such as RCLANG 204, Spanish Language Internship Program, RCLANG 304, Spanish in the Community, and others could be considered.

Appendix I

R&E-Reluctant Faculty

It is important to note that no faculty member is required to seek certification. The courses presently offered for the R&E requirement provide enough seats to meet student demand each year. In its meetings with department faculty, the review committee learned that some members of the LSA faculty who regularly teach classes focused on race and ethnicity subjects choose not to have their courses certified to meet the R&E requirement. Some students in such classes have successfully petitioned for the class to fulfill their R&E graduation requirement.

In order to identify and solicit feedback from faculty who might be averse to teaching their courses for the requirement, the review committee examined the list of faculty whose courses are regularly petitioned and looked at the list of faculty who allowed their R&E course certification to lapse.

LSA students may petition advising staff in the Newnan Center to have a class count as meeting the R&E requirement after the class has been completed. In the 2014 calendar year, 74 petitions were received from students wanting to use a course that was not on the College's approved list to satisfy the R&E requirement. Less than ½ of 1% of LSA students petitioned for this type of substitution. Of the petitions submitted 43 (58%) were approved. Two were U-M study abroad courses, 8 were transfer courses from other universities, and the rest were U-M LSA courses.

Two scenarios are common for successful petitions: topics courses in which the section topics differ from each other and from semester to semester; and temporarily cross-listed courses where the R&E approval on one side is not matched by approval on the other.

An examination of 516 successful student petitions submitted to the LSA Academic Standards Board from 2006-2015 found that 186 (36%) were courses transferred in for credit; 95 (18%) were topics courses (courses taught on different subjects a variety of instructors), including First-Year Seminars. Many (44) were for courses that were subsequently approved for the requirement. The remaining third followed no discernible patterns that would reveal recalcitrance on the part of a significant number of colleagues who teach R&E subjects but do not submit their courses for R&E certification.

A list of 154 courses that went inactive after being approved for R&E during the same 2006-2015 period consisted chiefly of:

- Instructors who left the U-M teaching ranks through retirement, accepting an appointment at another institution, or – for graduate students whose courses were approved – graduation
- Faculty whose teaching turned to other subjects or department needs
- Classes whose course number or content changed

Since neither analysis yielded any dramatic information about “resistance” to teaching for the requirement, we decided to organize a small discussion session, held on April 15, 2016.

Five LSA faculty members participated: two full professors, one associate professor, and two junior faculty members. All five are faculty of color, four are women, and one is male. Two of the five have never taught courses formally designated as R&E. They all regularly teach R&E content.

For the five faculty members who participated in this discussion, a sense that the certification process is too cumbersome, complex and time-consuming was not a major factor in keeping them from seeking

certification. They are all well aware that the petition option exists, and feel comfortable encouraging students who have studied with them to take advantage of it. As one faculty member put it:

I would be open to applying for the R&E credit for certain classes in advance but not all of my classes. At this point, I tend to apply as needed if students have enrolled in the class, are actively engaged, and are interested in receiving that credit for it -- which reminds me that I haven't heard back yet about my application for some students in fall 2015. I'd better check on that!

As long as these faculty are aware of the petition process and as long as they help to make students aware of this option, the individual decision not to seek certification does not create a major problem for students who need to complete the requirement. At the same time, the committee was curious about what can be done to make these members of the faculty more comfortable in offering officially designated R&E courses.

There was general agreement with the statement, "The R&E enterprise doesn't seem valued by my unit." For someone trying to satisfy the needs and expectations of multiple units, "It's just not clear that R&E is a priority," one faculty member said. "No chair or associate chair has ever really asked."

Alternatively, one participant reflected on being assigned an R&E course during her first year on the faculty and not being very well versed in the meaning of the requirement beforehand. Another felt pressured to have the courses she developed as a new faculty member listed as "R&E." She felt that she had to comply. Both of these junior faculty members had difficult and challenging experiences teaching these courses in their first and second years on the faculty. They both talked about not being fully informed up front and not feeling fully supported during the semester, especially when the in-class dynamic became challenging.

Two were aware of a colleague who had an extremely challenging experience in an R&E class during her first year on the LSA faculty. That experience is now years in her past but remains instructive about what can happen when new faculty "inherit" existing R&E courses and are not made aware of what this means.

All five faculty members think that the R&E designation changes the dynamic of a class primarily because students are there because they are required to be. They feel that this is likely to attract students who are not engaged with the material and students, in some cases, who are deeply resistant to a critical analysis of how race and ethnicity function. This is not necessarily a criticism of students, but is a factor that one needs to be aware of and prepared to handle constructively.

All agreed that we need to do a better job around professional development for R&E instructors, especially GSIs. All agreed, too, that we need to re-value this part of the curriculum and reward excellence in R&E instruction.

All agreed that they would seek official R&E certification if they felt personally supported and if their units valued this contribution to the curriculum.

One member of the group said that she would be enticed by a sense of being involved in a collective, ongoing project around R&E teaching. Another was intrigued by the notion of having a "Penny Stamps" style series that would bring together faculty and students to hear from and discuss "R&E rock stars" across various fields and disciplines. No one used the term "learning community" unprompted but they all expressed interest in ways of having collective support from and engagement with colleagues.