

Emporia State University

Bachelor of Interdisciplinary Studies in Ethnic, Gender, and Identity Studies

Program Approval

I. General Information

A. Institution Emporia State University

B. Program Identification

Degree Level:	Bachelor's
Program Title:	Major in Ethnic, Gender, and Identity Studies
Degree to be offered:	Bachelor of Interdisciplinary Studies
Responsible Department or Unit:	Department of Interdisciplinary Studies
CIP Code:	05.0299
Modality:	Face-to-Face, Online, Hybrid
Proposed Implementation Date:	August 2020

Total Number of Semester Credit Hours for the Degree: 120

II. Clinical Sites: Does this program require the use of Clinical Sites? no

III. Justification

The Ethnic, Gender, and Identity Studies major at Emporia State University is an interdisciplinary program offering students the opportunity to investigate, analyze, and understand personal and social identities, including, but not limited to, race, ethnicity, sex, sexuality, gender, class, age, and ability. Through the coursework for the Ethnic, Gender, and Identity Studies major, students will study and come to understand how multiple identities intersect and influence one another. Students completing the program are expected to be socially aware critical thinkers, advocates of social justice, and agents for change regarding the complex issues of modern society.

Emporia State University's strategic plan states "develop[ing] and maintain[ing] a campus climate and culture in which embracing diversity, equity, and inclusion is a core value" and Goal 5 of Emporia State University's strategic plan is to "Become a model for diversity, equity, and inclusion". The Ethnic, Gender, and Identity studies program would show ESU's dedication to this goal through educational opportunities that expressly further diversity, equity, and inclusion. Students in the EGIS major will be positioned to directly affect the campus environment and generate a culture of equity and inclusion through the student body. As this program aligns with a specifically stated goal for the university, institutional priority for developing the major is high. In addition, no other Kansas universities or any of ESU's peer or aspirational institutions offer a program which explores social identities in the way the proposed major will. The proposed EGIS major aligns with a more contemporary approach to the study of critical identities and their intersections.

Emporia State University is already home to an Ethnic and Gender Studies minor, which combines the studies of multiple identities and is unique in the Kansas Board of Regents' schools. This minor is an interdisciplinary area of study, made up of courses designated as Ethnic-and-Gender-Studies intensive courses. The designation is done by the Ethnic and Gender Studies Steering Committee, a committee made up of representative faculty from across the University. As this foundation for intersectional study is already in place at ESU, and the process for identifying and classifying Ethnic and Gender Studies courses has been established and tested over time, ESU is

the ideal home for crafting an interdisciplinary and intersectional study of ethnic, gender, and identity studies.

In addition, due to the construction of the major and the framework already in place, it will require no additional courses and little to no additional funding to implement. The required courses for the major are already being taught on a regular basis, and the resources needed to support administrative tasks are currently available.

IV. Program Demand: Select one or both of the following to address student demand:

B. Market Analysis

Figure 1: Completers of Bachelor's Degrees in U.S. Universities with Majors Related to Ethnic, Gender and Identity Studies, 2013-2017. Source: IPEDS Database (nces.ed.gov/ipeds/datacenter/)

Major	2013	2014	2015	2016	2017
Ethnic Studies	87	93	98	105	107
EGMGGS*	209	212	212	N/A	N/A
Gay/Lesbian Studies	13	16	16	16	18
Latin American Studies	318	323	331	337	340
Women's Studies	645	676	703	713	734
TOTAL	1272	1320	1360	1171	1199

*Ethnic, Cultural Minority, Gender, and Group Studies. Not included in 2016 or 2017 IPEDS list of majors.

**When the ECMGGS major is removed, the total number goes down. It could be said that this major is closest to the Ethnic, Gender and Identity Studies major, so the approval of this major would seem to be a way to build those numbers again.

IPEDS's database shows there is a strong interest in similar programs to Ethnic, Gender, and Identity Studies. Because the EGIS proposed major would incorporate the various majors tracked by IPEDS, the EGIS major would appeal to different kinds of students who seek various fields of study within identity studies.

Studies of sex, gender, race, ethnicity, sexuality, age, class, religion and other critical social identities have evolved well beyond the localized or targeted study of a single identity, and scholars and private sector representatives are increasingly aware of the ways in which one identity may affect another. The need for a program of study that offers students the opportunity to examine and focus on identities and the ways in which they intersect is apparent in the movement of scholarly research, as well as in the complex social problems requiring examination of intersectional identities (Crenshaw 2017, e.g.). Kansas Regents universities currently offer programs in Women's Studies, African American Studies, Native American Studies, Religious Studies, and Ethnic Studies; however, no KBOR university offers a program of study whose main intent is an examination of multiple, intersecting, diverse social identities combining perspectives from different disciplines.

Generation Z – those born in the late 1990s and early 2000s – is the most diverse generation in U.S. history (Dimock 2019). Attracting and retaining this widely diverse group of students is key to continuing success as an academic institution, now and into the future. Programs such as the proposed Ethnic, Gender, and Identity Studies major at ESU will provide students the opportunity to explore their own diverse identities and to understand the identities of others. The EGIS major will attract diverse students interested in social issues and will contribute to creating a campus environment that is welcoming to all students.

A recent article regarding Generation Z and the workplace stated that “[d]iversity, inclusion and belonging should be core values of [an] organization and can impact [the] ability to attract and retain an entire generation of talent” (Florentine 2018). A survey of 1,000 students conducted by Door of Clubs, a startup dedicated to connecting university student clubs to private sector sponsors, found that equality was the “No. 1 cause Generation Z cares about in the workplace” (Florentine 2018). The incoming generation of college students cares deeply about causes surrounding diversity and inclusion and seeks out communities that have this core

value. A major in Ethnic, Gender, and Identity Studies demonstrates the university’s dedication to these social concerns and will prepare and empower graduates to carry these values forward into their careers.

IV. Projected Enrollment for the Initial Three Years of the Program

Figure 2:

Year	Headcount Per Year		Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	10		300	
Year 2	10	5	600	90
Year 3	10	5	900	180

V. Employment

A recent search shows a wide variety of open positions labeled “diversity officer” or something similar:

Figure 3:

Jobs Website	Number of Diversity Jobs Listed
LinkedIn	223
Indeed	3,751
Career Website of Nat’l Association of Diversity Officers in Higher Education	36
SimplyHired	3,115
Glassdoor	859
HigherEdJobs	251
ZipRecruiter	7,362
InsideHigherEd	106

These listings include positions in private industry--such as persons who evaluate compliance with state and federal regulations regarding contracting—and jobs in various offices of federal, state, county and local government.

More and more companies and institutions are seeking employees who specialize in diversity and inclusion: such postings by employers have increased 18% from 2017-2018 and increased 35% from 2016-2018 (Culbertson, 2018). In addition, diversity has “gained momentum as a topic in more than 70% of the [1,700] enterprises surveyed” (Lorenzo and Reeves, 2018). Employers are examining diversity and inclusion at their places of employment and see the value of increasing their equity among different groups within their workforce. Students who major in EGIS will be able to meet this need within the workforce.

Job positions will also be available in academic institutions; many of KBOR universities have offices centered on diversity and equity:

Figure 4:

Institution	Name of Office
Kansas State University	Department of Diversity and Multicultural Student Affairs
University of Kansas	Office of Diversity and Equity
Wichita State University	Office of Diversity and Inclusion
Emporia State University	Office of Diversity, Equity and Inclusion
Fort Hays State University	Office of Diversity Affairs
Pittsburg State University	Office of Student Diversity and Office of Institutional Equity
Washburn State University	Office of University Diversity and Inclusion

KBOR universities recognize that diversity and inclusion are an important part of college work life and student life, so positions in diversity and inclusion are represented.

In addition, job seekers looking for jobs in diversity and inclusion have been growing since 2015; the number has increased 8% from 2016-2018 (Culbertson, 2018). This increase, however, does not meet the need of employers who are seeking people qualified in diversity and inclusion; by offering a degree in Ethnic, Gender, and Identity Studies, ESU will be able to help close this gap and get more qualified employees into the workplace. This will not only benefit the EGIS graduates and companies seeking a diversity officer or other job, but also the general workforce: “[a] full two thirds (67 percent) of active and passive job seekers said that a diverse workforce is an important factor when evaluating companies and job offers” (Glassdoor Team, 2014).

According to a 2018 job outlook survey by the National Association of Colleges and Employers (NACE, 2018), the most valued attributes in potential employees are communication skills, problem-solving skills, and the ability to work in a team. One key principle in working in an effective team is building an environment of inclusivity where diversity is appreciated and encouraged. EGIS graduates will be uniquely positioned to create these environments in the multicultural workforces of the future, as their knowledge of diverse cultures and peoples, as well as comfort with difference, will allow for more effective communication within these teams. The EGIS program’s interdisciplinary approach to learning and embedded leadership principles will provide students with the skills to address multi-faceted and complex problems with unique perspectives, as well as take on leadership roles in diverse groups and situations. In addition, EGIS graduates will be positioned to effect positive change in the areas of diversity, inclusion, and belonging, which are key issues for Generation Z students and employees (Florentine, 2018).

VI. Admission and Curriculum

Admission Criteria

Students applying for the Bachelor in Interdisciplinary Studies (BID) with a major in Ethnic, Gender, and Identity Studies will meet ESU’s requirements for admission as an undergraduate, including ACT composite score of 21 or higher or rank in the top third of the high school graduating class, and a grade point average of 2.00 on a 4.00 scale in the recommended core curriculum courses. Details may be found in ESU’s University Catalog (<https://www.emporia.edu/regist/catalog/documents/2019-2020%20ESU%20Catalog.pdf>).

A. Curriculum – Suggested courses for full-time students

Year 1: Fall

SCH = Semester Credit Hours

Course #	Course Name	SCH.... 15
EG 101	Composition 1	3
MA 110	College Algebra	3
	Other general education courses to reach 15 credit hours	9

Year 1: Spring

Course #	Course Name	SCH.... 15-16
EG 102	Composition II	3
SP 100 OR 101	Interpersonal Communication OR Public Speaking	3
	Technology Course	2-3
	Other general education or elective courses to reach 15 hours	6-7

Year 2: Fall

Course #	Course Name	SCH.... 15
ID 301	Issues in Ethnic and Gender Studies	3
ID 302	Introduction to Interdisciplinary Studies	3
	6 hours of general education courses	6
	3 hours of EGIS electives	3

Year 2: Spring

Course #	Course Name	SCH.... 15
	General education courses	
	Electives in EGIS	

Year 3: Fall

Course #	Course Name	SCH.... 15
SO 540	Identity and Intersectionality	3
	Any remaining general education requirements	
	Electives in EGIS	

Year 3: Spring

Course #	Course Name	SCH.... 15
	Electives in EGIS	15

Year 3: Summer

Course #	Course Name	SCH.... 3-6
	Internship or practicum (elective but highly recommended)	3-6

Year 4: Fall

Course #	Course Name	SCH.... 15
	Electives in EGIS	15

Year 4: Spring

Course #	Course Name	SCH.... 15
ID 490	Interdisciplinary Studies Capstone	3
	Electives in EGIS	12

Year 4: Summer

Course #	Course Name	SCH.... varies
	Any remaining course work required, additional internship or practicum (elective but highly recommended)	3-6

Total Number of Semester Credit Hours 120

[Plus any hours accrued in elective internship and/or practicum]

VII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable

FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
*Mallory Koci	Instructor	MA	N	Ethnic & Gender Studies	1.0 (0.25 administrative, 0.75 instruction)
Alfredo Montalvo (Acting Chair, Interdisciplinary Studies)	Associate Professor	PhD	Y	Sociology, Crime & Delinquency Studies	0.5 (administrative)
Heidi Hamilton	Professor	PhD	Y	Gender & Communication	0.25
Ellen Hansen	Professor	PhD	Y	Cultural Geography, Gender	0.25
Maire Johnson	Assistant Professor	PhD	Y	Ancient & Medieval History, Early Women's History	0.25
Sheryl Lidzy	Associate Professor	PhD	Y	Intercultural Communication	0.25
Amanda Miracle	Associate Professor	PhD	Y	Colonial History, Women's History	0.25
Gregory Robinson	Associate Professor	PhD	Y	Spanish Language Literature, Ethnic Literature	0.25
Rochelle Rowley	Associate Professor	PhD	Y	Gender, Identity, Sociology	0.25
Susan Zubber-Chall	Instructor	PhD	N	Social Justice, Crime & Delinquency Studies	0.25
Rachael Spaulding	Assistant Professor	PhD	Y	Spanish Language Literature, Ethnic and Gender Literature	0.25
C. Edward Emmer	Professor	PhD	Y	Philosophy	0.25

Number of graduate assistants assigned to this program **0**

VIII. Expenditures and Funding Sources (*List amounts in dollars. Provide explanations as necessary.*)

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	160,502	163,712	166,986
Administrators (<i>other than instruction time</i>)	49,975	50,975	51,994
Graduate Assistants	0	0	0
Support Staff for Administration (<i>e.g., secretarial</i>)	0	0	0
Fringe Benefits (<i>total for all groups</i>) (18.26%)	38,433	39,202	39,986
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	248,910	253,889	258,966
Personnel – – New Positions			
Faculty			
Administrators (<i>other than instruction time</i>)			
Graduate Assistants			
Support Staff for Administration (<i>e.g., secretarial</i>)			
Fringe Benefits (<i>total for all groups</i>)			
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	0	0	0
Start-up Costs - - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses			
Library/learning resources			
Equipment/Technology			
Travel			
Other (Programming, Women’s History Month)			
Total Operating Costs	0	0	0
GRAND TOTAL COSTS	248,910	253,889	258,966

B. FUNDING SOURCES (projected as appropriate)	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		51,543	118,549	185,555
Student Fees		16,434	39,405	63,244
Other Sources				
GRAND TOTAL FUNDING		67,977	157,954	248,799
B. Projected Surplus/Deficit (+/-) (Grand Total Funding <i>minus</i> Grand Total Costs)		(180,933)	(95,935)	(10,167)

IX. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The director, Mallory Koci, is a current ESU instructor in the Department of Interdisciplinary Studies and has 0.25 FTE assigned to directorship of the EGS program, of which the new major will be a part. Alfredo Montalvo is Acting Chair of the Department of Interdisciplinary Studies and will have administrative responsibilities over the program. All other faculty teach in departments across campus.

Personnel – – New Positions

The program will require no new faculty; all required and elective courses are currently being taught on campus.

Start-up Costs – One-Time Expenses

No start-up costs are requested.

Operating Costs – Recurring Expenses

No new funding is requested.

B. Revenue: Funding Sources

Funding from tuition is based on \$5,154.30 per year for full-time students and \$3,092.58 per year for part-time students. Funding from mandatory fees is based on \$1,643.38 per year for full-time students and \$1,394.25 per year for part-time students.

C. Projected Surplus/Deficit

The apparent deficits projected above are mitigated by the fact that the only required resources are existing personnel.

X. References

- Crenshaw, Kimberlé. 2017. Kimberlé Crenshaw on intersectionality, more than two decades later [interview]. *Columbia Law School*. Retrieved from <https://www.law.columbia.edu/pt-br/news/2017/06/kimberle-crenshaw-intersectionality>.
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- Dimock, Michael. 2019. Defining generations: Where Millennials end and Generation Z begins. *FactTank: News in the Numbers*, January 17. Pew Research Center. Retrieved from <https://pewrsr.ch/2szqtJz>.
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