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**UNPUBLISHED MANUSCRIPT
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Attitudes and Interests of Students, Faculty, and Administrators
Regarding the Development of a Cultural Studies Program
at the University of the Incarnate Word

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Abstract

The Cultural Studies project, conducted during the Spring 2001 semester, was designed to measure the attitudes and interests of the student body at the University of the Incarnate Word regarding the development of a cultural studies and to assess other relevant issues. The working hypotheses were: there would be a significant difference in the way people valued cultural studies in the classroom across gender, ethnic background, academic major and grade point average.

An initial survey of faculty and administrators was conducted to capture the range of thinking about cultural studies and to determine the predominant issues to be addressed in the subsequent student study. Faculty members of the HASS Cultural Studies Task Force and other UIW administrators were interviewed. Their responses suggest a diversity of thinking about the potential development of a cultural studies program. Strengths were seen in the areas of expanding awareness, providing important skills, strengthening the University Mission, preparation for graduate studies, global and economic focus, while potential weaknesses were expressed in the areas of taking time away from existing programs, would reach a limited number of students and may not prepare them adequately for graduate school, and may require the hiring of new faculty.

The design for the project involving students included the recruitment of students on advising day in the proximity of the Administration building. Student completed a thirty-nine-question survey regarding attitudes and beliefs towards cultural studies. The subjects were required to sign a consent form before the survey was administered.

There were no significant differences found between gender, ethnicity, academic major or overall grade point average and their attitudes toward cultural studies. However, mean ratings

of the importance of cultural studies were on the positive side across these four demographic variables. We conclude that a cultural studies program may benefit students at the University of the Incarnate Word independent of gender, ethnicity, or academic major; they all positively endorsed multicultural attitudes.

The strength of this project was that it addressed a wide range of cultural issues in various formats and on different levels. The weaknesses of this project was that the sample was derived as a sample of convenience (rather than derived through a stratified probability sample). A follow up study is recommended to determine the importance and relevance of cultural studies in graduate programs. See discussion for further elaboration of study outcomes.

Method

Participants

Focus group. Members of the faculty cultural studies task force, the Dean of HASS, the Vice-President for Academic Affairs, and the University President were interviewed individually prior to the UIW student study. The questions and anonymous summaries of these interviews can be found in Appendices C and D.

UIW student study. The subjects for our survey are undergraduate, graduate and Ad Cap students who attend the University of the Incarnate Word as part-time or full-time students. Subjects must have a minimum of three months attendance at the University of the Incarnate Word or be enrolling for the fall or summer sessions of 2001. The estimated age range of the subjects is between seventeen and fifty years of age and the subjects are English speaking. Before the subjects can participate in the Cultural Studies survey they are required to read and sign a consent form (see Appendix A). Only subjects who agreed to the terms of the consent form were allowed to participate in the study. Our subjects ranged in demographic backgrounds. We surveyed subjects of various gender, classification, ethnic background, country/state of origin, major, and grade point average.

A total of one hundred and fifty subjects who met the minimum criteria for enrollment status were administered a four-page survey which consisted of questions measuring demographic, university awareness, cultural awareness and attitudes and attitudes towards the implementation of a cultural studies program.

Measures/Materials

The survey included (a) demographic measures; (b) measures of university awareness; (c) a Likert-scale measuring cultural awareness and attitudes (adapted from Ponterotto, Baluck, Greig, & Rivera, 1998; see Appendix B); and (d) opinions of implementing a cultural studies program.

Cultural studies awareness and attitudes was assessed in two sections of the survey. In one section, a Likert scale was used and subjects were asked to rate several statements on a scale from one to seven with one representing strongly disagree and seven representing strongly agree with various forms of agreement and disagreement in between. In the second section subjects

were asked their opinions on implementing a cultural studies program. Opinions were assessed using a series of yes or no and multiple choice questions.

Procedures

Subjects were recruited on April 24, 2001 (Advising Day at the University of the Incarnate Word) in the internal patio of the Administration Building at the University of the Incarnate Word from 9am- 4pm. Starting at 10am, and on the hour, every hour, one of our group members went to the University library to begin entering the data collected from that hour into the SPSS format. The 3 group members not entering data into SPSS completed handing out and collecting the surveys and met the 4th member at the library when all surveys had been completed. The group then finished entering the rest of the data into SPSS, placed the surveys in numerical order, and made sure that everything had been completed.

Step One. Before the start of the study, a focus group consisting of cultural studies task force members in the Humanities, Arts and Social Sciences Department at the University of the Incarnate Word were interviewed regarding their attitudes on the issue of the implementation of a cultural studies program. A concise report summarizing the results of the interviews may be found in Appendix D.

Step Two. Subjects who meet the minimum requirements will be surveyed in the above-specified areas where they will be provided a consent form (see Appendix A). For subjects who agree to the terms of the consent form, a survey will be given.

Step Three. Upon completion of the consent form the subject will be asked to fill out a four-page survey. The subject may decline at any point during the survey process.

Step Four. Immediately following the survey the subject will be dismissed and the survey will be assigned a random number to insure the anonymity of the subject.

Step Five. The surveys will be collected and analyzed using the SPSS method (see Appendix E). The data will then be entered and stored on disk using the SPSS program.

RESULTS

Participants

Gender		Frequency	Percent
Valid	male	60	40.0
Valid	male	60	40.0
	female	85	56.7
	female	85	56.7
	Total	145	96.7
	Total	145	96.7
Missing	System	5	3.3
Missing	System	5	3.3
Total		150	100.0
Total		150	100.0

Academic Classification

		Frequency	Percent
Valid	freshman	34	22.7
Valid	freshman	34	22.7
	sophomore	30	20.0
	sophomore	30	20.0
	junior	48	32.0
	junior	48	32.0
	senior	30	20.0
	senior	30	20.0
	graduate	2	1.3
	graduate	2	1.3
	Total	144	96.0
	Total	144	96.0
Missing	System	6	4.0
Missing	System	6	4.0
Total		150	100.0
Total		150	100.0

Ethnicity

		Frequency	Percent
Valid	Anglo	28	18.7
Valid	Anglo	28	18.7
	African-American	8	5.3
	African-American	8	5.3
	Hispanic	85	56.7
	Hispanic	85	56.7
	Asian	4	2.7
	Asian	4	2.7

	Other	20	13.3
	Total	145	96.7
	Total	145	96.7
Missing	System	5	3.3
Missing	System	5	3.3
	Total	150	100.0
	Total	150	100.0

How did you originally learn about UIW?

		Frequency	Percent
Valid	Television/radio ads	7	4.7
Valid	Television/radio ads	7	4.7
	internet	2	1.3
	internet	2	1.3
	word of mouth	27	18.0
	word of mouth	27	18.0
	family/friends	71	47.3
	family/friends	71	47.3
	other	36	24.0
	other	36	24.0
	Total	143	95.3
	Total	143	95.3
Missing	System	7	4.7
Missing	System	7	4.7
	Total	150	100.0
	Total	150	100.0

Multicultural Attitudes

Which do you feel is an accurate representation of the gender diversity at the UIW? *

		Frequency	Percent
Valid	70% female/30% male	77	51.3
Valid	70% female/30% male	77	51.3
	40% female/ 60%male	11	7.3
	40% female/ 60%male	11	7.3
	60% female/40% male	52	34.7
	60% female/40% male	52	34.7
	50% male/50% female	6	4.0
	50% male/50% female	6	4.0
	Total	146	97.3
	Total	146	97.3
Missing	System	4	2.7
Missing	System	4	2.7
	Total	150	100.0
	Total	150	100.0

* The most accurate answer is 70% female / 30% male.

What do you feel is an accurate representation of the international student population at the UIW?*

		Frequency	Percent
Valid	10%	40	26.7
Valid	10%	40	26.7
	2%	6	4.0
	2%	6	4.0
	4%	15	10.0
	4%	15	10.0
	15%	85	56.7
	15%	85	56.7
	Total	146	97.3
	Total	146	97.3
Missing	System	4	2.7
Missing	System	4	2.7
Total		150	100.0
Total		150	100.0

* The most accurate answer is 4%.

Comparison of Multicultural Attitudes (Based On Survey) Across Demographic Variables

Variable/Statistic	n	<u>M</u>	<i>F</i>	Sign. (2-tail)
Gender				
Male	59	5.06	.10	ns
Female	85	5.04		
Classification				
Freshman	33	5.06	1.59	ns
Sophomore	30	4.84		
Junior	47	5.02		
Senior	30	4.74		
Ethnicity				
Anglo	28	4.85	.19	ns
Hispanic	83	4.95		
African-American	8	4.98		
Asian	3	4.70		
Other	19	4.94		
College				
HASS	33	4.90	.55	ns
EDUC	17	5.12		

BAAS	55	4.87
MSE	15	4.97
NHP	16	4.86
Undecided	4	5.05

Relevant Analyses Regarding the Current Curriculum and Academic Programs

Variable/Statistic	Observed N	Expected N	χ^2	Significance
Do you plan to attend graduate school?				
Yes	89	46.7	83.34	.001
No	50	46.7		
What % do you think tuition increases yearly?				
1%	24	35.8	44.11	.001
4%	70	35.8		
6%	22	35.8		
15%	27	35.8		
What is the % of the international student population?				
2%	6	36.5	102.93	.001
4%	15	36.5		
10%	40	36.5		
15%	85	36.5		
Would you support a new program if it took resources from existing programs?				
Yes	63	71.5	2.02	ns
No	80	71.5		
Would you support a new program if it increased tuition?				
Yes	34	72.5	40.89	.001
No	111	72.5		

Have you received a broad base of knowledge from the core curriculum? Yes No	109 37	73.0 73.0	35.51	.001
Do you feel the core curriculum takes away from your major? Yes No	77 68	72.5 72.5	.57	ns

Relevant Analyses Regarding the Addition of Cultural Studies

Variable/Statistic	Observed N	Expected N	χ^2	Significance
Should a cultural studies course be offered in the core? Yes No	80 62	71.0 71.0	2.28	ns
Are you concerned a CS program would result in increase tuition? Yes No	91 51	71.0 71.0	11.27	.001
Are you interested in changing your major/minor to cultural studies? Yes No	16 126	71.0 71.0	85.21	.001
Would you have chosen a university if it offered CS program?				

Yes No	39 100	69.5 69.5	26.77	.001
Would you have chosen CS if it had been offered earlier? Yes No	33 109	71.0 71.0	40.68	.001
Would you major, minor in CS if it was an option? Major Minor Not interested Not enough information	9 34 60 38	35.3 35.3 35.3 35.3	37.18	.001
Do you feel a course in cultural studies will benefit future? Yes No	105 35	70.0 70.0	35.0	.001
Would you be interested in taking a cultural studies course? Yes No	96 46	71.0 71.0	17.61	.001
Are you interested in learning more about CS? Yes No	106 35	70.05 70.05	35.75	.001

Discussion

Upon analyzing the data from the student surveys, the data suggest that no significant difference exists in attitudes and opinions pertaining to cultural studies across gender, ethnic background, and academic major. We recommend that a follow-up study be conducted using a stratified sample derived from the population. Given the time allotted for our study the only plausible sample for our research was one of convenience; however, after reviewing the completed surveys we found the subject population to be demographically representative of the campus at the University of the Incarnate Word.

The gender diversity on the campus at the University of the Incarnate Word consists of 69% female and 31% male. Our study was made up of 59% females and 41% males. The survey suggested that males and females do not differ in their attitudes and opinions in relation to multicultural attitudes. The ethnic diversity on the campus at the University of the Incarnate Word consists of 26% Anglo, 6% African-American, 54% Hispanic, 2% Asian-American, and 12% Other. The survey suggested that the different ethnic backgrounds do not differ in their attitudes and opinions in relation to multicultural issues. In our survey, academic majors were grouped under the college in which they are housed. The colleges are as follows: Humanities, Arts and Social Sciences, Education, Business and Applied Arts and Sciences, Math, Science and Engineering, Nursing, Health Professions, Graduate Studies and Research, and Undecided. The data suggest that there is no significant difference in the opinions and attitudes between academic majors towards multicultural issues.

The survey also encompassed a wide range of topics minimally related to a cultural studies program. These questions addressed issues of the subjects' perceptions of the gender and ethnic diversity of the campus at the University of the Incarnate Word. The subjects were asked

to correctly choose what they believed to be an accurate representation of the International student population at the University of the Incarnate Word. We expected an equal distribution of the four options given (10%, 2%, 4% and 15%); however, our findings suggested that fifty-eight percent of subjects surveyed believed that the International student population is fifteen percent. The correct answer is four percent. This may be due to the fact that most subjects come from a homogenous background and therefore tend to overestimate the frequency of members of diverse groups. In a similar fashion, we expected an equal distribution for the perceptions of the gender diversity on the campus of the University of the Incarnate Word. In this case the vast majority of subjects (53%) chose the correct option of 70% female/30% male. The other options given were 40% female/60% male, 60% female/40% male and 50% female/50% male. This may be due to the fact that gender diversity is easily observable on the campus of the University of the Incarnate Word.

In a different section of the survey, subjects were asked their opinions on various questions addressing the creation of new academic programs and their opinions on the core curriculum at the University of the Incarnate Word. 59% of subjects surveyed stated they would not like a new academic program to be added to the current curriculum. Of the remaining 41% who would like to see a new program added suggested an expansion of the graduate studies program. In a related question, the subjects report an overwhelming consensus of not supporting a new academic program if it leads to an increase in tuition. Of the subjects surveyed, 77% were against the addition of a new academic program if it resulted in an increase of tuition, while only 23% were in support of a new academic program even if it resulted in an increase of tuition. This could be a result of the current tuition rate hikes in recent years. The expected perception of the subjects surveyed, in regards to the annual increase in tuition, would be that of an equal

distribution; however, 49% of subjects surveyed believed that the current annual increase in tuition is at 4%. The subjects were correct in this assessment. The other options given included: 1%, 6% and 15%.

Attitudes about the Creation of a Cultural Studies Program

Questions asked of the subjects about the addition of a cultural studies program drew mixed results. Clearly more than half of subjects endorsed the addition of a cultural studies course into the core curriculum; however, this is not a significantly greater number endorsing this idea than those who do not endorse this idea. All other questions about the possibility of changing major to cultural studies showed that subjects were not interested in changing their current course of study to opt for a cultural studies program. On the positive side, subjects did endorse ideas that cultural studies courses would benefit them, would be interested in taking a cultural studies course, and they are interested in learning more about cultural studies.

The preponderance of the data in this study suggest that there is not an overwhelming need to add cultural studies as a field of study. This seen by the fact that students across all academic levels and colleges are equally aware and sensitive of multicultural issues (at a rather high level), and that not a significant number would (at this time) opt to change to cultural studies as a major or minor. Yet, after a period of discussion or the actual inclusion of cultural studies courses into the curriculum in a structured fashion may lead to change of attitudes and behavior. Also, the interview data of faculty and administrators suggest that there are significant reservations and/or concerns (as of this past spring 2001) about the structure and process of a cultural studies program.

This project had a few structural flaws, which may have led to an inaccurate representation of the beliefs and attitudes of the student population at the University of the

Incarnate Word. Time restraints were a major factor in the level of thoroughness of this project. We were only allotted one semester to learn how to conduct the survey, administer the survey, and to analyze the results. Another drawback of this survey is that it is a sample of convenience rather than a sample of stratification. It is a sample of convenience due to our time restraints because there was not enough time to research and develop a proper stratification method. This project has many strengths which we attribute the close representation of the student population at the University of the Incarnate Word. One strength of the project is that there is an ample student population to choose from at the University of the Incarnate Word. Also, we were able to administer fifty more surveys than what was originally expected. This allowed for a more accurate representation of the actual student population.

Future studies in the area of cultural studies surveys might require more of a focus on stratification. Improvements could be made by administering this survey in multiple locations on the campus of the University of the Incarnate Word and at different times to reach different students.

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APPENDIX A

Provision of Informed Consent

For Student Participants

PROVISION OF INFORMED CONSENT
FOR PARTICIPATION AS AN
APPLIED SOCIAL RESEARCH TRAINING EXERCISE SUBJECT

I, _____, hereby provide my consent to participate as a subject in a training exercise with the use of interview and survey techniques involving myself. This exercise is conducted as a teaching and training exercise by _____; an undergraduate student enrolled at the University of Incarnate Word (UIW), with supervision provided by John M. Velasquez, Ph.D., an Assistant Professor of Psychology in the Department of Psychology.

This exercise will involve a one fifteen to thirty minute interview of the subject for the purposes of discussing various issues of a cultural studies program, including: development, implementation, and possible outcomes. Upon completion of the interview and survey the research students will evaluate the information collected by summarizing the data in a written manuscript regarding the implementation of a Cultural Studies Program. In this written document, no personally identifiable information about the subjects will be presented.

I hereby give my permission to participate in this exercise with the above-named student, and I understand that this exercise is being conducted to form a final manuscript to be included in a presentation to the Dean of Humanities, Arts and Social Sciences as information regarding a Cultural Studies Program. I also understand that this exercise is being conducted as teaching and training for the student. For that reason, I also understand that after the exercise I will not have the opportunity to discuss what happened during the exercise or to review notes and other written materials. The exercise is conducted in this matter to protect the subject.

This exercise will be conducted in an anonymous manner for teaching purposes in the Applied Social Research course at UIW. I have been informed that no form of personal identification will be used: the research student will assign arbitrary codes, demographic descriptions, etc. as a means of protecting my identity. I understand that all information gathered during this exercise is completely confidential. I have been informed that after the student examiner has received a grade for this exercise, any notes about the exercise will be destroyed and erased.

I fully understand that I may withdraw from participation in this exercise at any time and for any reason. I need not justify my decision to withdraw and I will suffer no penalty for withdrawal. I have been informed that withdrawal from this exercise will in no way affect any prior or future relationships with the research student or UIW. No record will be kept that I either declined to participate or withdrew from this exercise.

I understand that if I have any questions about this teaching and training exercise, now or in the future, I may contact Dr. Velasquez at the UIW Psychology Department (210-829-3960) or Donna Aronson, Dean of HASS (210-829-6022).

I acknowledge by my signature that I have read this form and have received a copy for myself. I also understand that this release statement will be kept on file in a locked cabinet separate from any data regarding the interview and observation in the UIW Psychology Department for a period not to exceed twelve (12) months, after which time it will be destroyed.

Subject _____ Date _____

Witness _____ Date _____

APPENDIX B

Student Questionnaire

Student Questionnaire

1. What is your gender?
Male Female
2. What is your classification?
A. Freshmen B. Sophomore
C. Junior D. Senior
E. AdCap F. Graduate Student
3. What is your ethnic background?
A. Anglo-American B. African-American
C. Hispanic American D. Asian-American
E. Other _____
4. Where are you originally from?
5. What is your major?
6. What is your G.P.A.?
7. Do you plan to attend graduate school?
Yes No
If yes, what do you plan to study? _____
8. How did you originally learn about the University of the Incarnate Word?
A. Television Ads B. Billboards
C. Internet D. Word of Mouth
E. Family/Friends F. Other _____
9. When did you enter the University of the Incarnate Word?
A. First-time Freshmen B. Transfer Student
C. Graduate Student E. AdCap
10. By what percentage do you think tuition increases annually?
A. 1% B. 4%
C. 6% D. 15%
11. Which do you feel is an accurate representation of the gender diversity at the University of the Incarnate Word?
A. 70% female : 30% male B. 60% male : 40% female
C. 60% female : 40% male D. 50% female : 50% male
12. Which do you feel is an accurate representation of the international student population at the University of the Incarnate Word?
A. 10% B. 2%
C. 4% D. 15%

13. Do you think a new academic program should be created at the University of the Incarnate Word?

Yes No

If yes, what would you like to see added? _____

14. Would you support adding a new academic program if it took resources (money, teachers, supplies, etc.) away from existing programs?

Yes No

15. Would you support adding a new academic program if it increased tuition?

Yes No

16. Do you feel you have received a broad base of knowledge from the core curriculum?

Yes No

17. Do you feel that the core curriculum takes away concentration from your major field of study?

Yes No

Please answer the following questions using the following scale.

1-strongly disagree

2-slightly disagree

3-disagree

4-neutral

5-agree

6-slightlyly agree

7-strongly agree

18. I find learning in a culturally diverse environment rewarding.

1 2 3 4 5 6 7

19. Teaching methods need to be adapted to meet the needs of a culturally diverse student group.

1 2 3 4 5 6 7

20. Sometimes I think that there is too much emphasis placed on multicultural awareness.

1 2 3 4 5 6 7

21. Students have the responsibility to be aware of their classmate's cultural background.

1 2 3 4 5 6 7

22. As classrooms become more culturally diverse, the student's experience becomes increasingly rewarding.

1 2 3 4 5 6 7

23. I can learn a great deal from students with culturally different backgrounds.

1 2 3 4 5 6 7

APPENDIX C

Task Force Questionnaire

Cultural Studies Task Force Questionnaire

1. What do you think the benefits of a Cultural Studies Program would be?
2. What do you think the drawbacks of a Cultural Studies Program would be?
3. Would you agree that one Cultural Studies Program class should be included in the core curriculum?
4. What career pathways would a Cultural Studies Program benefit?
5. How would we market a Cultural Studies Program?
6. Will a Cultural Studies Program have an effect upon tuition (e.g., the cost of new teachers, classrooms, and supplies being supplemented by an increase in tuition)?
7. Will we have to hire new faculty or will existing faculty be able to teach Cultural Studies Program classes?
8. How many more students do you think a Cultural Studies Program will bring in?
9. What majors do you believe would want to minor in Cultural Studies?
10. Do you think a Cultural Studies Program would increase the gender and ethnic diversity of our campus?

APPENDIX D

Cultural Studies Task Force Interview Major Themes

Cultural Studies Task Force Interview
Major Themes Expressed by Faculty and Administrators

1. What do you think the benefits of a Cultural Studies Program would be?
 - Broaden student's education experience
 - Provide skills to work with different people from different backgrounds
 - Broaden student's views of different cultures
 - Educational- more fully aware of diversity, becoming more globalized and more understanding
 - Economic- becoming more comfortable with and aware of trade cultures
 - Introduce students to an important set of methods to understand cultural values
 - Prepare for graduate programs
 - Would appeal to students with a strong interest in diversity, race, ethnicity and gender
 - Strengthen across the campus an interest an awareness of diversity
 - It would help us take aspects of our mission more seriously
 - More aware of cultural differences and interaction with different people
 - Students would get a traumatic approach courses, global perspective, interdisciplinary majors and those moving to graduate school
 - Provide awareness of cultural diversity, ethnicity and race issues on our society

2. What do you think the drawbacks of a Cultural Studies Program would be?
 - Take away time, energy, and money from existing programs
 - Could be a problem with students who want to go to graduate school (may not offer enough credit hours to satisfy requirements for entering graduate school)
 - Hard to have enough hours to get a degree in the program
 - Not enough credit hours to get enough depth and understanding
 - There is a lack of respect for cultural interdisciplinary studies

More difficult to promote yourself after graduation

Academically, may be seen as a drain on other resources (financial, money from other departments)

Not enough students in the program

Problems would be lots of small departments already and this would just add another small department

Will have to hire more faculty or increase the load of professors in other departments

No clear-cut goals

Lack of depth within various disciplines

May not satisfy requirements in graduate work

Home faculty in 1 discipline

Existing staff would have to teach the courses

Take away from other departments that need “beefing up”

End up merging courses that already exist

3. Would you agree that one Cultural Studies Program class should be included in the core curriculum?

Yes, but it would be impossible to decide which class to include because everyone will want a different class

No, the core already offers a broad introduction into different cultures and just one course would have to do too much

Yes, a common core knowledge and understanding is important; important for integration, teaching and exposure to the subject.

Yes, methods, viewpoints and critical thinking is important for every student.

Maybe, but if we include one in the core then we would have to exclude another class from the core.

Yes, but a specific class is not an option (cross-cultural communications should be the class)

Yes, many institutions do; would go under psychology or a different major

Yes, at least one class

4. What career pathways would a Cultural Studies Program benefit?

Anyone that works in or with the business community

Especially business

Anyone wanting to go to graduate school in liberal arts

International business

Any career that deals with people

Any career pathway

Any humanities, law, media, communication, nursing or medical

Those going to graduate school, psychology, English, philosophy

Benefit everyone

Education, academia, cross disciplinary, International business, media

5. How would we market a Cultural Studies Program?

Go to high schools

Continue marketing with our current techniques

Same way they do or don't do other programs, no need to treat cultural studies differently

Stress benefits of: an interdisciplinary program, helping in globalization, and ability to relate to a wider range of people

Stress the benefits- opens people up to the world, gives them a better understanding of the complexities of the world

Use ads within cultural organizations (LULAC)

Web sites, word of mouth, talks at open house, information sessions and gala opening for the program

Something like, "Learn about who we are."

Marketing tendencies- Hispanics, African-Americans and women

Should be marketed to really intelligent people

Marketed as a minor

HAAS would promote service, higher education, diversity, speak at orientation
Use traditional methods of advertising

Identify market

6. Will a Cultural Studies Program have an effect upon tuition (e.g., the cost of new teachers, classrooms, and supplies being supplemented by an increase in tuition)?

No, won't have time to hire new faculty or add new wings to buildings, etc.

Shouldn't if we use existing faculty

Doesn't have to if we use the classes and faculty we already have

Doesn't have to because the cost will offset

Tuition increases each year based on faculty and cost of living, but it wouldn't be any greater impact by cultural studies

No, will attract honors students, academic types

Yes, will have to hire 1-2 new faculty

7. Will we have to hire new faculty or will existing faculty be able to teach Cultural Studies Program classes?

Should hire new faculty, to do it right

One person to organize the program

Should not have to hire new faculty

Can use existing faculty, may have to hire a co-ordinator

Ideal program would include both new and existing faculty

We'll have to hire new faculty; our current faculty already has a full load

Worse possibility would be using existing faculty because that's not desirable

The UIW ruling says that there should be at least 2 professors per major so maybe

Cultural Studies would be in another department

Just one to co-ordinate

Yes, have to hire a minimum of 2 professors

8. How many more students do you think a Cultural Studies Program will bring in?

Maybe 5-10 a semester at most

Down the road maybe 15-30 a semester

No substantial increases

Minimal effect, may offer another option for students

Eventually would have a significant increase

It will primarily appeal to students who are already here- to give them a new option

Maybe 10 transfer students

Very few because there is no identifiable job market for them

Those at community college won't have that kind of exposure

May attract those from UT

Doesn't apply to transfer students

"Damn few"

Handful if any

9. What majors do you believe would want to minor in Cultural Studies?

Sociology, Anthropology, Art

Any international programs

Those that should major would be: business and education

Those that would: Liberal Arts and Social Sciences

Language majors, sociology, history, political science, English

English, history, media, communication, sociology, anthropology, music, art, religion, art
history, some business, education

Psychology, English, philosophy, political science, and most HAAS majors

It should be anybody and everybody because everyone could benefit but that doesn't mean they would

Theater is closest, Sociology, anthropology, history, political science, and engineering

Any existing liberal arts, sociology, history, political science, engineering, psychology

10. Do you think a Cultural Studies Program would increase the gender and ethnic diversity of our campus?

Yes, but ever so slightly

No, because we will still be attracting the same student base we already have

No, won't bring in many more students that would not already attend

Has a potential to if done well

No, it might bring in some more African-Americans

No, can't see the program bringing in new students so it would effect the existing student
body

It will be good for our current diversity but it will not change our current diversity

Will not draw gender diversity

Not really, the program will not draw many students