

Introduction and Consent

Dear Colleague,

You are being contacted to take part in this survey because you have been identified as teaching Chinese politics, Asian politics, or East Asian politics at a US college or university. This survey is being conducted to better understand the challenges that faculty face in teaching Chinese politics in the context of the COVID-19 pandemic and the current political tensions between the US and China. You will be asked questions about your own experiences teaching about China in the classroom and any conflicts or challenges that have emerged on your campus relating to China and US-China relations.

The data you provide will be used to generate an article on a) teaching experiences and b) strategies for addressing these new challenges. We estimate that the survey will take about 15-20 minutes to complete. If you complete the survey, your name will be entered in a drawing for a \$20 gift card to [bookshop.org](https://www.bookshop.org).

Your participation in this research project is completely voluntary, and you have the right to refuse to participate or withdraw from the survey at any time.

Given the small size of the China field and the nature of the survey questions, even anonymized responses might still allow the respondent to be identified. For this reason, raw survey responses will only be available to the Principal Investigator for the project, Sara Newland. Data will be encrypted and will not be shared or posted. All data will be presented only in aggregate, and any text from open-ended survey responses will have identifying information removed before inclusion in published materials. To mitigate any social risks from a potential data security breach, your identifying information will not be stored in the same data file as your responses.

Because this survey asks about your experience teaching potentially controversial topics, it is possible that answering these survey questions may create emotional distress or discomfort for some participants. You are welcome to skip any questions you prefer not to answer.

If you have any problems or questions involving the research, you may contact the Principal Investigator, Sara Newland, at snewland@smith.edu. If you have any questions regarding your rights as a research subject, or if problems arise which you do not feel you can discuss with the Principal Investigator, please contact the Smith College Institutional Review Board at irb@smith.edu or 413-585-3562.

SECTION 1: PERSONAL BACKGROUND

1. In what year did you receive your Ph.D.?

2. What is your current rank?

- Graduate student
- Post-doc
- Non-tenure track lecturer, instructor, or adjunct
- Assistant professor
- Associate professor (without tenure)
- Associate professor (with tenure)
- Full professor
- Other (please specify)

3. Where did you grow up? (Select all that apply.)

- The United States
- Hong Kong
- Taiwan
- Mainland China
- Other

4. What is your gender identity?

5. What is your ethnic identity?

6. Which of the following best describes your current institution?

- Public research university
- Private research university
- Public teaching-focused university
- Private teaching-focused university
- Public liberal arts college
- Private liberal arts college
- Other

7. What role do student evaluations of faculty play in the tenure and promotion process at your institution?

- Student evaluations are the primary factor determining tenure and promotion
- Student evaluations and research productivity both matter for tenure and promotion, but evaluations matter more
- Student evaluations and research productivity both matter for tenure and promotion, but research productivity matters more
- Student evaluations have little or no impact on tenure and promotion
- I don't know

SECTION 2: CLASSROOM EXPERIENCE

8. What types of courses do you teach that cover Chinese politics in detail (specifically, in which at least 25% of the course content involves Chinese politics)? Check all that apply.

- Undergraduate lecture course
- Undergraduate discussion-based course/seminar
- Graduate lecture course
- Graduate seminar
- Other

9. Please list titles of the courses you have taught in the past 5 years with at least 25% China-related content.

10. Over the past five years, how have enrollments in your courses related to Chinese politics changed?

- Increased
- Declined
- Stayed about the same
- I don't know or prefer not to answer

11. Over the past five years, how have enrollments in your courses **not** related to Chinese politics changed?

- Increased
- Declined
- Stay about the same

I don't know or prefer not to answer

12. Do you think that students' reasons for enrolling in a Chinese politics course have changed over the past five years? If so, how?

13. Approximately what percent of students enrolled in your Chinese politics courses are international students from mainland China?

- Less than 10 percent
- 10-25 percent
- 25-50 percent
- 50-75 percent
- 75-100 percent

14. How has the share of international students from mainland China in your Chinese politics courses changed over the last five years?

- Sharply decreased
- Slightly decreased
- No change
- Slightly increased
- Sharply increased

15. In what formats have you taught Chinese politics and related courses in the last five years? (Choose all that apply.)

- Fully in person
- Hybrid (a mix of in-person and remote instruction)
- Fully remote, synchronous
- Fully remote, asynchronous

15a. When you taught Chinese politics partly or fully online, did any students take your course while physically located in mainland China, Hong Kong, or Macau?

- Yes
- No
- I'm not sure or prefer not to answer

15b. Did you alter your course **content** in light of concerns about students taking your class while physically located in mainland China, Hong Kong, or Macau?

- Yes
- No
- I'm not sure or prefer not to answer

15c. Did you alter your course **policies** in light of concerns about students taking your course while physically located in mainland China, Hong Kong, or Macau?

- Yes
- No
- I'm not sure or prefer not to answer

15d. Please describe the alterations you made to your course content and/or policies, and your reasons for doing so.

16. Setting aside the ways in which teaching **as a whole** has changed in recent years due to the COVID-19 pandemic, how do you think the experience of **teaching Chinese politics** has changed in the past 10 years?

- It has become significantly more challenging
- It has become slightly more challenging
- There has been no clear change
- It has become slightly easier
- It has become significantly easier
- I don't know or prefer not to say

17. I am interested in your own experience of teaching Chinese politics and any concerns you may have about how this course might affect you, your family, and your career. Which of the following, if any, worry you about teaching Chinese politics today? [select all that apply]

- The possibility that students might monitor what you say in class and report on it to staff at the local PRC consulate, or to other Chinese government officials
- The possibility that teaching topics or sources perceived as sensitive in China might prevent you from getting a visa to visit or conduct research in the PRC
- The possibility that the content of your course might lead to negative consequences for family members in China
- The possibility that the content of your course might lead students to boycott the course or demand its cancellation
- The possibility that the content of your course might result in poor teaching evaluations and jeopardize your tenure, promotion, or reappointment
- The possibility that the content of your course, or student responses to it, might affect your visa renewal, green card application, or naturalization application in the US
- The possibility that students might question your authority to teach Chinese politics based on your race, gender, citizenship status, or other aspects of your identity
- The possibility that teaching this course will make you target of anti-Asian or Sinophobic speech or actions on campus

- Other (please elaborate in the next question)
- I have no concerns about myself, my family, or my career related to teaching Chinese politics

18. If you have any concerns about how teaching Chinese politics might affect you, your family, and your career that were not covered in the previous question, please describe them here.

19. Within the last five years, have you **directly experienced** any of the following related to a Chinese politics class?

- Indications that students have reported on the content of your course to Chinese government officials
- Difficulty obtaining a visa to China
- Demands from students that you alter your course content
- Demands that your course be cancelled or be taught by a different instructor
- Poor teaching evaluations in response to course content
- Being the target of anti-Asian hate speech or actions on campus
- Difficulty in the US visa renewal, green card application, or naturalization process that you think may have been related to your courses
- Complaints about you or your course to the college/university administration
- Significant new demands on your time related to resolving student conflicts
- Significant new demands on your time related to mentoring and supporting students as they deal with anxieties and problems related to the US-China relationship
- Other [elaborate below]
- I have not directly experienced any problems related to my Chinese politics course

20. If you have experienced any of the problems described in the previous question, please briefly describe your experience.

21. Next, I am interested in learning about the **classroom environment** in your Chinese politics course, and any concerns you have for the safety of your students in this course. In the past five years, how often have you experienced the following in your classroom:

	Never	Once	Two or More Times
a. Conflicts between students from the US and mainland China, in person or on online discussion boards or other asynchronous fora.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Conflicts between students from mainland China and Hong Kong or Taiwan, in person or on online discussion boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students expressing concern that other students might be monitoring them and reporting back on their behavior to consular officials or other representatives of the PRC government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students reporting that they are afraid to participate in class because of a fear of offending or being judged by other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students reporting fear of enrolling in your	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Once	Two or More Times
class due to possible dangers to themselves or their family members if they do so			
f. Anti-Asian or Sinophobic speech or action by students in the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Difficulty facilitating conversation between students from the US and students from mainland China	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Have you experienced any other challenges in the classroom relating to teaching Chinese politics that you would like to share?

23. Based on your own experience, do you have any recommendations to offer other instructors for addressing challenges related to teaching Chinese politics? These could be pedagogical strategies, changes to department or university policies, or anything else you would like to share.

SECTION 3: CAMPUS EXPERIENCE

24. Please share a bit about the atmosphere on your campus in terms of discussions of Chinese politics. To the best of your knowledge, which of the following have occurred in the last five years:

- Closure of a Confucius institute on your campus related to concerns about Chinese government influence
- Protests by students over public lectures or other events related to China, and/or demands from students that these events be cancelled.

- Demands from the local Chinese consulate that a campus event related to China be cancelled
- Sinophobic or anti-Asian speech or actions
- Conflicts between students related to Chinese politics (for instance, fights between students arising from protests and counterprotests related to the 2019 Hong Kong protest movement)
- Investigation (FBI or internal) of ethnically Chinese researchers for alleged improprieties in sharing data with Chinese collaborators, firms, or government-affiliated individuals or entities, or for use of Chinese government funding, or for participation in the “Thousand Talents Plan”
- Denial or revocation of visas to Chinese nationals (students, researchers, or faculty) in the wake of Presidential Proclamation 10043 (May 29, 2020), which suspended F and J visas to Chinese students with ties to “an entity in the PRC that implements or supports the PRC’s `military-civil fusion strategy”
- I am not aware of any of these problems occurring on my campus
- Other (please explain in the next question)

25. If any other problems related to Chinese politics **outside your classroom but at your college or university** have occurred on your campus in the last five years, please describe them here.

26. How has your college or university’s administration responded to any problems you described in questions 24 and 25?

27. What, if anything, do you think your college/university leadership could be doing to better address any problems you have mentioned in your responses?

