

San Diego Chicano/Latino Concilio on Higher Education
Research & Policy Report #7, September 2022
Chicano/Latino Studies;
Dual Language Education Biliteracy & Multilingualism

The Status of San Diego Chicanos/Latinos in Public Higher Education:
Decolonizing Local Colleges and Universities

This research and policy report is the seventh of a series of papers by the San Diego Chicano/Latino Concilio on Higher Education (hereafter the SD Concilio) that analyzes data and information gathered from eleven public colleges and universities in San Diego to provide a profile of the status of local Chicanos/Latinos in higher education. The SD Concilio is a local coalition of faculty and staff, including emeriti, that has monitored and conducted advocacy for the **access and success** of Chicano/Latino students in higher education for over thirty years.

The SD Concilio sought information from each local institution regarding their support for Chicano/Latino Studies and/or Ethnic Studies, and Dual Language Education (Biliteracy & Multilingualism) Teacher Education. Both are dimensions of curriculum that make critical contributions to a social consciousness, identity development, commitment to social justice agency, and other liberatory outcomes among Chicano/Latino students (Garcia, 2019; Hurtado and Alvarez, 2015). Without such curriculum, our Chicano/Latino students are unlikely to acquire the knowledge and sensibilities that enable them to become progressive leaders and change agents for our community. Thus, preparing Chicano/Latino and other postsecondary students for engagement with an increasingly diverse society requires strong institutional support for such curriculum.

Our SD Concilio requested data on the annual budget of these departments as well as the number of faculty positions assigned to each. Due to the lack of response from many local institutions, most of the data presented was acquired from institutional data dashboards. More detailed commentary on the data will be disseminated in a subsequent report. The support for such diverse curriculum across local universities was mixed, from strong support at SDSU, to variable or fledgling support for Ethnic Studies at CSUSM. At the community college level, Mesa CC and Palomar CC provide more consistent services in Chicano Studies and/or Ethnic Studies, while other community colleges have limited faculty at the tenure or tenure-track level to provide consistent support.

Table 1 presents an overview of the departments that address Chicano/Latino Studies, Ethnic Studies and Dual Language Teacher Education (Biliteracy & Multilingualism), respectively. We provide a metric for the overall academic focus over the years to differentiate from “No support” to “Variable support” to “Leading support” to “Exemplary Support”. The data presented in Table 1 was acquired from: SDSU Office of institutional Research, UC Institutional Research, and Community College datamart.cccco.edu, respectively. We then provide a summary of the degree to which each institution provides support for diverse curriculum.

Table 1. Chicano/Latino Studies, Ethnic Studies, and Dual Language Teacher Education

Institution	Chicano/Latino Students Fall 2021	Chicano/Latino Studies Department & Faculty	Ethnic Studies Department & Faculty	Dual Language Teacher Education	Overall Focus and strength of Departments
San Diego State--HSI	33% C/L of 30,864 Undergrads	YES over 50 years at SDSU BA & MA	YES Ethnic Studies graduate certificate & 5 different Departments over 25 TT faculty	YES DLE with over 44 years & six TT Faculty CEBER-Center w/Equity & Language focus.	Leading. Chicana & Chicano Studies & Dual Language Education based on an interdisciplinary, transnational, & multilingual social justice program in MS & SS teaching, research, and public service.
CSU San Marcos--HSI	50% C/L of 14,504 Undergrad	NO National Latino Research Center	YES with over 25 TT affiliated faculty	YES authorized for Biliteracy TE: Single Subject, Multiple Subjects or Education Specialist teaching credentials With 4TT Faculty.	Variable. Study critically and systematically the experiences of racial/ethnic groups that have been economically, educationally, politically, legally, and/or socially disadvantaged. Using themes: Colonialism, Migration and Diasporas;, Inequality and Resistance; Identities & Representation.
UCSD	20% C/L of 33,343 Und.	NO Unfunded minor program.	YES with over 15 TT faculty	YES offers BILA program in Bilingual Education.	Variable. Particular areas of focus include aesthetics, performance, and cultural production; materialist approaches to labor, value and consumption; science and technology; colonialism, migration, and movement.
San Diego CC District (Mesa, SD City, Miramar colleges and Adult Extended Education)	37,54% C/L of 55,359 Fall 1921	YES Mesa & San Diego City	YES In 3 colleges related departments	NO Foreign language departments.	Variable. Offers an interdisciplinary approach to understanding the historical experiences and contemporary social realities of Chicana/os as the largest segment of the Latino population in the U.S.
Mesa CC-HSI part of SDCCD	37% C/L of 18,221 students Fall 1921	YES 2TT & 10 Adjuncts Chicana & Chicano Studies Department	YES Via an interdisciplinary academic discipline in ethnic studies (Chicano, Black Asian, Native Americans, Women)	No The language department offers AA degree programs in Spanish, French and Japanese.	Leading. Offers an interdisciplinary comparative approach that incorporates the arts and literature, gender studies, border studies, cultural studies, history, the social sciences, and policy studies of the Chicana/o community in the U.S.

San Diego City CC--HSI part of SDCCD	48% C/L of 13,086 students Fall 2021	YES AA Degree with 3TT & Adjunct faculty	NO Black & Chicanx Studies Departments	NO The language department offers AA degree programs in Spanish, Italian German, and French.	Leading. Examines Chicano/a social, political, cultural, and economic conditions and how race, ethnicity, class, culture, gender, and sexuality intersect throughout history and today. Emphasizes the study of the international border between Mexico and the United States.
Miramar CC--HSI part of SDCCD	29% C/L of 13,209 students Fall 2021	NO AA Degree in Social and Behavioral Sciences	NO Offers ethnic studies courses through English/Literature Studies & related departments	NO The language department offers AA degree in World Language.	Variable. To prepare students to succeed in a complex and dynamic world by providing quality instruction and services in an environment that supports and promotes diversity, while emphasizing innovative programs and partnerships.
Southwestern CC--HSI	70.97% C/L of 16,770 students Fall 2021	YES AA Degree in Mexican American Studies 2 TT & Adjunct faculty	NO Black, Chicanx Asian, Gender Studies emphasis courses	YES Liberal Studies & Paralegal Studies Bilingual & American Sign Language World Language.	Variable. Explores Chicano/a history, culture, society, politics, religion, economics, art, and major contributions to the development of the United States through interdisciplinary course.
Grossmont CC--HSI	38.22% C/L of 13,232 students Fall 2021	NO Covered under Interdisciplinary programs & departments with courses focusing on Chicana/o Studies	YES Ethnic Gender & Social Justice Studies 3TT faculty & 4 Instructors	NO Foreign language department offers AA degree programs in Spanish, Russian, Japanese, German, French, Chinese, Arabic.	Variable. Ethnic, Gender, & Social Justice is the study of human behavior and culture. Programs are interdisciplinary and explores the intersections of race, class, ethnicity, indigeneity, gender, sexuality, and dis/ability to better understand and transform the world.
Cuyamaca CC--HSI	32.28% C/L of 7,895 students Fall 2021	NO Part of Ethnic Studies courses	YES Ethnic Gender & Social Justice Studies 3TT faculty & 4 Instructors	NO The World Languages Department offers courses in Arabic and Spanish.	Variable. Cuyamaca College advances equity and social justice through student-centered and innovative approaches to education. Build upon the strengths and socio-cultural experiences of our

					diverse student population and their communities.
Mira Costa CC--HSI	39.76 C/L of 13,211 students Fall 2021	NO Part of Ethnic Studies courses & 2 specific Chicana/o courses under Sociology Department	YES Ethnic Studies courses focus on Black, Chicana/o under Sociology Department	NO International Language Department offers courses to gain proficiency in Spanish, Italian, French, Japanese, and German.	Variable. Chicana/ Chicano & Ethnic Studies investigates how race/ ethnicity intersects with class, gender, colonialism, imperialism, and sexuality to gain an understanding of historical movements for social transformation, resistance, and liberation.
Palomar CC--HSI	46.02% C/L of 19,411 students Fall 2021	YES Under Ethnic Studies provide six course. 3 TT & 10 adjunct faculty	YES Ethnic studies Department	NO World Language Department offers courses to gain proficiency in Spanish, French, Arabic, Japanese, German, Italian, Chinese.	Leading. Seeks to study questions of race and ethnicity both globally and in the United States. Through a comparative and interdisciplinary approach students are encouraged to understand how the formation of race and ethnicity articulate with other axes of stratification such as class, gender, and sexuality.

San Diego State University

SDSU has a department of Chicana and Chicano Studies (CCS). It offers a major, a minor, and a Border Studies Certificate. According to the department's website, their CCS Masters Program is "on hiatus." CCS has a total of fifteen faculty, including six tenured, two tenure-track, and seven temporary faculty. Its website contains a description of the department:

We are an interdisciplinary and transnational program of teaching, research, and public service that provides students with the opportunity to explore the history, politics, culture, and ethics of Chicana/o/x-Latinx communities on both sides of the U.S.-Mexico border. Our mission is to develop interculturally aware 21st century leaders who engage in social-justice oriented community service and scholarship.

The SDSU campus also has a department of Dual Language and English Learner Education established in 1978. Its website includes this description:

The Department of Dual Language & English Learner Education prepares bilingual and cross-cultural teachers, administrators, and other educators who are reflective and transformational practitioners in addressing the needs of ethnically and linguistically diverse learners through collaboration

with schools, families, and community. The Dual Language program philosophy is based on the principles of a pedagogy of empowerment that views all K-12 students from an educational benefits model . . . Furthermore, the department values the transformation of schools that seek to produce students that are multiculturally, biliterately competent.

The Dual Language & English Learner Education Department offers a bilingual multiple subject credential, a bilingual single subject credential, an English Language Development Certificate, a Dual Language Certificate, and a Master of Arts Degree. It has thirty-one total faculty. Two of the faculty are tenured, three are tenure-track, and twenty-six are temporary.

California State University San Marcos

CSUSM does not have a Chicano/Latino Studies department or major. It does have an Ethnic Studies Department with both a major and minor. These descriptions from the CSUSM website include its objectives and strategies:

The Ethnic Studies Program at California State University San Marcos offers students the opportunity to study critically and systematically the experiences of racial/ethnic groups that have been economically, educationally, politically, legally, and/or socially disadvantaged . . . Offering U.S. and global perspectives, the Ethnic Studies Program supports the founding Mission Statement of the University by helping to prepare students to live cooperatively and competitively in a world of cultural and ethnic diversity.

The Ethnic Studies major at CSUSM appears to include few courses that focus on the experiences of Chicano/Latinos. Instead, it features themes that are discussed from a more comparative approach. The campus Ethnic Studies faculty consists of three tenure-track faculty and 45 affiliate faculty in other departments.

CSUSM also has a “Bilingual Authorization” within its School of Education. According to their website, “The Bilingual Authorization equips bilingual teachers with effective, research-based bilingual - bicultural instructional strategies that is valued by employers.” The biliteracy faculty consists of four tenure-track faculty. CSUSM also has a National Latino Research Center to promote scientific and applied research, training, and the exchange of information that contribute to the knowledge and understanding of rapidly growing U.S. Latina and Latino populations.

University of California San Diego

UCSD does not have a Chicano/Latino Studies major. It has a comparative Ethnic Studies Department that offers both a major and minor as well as a major and minor in “Black Diaspora and African American Studies.” UCSD has only a small, unfunded minor in “Chicanx and Latinx Studies.” At UCSD, the Education Studies Department offers a Bilingual Authorization Program (BILA) for current graduate students in the M.Ed./Credential Program (Multiple or Single Subject).

San Diego Community Colleges

None of the San Diego Community Colleges submitted data or information on the availability of Chicano/Latino Studies (or Ethnic Studies) on their campus. Likewise, none of their campuses responded to our inquiry regarding Biliteracy Teacher Education. Thus, we provide institutional data in Table 1 from websites of their respective departments. Four of the eight community colleges have established Chicano/Latino Studies, namely, Mesa CC, San Diego City CC, Southwestern CC, and Palomar. Each has at least two full-time tenure-track faculty members. All eight community colleges provide world languages as a foreign language.

Conclusions: Chicano/Ethnic Studies/Dual Language Education Biliteracy & Multilingualism

Chicano/Latino student enrollment/access and student success, respectively, represent the first two priorities of the San Diego Concilio. The content of our students' learning represents our third high priority. Access and successful academic outcomes achieve maximum value for our community only if Chicano/Latino students also experience learning that helps them form an identity, develop a commitment to social justice, and demonstrate leadership for and engagement with their community. It is our premise that Chicano/Latino Studies and Biliteracy Education, respectively, make a major contribution to such "liberatory" outcomes (Garcia, 2020).

San Diego State University has an impressive commitment to Chicano/Latino Studies as well as Biliteracy Teacher Education. SDSU's Department of Chicana and Chicano Studies has existed for fifty years. SDSU also has been committed to its Department of Dual Language and English Learner Education, which trains bilingual educators. From the institutional literature that describes these two academic departments, it seems that both reflect a progressive philosophy that recognizes the subordinate status of Chicanos/Latinos and the subsequent need for an emancipatory education. Likewise, both indicate a sense of responsibility to the Chicano/Latino community.

At California State University San Marcos, the institution has an Ethnic Studies Department rather than Chicano/Latino Studies. Its literature indicates a progressive philosophy that honors equity and social justice. CSUSM also has a bilingual authorization in its School of Education that can be added to any credential it awards. However, the relatively weak institutional commitment to empowering academic programs at CSUSM is concerning and warrants more scrutiny.

For an institution that poses as a national model of "excellence," UCSD's lack of commitment to a Chicano/Latino Studies major or department represents a disservice to the largest ethnic community in California. UCSD seeks to graduate students for professional fields such as medicine and law. Yet, it fails to provide those graduates with even basic knowledge regarding over 40 percent of the state's population.

It is very regretful that none of the San Diego community colleges provided any data or information that would indicate a commitment to Chicano/Latino Studies or Biliteracy Teacher Education. While all community colleges teach foreign languages, no attention is provided to educational biliteracy/multilingual proficiency. This raises questions regarding the degree to which these colleges prioritize the learning experiences of their Chicano/Latino students and the

challenges faced by those students that seek to provide leadership and agency for their community.

Thus, we conclude that the commitment to culturally sustaining curriculum that produces both traditional, academic outcomes and liberatory outcomes is very inadequate across the eleven public colleges and universities in San Diego. Our public institutions should do much more than enroll Chicano/Latino students and facilitate their success in areas that are not directly relevant to the Chicano/Latino community. Chicano/Latino students that earn a degree(s) and distance themselves from our community's needs fail to contribute to the collective empowerment needed by the community. We expect these institutions and their funding sources, e.g., the California state legislature, to ensure a more relevant college experience for Chicano/Latino students.

REFERENCES

Garcia, G.A. 2020. Defining "servingness" in practice at Hispanic serving institutions (HSIs). In G. Garcia (Ed.), Hispanic serving institutions (HSIs) in practice: Defining "servingness" at HSIs. Charlotte, N.C.: Information Age Publishing, Inc.

Garcia, G.A. 2019. Becoming Hispanic serving institutions: Opportunities for colleges and universities. MD: Johns Hopkins University Press.

Hurtado, S. and A. Alvarado. 2015. Realizing the potential of Hispanic-serving institutions: Multiple dimensions of organizational transformation. In Nunez, Hurtado, and Galdeano (Eds.), Hispanic-serving institutions: Advancing research and transformative practice. NY: Routledge.