Mesa College Ethnic Studies Task Force
Report to the Mesa College Academic Senate
April 2021

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Introduction
by Professor César López, Ph.D.
Chair, Mesa College Ethnic Studies Task Force
Chair, Chicana/o Studies Department at San Diego Mesa College

I want to dedicate this report to all of the ethnic studies educators, students and community leaders that came before us and specifically to San Diego Mesa College: Professor Gracia Molina de Pick (Chicana/o Studies/Languages), Professor César González (Chicana/o Studies), Professor Katye Anderson (Black Studies) and Professor Starla Lewis (Black Studies). I want to recognize their legacy of struggles, personal and professional sacrifices that have provided the lessons and momentum for supporting the academic field of Ethnic Studies. The future of Ethnic Studies must be discipline faculty led and enriched by the support from students, community and colleagues from across disciplines/programs/campuses who believe in antiracist curriculum and the educational value and long-term institutional importance of the academic field of Ethnic Studies.

“Let America be America again…Let America be the dream the dreamers dreamed…[where] equality is in the air we breathe.”

Langston Hughes’ 1936 poem “Let America Be America Again” is a call for reflecting on the depths of American history and its promise, in order to shine a light on the possibilities of a greater and more diverse American dream. In Hughes’ America we can relate his words about dreams and dreamers to the rich legacy of the struggles for civil rights, human rights, antiracism, immigrant rights and educational equality. Today we have a new generation of Dreamers that carry on the tradition of challenging us to consider the realities of suffering, in this case as undocumented students, family members and community, as they inspire us to dream of a more just and better America. The reminder today of the dream that equality must be in the air we breathe is
also a theme that has inspired a societal awakening in the names of George Floyd, Trayvon Martin, Laquan McDonald, Tamir Rice, Eric Garner, Breonna Taylor and many more over generations. The intellectual project of the academic discipline of ethnic studies became a reality over 50 years ago and has enriched our educational mission in higher education since. Ethnic Studies is a field of study that reaches towards a more accurate education and critical understanding of the fabric of what it means to be American. African American Studies, Chicana/o Studies, Asian American and Pacific Islander Studies and American Indian Studies are the foundations that individually and collectively have expanded the meaning of what it means to be American. San Diego Mesa College and the San Diego Community College District has been a part of this educational mission since the beginning of Ethnic Studies in higher education during the 1968-1969 academic year.

Chicana/o Studies and Black Studies have had to fight for over 50 years to maintain our intellectual space and educational integrity within the SDCCD. I am proud to be the current chair of the Chicana/o Studies Department at San Diego Mesa College. I came to San Diego Mesa College 17 years ago after earning my M.A. and Ph.D. in Ethnic Studies from UC Berkeley. The opportunity to help lead the current efforts around Ethnic Studies at the California community colleges has been some of the most rewarding work in my career. As a Chicana/o studies and ethnic studies scholar, I have to also recognize the bitter legacy of mendacity, and institutional racism, that has worked to hold the academic discipline of Ethnic Studies back from being a larger part of the educational mission of our colleges, universities and in the K-12 system. Institutional racism is embedded in our systems and has always been a major challenge that we must be honest about if we are going to be able to be leaders for institutional change. The San Diego Community College has a special place in the history of the academic discipline of Ethnic Studies and some of that history is included in this report.

This report on behalf of the Mesa College Ethnic Studies Task Force (ESTF) includes information that has been compiled over the 2020-2021 academic year. Each section details the goals of the ESTF and the supporting actions, research and data that informed the work of the ESTF. The purpose of the ESTF is to engage and lead our campus and district efforts to advance the academic discipline of ethnic studies. The task force is composed of Mesa College faculty discipline experts in the academic field of Ethnic Studies, along with one member-at-large and the campus Articulation Officer. The ESTF met weekly for three months during the 2020 fall semester and multiple times in January, February and March of 2021 to complete our task force goals. This report is a detailed summary of the work of the task force and includes specific recommendations for the Mesa College Academic Senate to consider.
The specific duties of the ESTF included, but were not limited to:

- Serve as the representative voice and resource for the establishment and evolution of ethnic studies departments and programs at San Diego Mesa College and SDCCD.
- Facilitate and support the implementation of ethnic studies legislation and resolutions local and statewide.
- Guide and support curriculum development of ethnic studies degrees and certificates.
- Assist in establishing course submission procedures for CSU Ethnic Studies general education requirements and SDCCD general education Associate Degree requirements.
- Coordinate ethnic studies efforts with partner campuses across the district and statewide.

The ESTF was successful in working on all of these stated duties and goals. This report details each goal, outcomes and recommendations. With the presentation of this report to the Mesa College Academic Senate in April 2021, the ESTF’s work is now over as a task force under the Mesa College Academic Senate. The Mesa College Ethnic Studies Faculty Council will continue as a permanent standing committee of the Black Studies Department and Chicana/o Studies Department at San Diego Mesa College. Led by faculty discipline experts in the academic field of Ethnic Studies, the mission of the Mesa College Ethnic Studies Faculty Council will be to guide and engage in efforts to advance the academic discipline of Ethnic Studies.

**ESTF Recommendations**

1. The ESTF recommends the adoption of the current 2021-2020 & 2021-2022 Faculty Hiring Priority ranking to move forward with the hiring of new tenure-line faculty in Chicana/o Studies (currently ranked #2 on the list). The most important factor that will determine the future institutional ability of the SDCCD to support the growing role of ethnic studies in advancing the educational mission of the community college and advance student success is the hiring of tenure-line faculty that are discipline experts in ethnic studies.

Additional tenure-line faculty will be able to:

- immediately support existing ethnic studies departments (Black Studies and Chicana/o Studies Departments at Mesa College and City College),
- organize and implement new areas of study and curriculum, programs, departments in Ethnic Studies across the district starting with Asian American Studies and Native American Studies at Mesa College, and support the broad mission and work of the community college as tenure-track faculty members.
2. The ESTF recommends that the Mesa College Ethnic Studies Faculty Council follow-up on submitted CSU GE Area F Ethnic Studies requirement course list from the SDCCD. The course proposals for fulfilling this ethnic studies requirement were completed on CurricUNET in the fall 2020, submitted to the CSU for final approval in February 2021 and will go into effect beginning fall 2021.

3. The ESTF recommends finalizing a proposal for creating an ethnic studies requirement for the associate degree at the SDCCD that aligns with the current statewide efforts towards an ethnic studies requirement at all CCCs.

4. Update any Mesa College and district websites (City College and Miramar College) that list any ethnic studies areas of study. Make sure they are correct and reflect actual ethnic studies departments/programs/courses that are offered with accurate transfer and alignment information for students. Ex. https://www.sdmesa.edu/academics/schools-departments/asian-american-studies/ is incorrect and needs to be taken down. This will be a long-term strategy involving the Mesa College Ethnic Studies Faculty Council, the Faculty Senate, and the Office of Communications.

Body of Work

Ethnic studies is an interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups (Native Americans, African Americans, Asian Americans, and Latina/o Americans) offered through various disciplines including Ethnic Studies, Chicana and Chicano Studies, Latina and Latino Studies, African-American Studies, Black Studies, Asian-American Studies, American Indian Studies, Africana Studies, Mexican-American Studies, Indigenous Studies, Filipino Studies, La Raza Studies, and Central American Studies.

This section of the report provides an overview of the specific ESTF goals and how the ESTF work on each one.

1. Serve as the representative voice and resource for the establishment and evolution of ethnic studies departments and programs at San Diego Mesa College and SDCCCD.

The ESTF was established at the October 5, 2020 meeting of the Academic Senate. The ESTF purpose statement was presented to the October 19th Academic Senate along with an update about the ASCCC Area D meeting that took place on October 17th. The ESTF
has provided regular updates at every Academic Senate meeting since it was established.

- Made up of Mesa College faculty discipline experts in the academic field of ethnic studies, along with one member-at-large and the campus Articulation Officer, the ESTF met weekly for three months during the fall 2020 semester and multiple times in January, February and March 2021 to complete our task force goals.

- **Our Ethnic Studies History at the SDCCD:** Students in the San Diego Community College District joined this struggle for the academic discipline of ethnic studies in 1969, when they demanded Black and Chicano Studies be taught at San Diego City College and San Diego Mesa College. This led to the establishment of Chicano Studies in 1970 and Black Studies in 1971. Significantly, the SDCCD developed the nation’s first associate’s degree in Chicano Studies as a result of the leadership of Professor Gracia Molina de Pick, Mesa College students and other faculty/staff allies. Attached in the appendix of this report is the position paper entitled “Our Call to Action: Ethnic Studies and the San Diego Community College District” that was written by members of the Mesa College ESTF to provide a historical overview of the academic origins and institutional place of ethnic studies within the SDCCD and further elaborate on the goals of the Mesa College ESTF.

2. Facilitate and support the implementation of Ethnic Studies legislation and resolutions local and statewide.

*Legislation and Action related to institutional changes to the CSU system*

The passage of California State Assembly Bill 1460 on August 6, 2020 and its signing into law by Governor Newsom on August 17th requires California State University students who enter as freshmen in 2021-22 to take an ethnic studies course focused on one of four ethnic groups in order to graduate. On February 21, 2020, Assembly Bill 3310 was introduced by Assembly Member Muratsuchi to propose an ethnic studies graduation requirement at California community colleges. Assembly Bill 1460 requires all students enrolled on all 23 CSU campuses to take a 3-unit class in Native American studies, African American studies, Asian American studies or Chicana/o/Latino studies. The bill was proposed by Assemblywoman Dr. Shirley Weber, Professor Emeritus at San Diego State University. The new law makes California the first state to require ethnic studies as a university graduation requirement.

In order to implement the new law, the CSU system created the new CSU GE Breath requirement Area F Ethnic Studies. To be approved for this requirement, courses (at the CSU or CCCs) shall have the following course prefixes: African American, Asian
American, Latina/o American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement. Courses that are approved to meet this requirement shall meet at least 3 of the 5 academic discipline Ethnic Studies core competencies as defined in Area F. Minimum qualifications for teaching Ethnic Studies courses must be in the academic discipline of Ethnic Studies and its related fields of African American, Asian American, Latina/o American or Native American Studies. The academic discipline of Ethnic Studies also includes Pan-African Studies, Black Studies, American Indian Studies, and Chicana/o Studies.

The Core Competencies, developed and approved by the Ethnic Studies Council and approved by the ASCSU plenary on September 17, 2020, are listed below. They have been incorporated into the revised Executive Order on CSU GE Breadth, which was approved on December 3, 2020 and is now available online at https://calstate.policystat.com/policy/8919100/latest/.

**Area F Ethnic Studies (California State University system)**

3 semester units (4 quarter units)

This lower-division, 3 semester (4 quarter) unit requirement fulfills Education Code Section 89032. The requirement to take a 3 semester (4 quarter) unit course in Area F shall not be waived or substituted.

Courses that are approved to meet this requirement shall meet at least 3 of the 5 the following core competencies. Campuses may add additional competencies to those listed.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.

2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

Legislation and Action related to intuitional changes to the California Community College system

On November 7, 2020, members of the Mesa College ESTF co-authored two ethnic studies resolutions at the ASCCC fall plenary that were voted on and approved (Resolutions 9.03 and 9.04) that officially started the process for changing the Title V language to include ethnic studies as a California Community College graduation requirement. The implementation process will involve the work of the 5C committee (statewide curriculum committee), the CA State Chancellor’s Office, and the CA Board of Governors. Also, members of the Mesa College ESTF are part of the new statewide CCC Ethnic Studies Faculty Council that has been created to provide ethnic studies discipline faculty leadership for supporting the final approvals and implementation of the ASCCC’s Ethnic Studies resolutions.

1. 9.04 Ethnic Studies Graduation Requirement. Note: The resolution seeks to amend Title V by including ethnic studies as a graduation requirement for students who intend to receive the associate degree.

2. 9.05 Clarify and Strengthen the Ethnic Studies Graduation Requirement. Note: Defines ethnic studies, its focus on the four historically radicalized core groups: Native American, African American, Asian American and Latina/o American, including the represented disciplines.

Here is the link to the ASCCC fall 2020 plenary adopted resolutions and they are also attached in the report appendix: https://asccc.org/sites/default/files/Fall%202020%20Adopted%20Resolutions%2011.9.2020%20FINAL_0.pdf

As of February 2021, resolutions 9.03 and 9.04 have been reviewed and approved by the 5C committee (statewide curriculum committee). The resolutions are currently in the review stage at the CA State Chancellor’s Office and are schedule to be reviewed by the CA Board of Governors by the end of the 2020-2021 academic year.

The academic discipline of ethnic studies has existed in the SDCCD for over 50 years with the departments of Black Studies and Chicana/o Studies at San Diego Mesa and City Colleges that have helped generations of students meet their educational goals. These departments provide students with an introduction to the interdisciplinary research tools necessary to advance knowledge in the respective fields of study, provide academic leadership, and serve community needs with academic resources. Ethnic studies believes in supporting education that advances social change through critical awareness, and a commitment to equity, and social justice. The Black Studies and Chicana/o Studies curriculum is designed to meet general education requirements for all students, as well as transfer in this field of study to four-year colleges and universities. Critical thinking and effective oral and written communication skills are integrated across curriculum that incorporates the arts and literature, gender studies, border studies, cultural studies, history, the social sciences, and policy studies. All of the courses offered in Black Studies and Chicana/o Studies fulfill transfer requirements aligned with IGETC, CSU GE, and district requirements. Any current and new ethnic studies related curriculum needs to meet the established ethnic studies discipline guidelines (core competencies) to meet transfer requirements for all students (AB 1460 for CSU and ASCCC Resolutions 9.03 and 9.04 for CCC).

Asian American Studies and American Indian Studies: Current State at the SDCCD

Asian American Studies and American Indian Studies have never established programs or departments within the SDCCD. Currently, there are no courses in American Indian Studies that are taught at the SDCCD that qualify as ethnic studies academic discipline-based courses. Currently, there is only one course in Asian American Studies that is taught at the SDCCD that is an ethnic studies academic discipline-based course.

The one Asian American Studies course is a Filipino American Studies course at Miramar College entitled FILI 100 Filipino American Experience. Filipino Studies is a recognized area of study within the academic discipline of ethnic studies. Miramar College also list FILI 355 as a stand-alone course that is grouped with two language courses (SPAN 408 and TAGA 410) in the World Language Studies program. Aside from this one class (FLIL 100), there are no ethnic studies discipline programs or departments at Miramar College.

Over the years, there have been individual courses at Mesa College, City College and Miramar Colleges that have been created within traditional disciplines that have
focused on themes related to Asian Americans and Americans Indians. These courses are not ethnic studies discipline-based courses and do not meet the academic discipline requirements of ethnic studies for transfer. They have however enriched the diversity of course curriculum in the traditional academic disciplines that they are house in.

Classes have included:
ANTH 200  Introduction to North American Indians
ANTH 210  Introduction to California Indians
ART 120  Native American Art
ENGL 230  Asian American Literature
HIST 123  U.S. History from an Asian American Perspective
HIST 150  Native Americans in U.S. History
HIST 151  Native Americans in U.S. History

At Mesa College for over 20 years, the Asian Pacific Islander American (APIA) advisory committee has worked to promote educational opportunities for our campus community. Made up of faculty and staff, the mission of the APIA advisory committee is as follows:

To review and share current campus research available on the APIA population; to communicate needs of APIA students to the campus and to the community; to identify what resources or programs exist on campus for this population; to identify ways to share relevant information with APIA students and the APIA community.

In December 2020, the ESTF recommended the initial creation of the course designator of Asian American Pacific Islander Studies (AAPI) in the SDCCD. Members of the ESTF discussed this topic with the Asian Pacific Islander American Advisory committee at Mesa College and other faculty at Miramar College and City College who teach courses with curriculum content related to Asian Americans. This initial institutional step taken at the curriculum level will require further review, study and possible revision if the SDCCD plans to institutionalize Asian American Studies with future new courses, programs and/or departments.

The ESTF is recommending continued work and new partnerships with regional and statewide discipline experts in the academic discipline of American Indian Studies to survey models for courses/programs/departments for community colleges. Locally, members of the ESTF have been in touch with the American Indian Studies Department at Palomar College, American Indian Studies Department at SDSU, and the Ethnic Studies Department and Native American and Indigenous Studies minor program at UCSD. The hiring of new faculty with discipline expertise in the academic fields of
Asian American Studies and American Indian Studies will be required to institutionalize future progress in these specific areas.

One first step for growing these two areas are the creation of new courses. For the central reason of insuring alignment in our transfer institutions and because it makes sense from an academic disciplinary perspective, the creation of any new Asian American Studies or American Indian Studies courses should to be housed in an existing ethnic studies related academic department at Mesa College, City College or Miramar College (Black Studies Departments and/or Chicana/o Studies Departments). This institutional step is for the benefit of the course(s) as ethnic studies discipline-based courses and not uncommon in situations where the ultimate goals are to work towards the growth of programs/departments once new tenure-line hiring is possible in these specific areas.

Also, in order to align with transfer requirements related to the academic discipline of Ethnic Studies, any Ethnic Studies courses must only be listed with Minimum Qualifications and Discipline Listing in the academic discipline of Ethnic Studies. Curricular alignment in the academic discipline of Ethnic Studies is essential for student success and meeting the strict academic disciplinary requirements of our transfer institutions for transfer courses. The Mesa College Ethnic Studies Faculty Council will be continuing to work on ensuring that these institutional requirements for alignment are followed and monitored in partnership with our campus and district curriculum leaders.

4. Assist in establishing course submission procedures for CSU Ethnic Studies general education requirements and SDCCD general education Associate Degree requirements.

The ESTF completed the work of identifying, preparing and launching in CurricUNET existing qualifying ethnic studies discipline courses to meet the new graduation requirement for the CSU’s new GE Breath Requirement Area F Ethnic Studies that will begin fall 2021. SDCCD students will be able to select from 22 Ethnic Studies discipline courses starting fall 2021 to meet the CSU GE Breath Requirement Area F Ethnic Studies.

The following courses have been entered into ASSIST as new proposals for CSUGE-B Area F Ethnic Studies consideration:
- BLAS 100 Introduction to Black Studies
- BLAS 104 Black Psychology
- BLAS 110 African American Art
- BLAS 116 Contemporary Social Problems from a Black Perspective
What is Ethnic Studies?
Ethnic studies is an interdisciplinary and comparative study of race and ethnicity in the United States, with a special emphasis on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans and Pacific Islanders, and Latina and Latino Americans. Ethnic studies is offered through various disciplines including Ethnic Studies, Chicana and Chicano Studies, Latina and Latino Studies, African American Studies, Africana Studies, Black Studies, Indigenous Studies, Asian American and Pacific Islander Studies, Filipino Studies, La Raza Studies, and Central American Studies. These disciplines have distinct epistemologies, theories, and methods that center a critical ethnic studies lens. Since its inception in the late 1960s, the ethnic studies curriculum rejected the historical typecasting of People of Color as nameless, faceless, side-players, or victims of imperialism, colonialism, slavery, and white supremacy. Rather, ethnic studies frames People of Color as agents and instigators of change and producers of knowledge, with rich intellectual traditions rooted in cultural practices. From their origins to the present, ethnic studies disciplines play a critical role of challenging Eurocentrism within higher education, as well as ensuring that diverse histories, experiences, and theoretical frameworks are valued, debated, and expanded upon in all sectors of society.

To effectively teach Ethnic Studies requires years of training and preparation. It should be emphasized that:
• Ethnic studies is not about adding a unit on culture or race to the existing curriculum.
• Ethnic studies is not about supplementing, adding color or flavor, but about a radical questioning and transformation of all disciplines.
• To be an ethnic studies course, it is not enough to have some ethnic studies concepts or materials, but about an academic disciplinary ethnic studies framework that informs the whole course at all levels.
• This is not a call to flood the catalog and class schedule with new ethnic studies classes in ways that will hurt our existing departments of Black Studies and Chicana/o Studies.
• This is not a call for opportunistic encroachment and appropriation of Ethnic Studies.
• This is not a call to identify existing classes in non-Ethnic Studies departments/programs. It is essential that our courses align for transfer in the academic field of ethnic studies.

There are existing CCC Minimum Qualifications for teaching in the Ethnic Studies discipline. The Mesa College Chicana/o Studies and Black Studies Departments were the discipline faculty leaders who initiated the local and statewide work to establish these minimum qualifications back in 2012 and 2013 respectively.

Minimum Qualifications for Faculty and Administrators in California Community Colleges (last updated 2019)

The goals and next steps for supporting these changes in the CCCs on Ethnic Studies include:
• Continue educating and informing CCC faculty about the academic discipline of ethnic studies.
• Continue educating and informing CCC faculty about the existing and future laws related to the academic field of ethnic studies.
• Continue educating and informing on what our current Minimum Qualifications for teaching ethnic studies and related ethnic studies disciplines including Native American Studies, African American Studies (Black Studies), Asian American Studies or Latina/o Studies (Chicana/o Studies).
• Make sure CCC students are informed about and encouraged to take courses that meet CSU requirements and developments in the process for a new ethnic studies requirement at the CCC.
• Attract CSU students to come to CCCs to meet the new CSU GE Breath Requirement Area F Ethnic Studies.
• Continue preparing for when CCCs require ethnic studies for the local associates degree.
• Work with the Black Studies Department, the Chicana/o Studies Department, and future ethnic studies disciplines areas to ensure that Minimum Qualifications for the ethnic studies disciplines are up-to-date and appropriate to ensure alignment with our transfer institutions (CSU, UC, and private colleges/universities) on the academic discipline of ethnic studies.
• Understand our current procedure when developing courses, including the need to have review of qualified faculty with discipline expertise, in this case, Ethnic Studies faculty as the subject matter experts.
• Understand and support ASCCC Resolutions 9.03 and 9.04 (ASCCC 2020 fall plenary approved) and update our campus, the SDCCD, and our region.
• In collaboration with the CCC Ethnic Studies Faculty Council, develop Minimum Qualifications for the different areas in American Indian Studies/Native American Studies and Asian American/Pacific Islander Studies to be approved by the ASCCC.

5. Coordinate Ethnic Studies efforts with partner campuses across the district and statewide.
The ESTF has taken the lead in coordinating local campus and district-wide efforts on ethnic studies. Made up of Mesa College faculty discipline experts in the academic field of ethnic studies, along with one member-at-large and the campus Articulation Officer, the ESTF met weekly for three months during the fall 2020 semester and multiple times in January, February and March 2021 to complete our task force goals.

The ESTF met weekly on Fridays at 9AM-10:30AM via Zoom starting October 9, 2020 and on the following dates: October 16, 23, 30, November 6, 13, 20, December 4, 11,18, January 8 and 15.

Shelly Hess, SDCCD Curriculum Dean, attended the October 30, 2020 ESTF meeting. At this meeting we began making plans for a district wide meeting on ethnic studies that took place on December 4, 2020. Along with the ESTF members, other ethnic studies discipline faculty and identified faculty from Mesa College, City College and Miramar College interested in ethnic studies curriculum development, Shelly Hess and the chairs of the Mesa College, City College and Miramar College curriculum committees were
invited and attended this meeting. The position paper entitled “Our Call to Action: Ethnic Studies and the San Diego Community College District” by Professor Candace Katungi and Professor Gloria Kim was completed and shared at meeting of the ESTF on December 4th. This ESTF position paper was also shared at the 1st CCC Ethnic Studies Virtual Summit that also took place on December 4th. The ESTF position paper will be continued to be used for future discussions with colleagues, campuses and anyone interested in learning more about ethnic studies at the SDCCD. This position paper is attached to the report addendum.

In December 2020, members of the ESTF were asked to present at the 1st CCC ES Summit (December 4, 2020) on the task force model and work. ESTF members Professor Manuel Velez, Professor César López, Professor Thekima Mayasa, and Juliette Parker were invited to join the CCC Ethnic Studies Faculty Council. On January 8, 2021, the Mesa College Black Studies Department and Chicana/o Studies Department hosted the 2nd CCC Ethnic Studies Virtual Summit. This event had 232 people register and over 70 CA community colleges represented. San Diego Mesa College President Pamela Luster provided an opening address for the Ethnic Studies Summit. The goals of the Ethnic Studies Summits are to continue the work of the CCC Ethnic Studies Faculty Council to expand the networks and institutional support for ethnic studies across the California community colleges.

The short-term goals completed by the Mesa College ESTF

1. **Report to the Mesa College Academic Senate on the progress of the ESTF.**
   - Point person(s): Cesar
   - Who needs to be involved with decisions? ESTF
   - By when? Started on October 19, 2020 at AS Meeting
   - Completed on and Notes: The ESTF purpose statement was presented to the Mesa College Academic Senate along with an update about the ASCCC Area D meeting that took place on October 17, 2020. The ESTF has provided an update at every AS meeting since it was established.

2. **Attend the Area D meeting of the ASCCC and support the discussion about the two resolutions to support an Ethnic Studies requirement at the California Community Colleges so that they can be forwarded to the ASCCC fall plenary meeting.**
   - Point person(s): Candace and Thekima
   - Who needs to be involved with decisions? ESTF
   - By when? October 17, 2020
   - Completed on and Notes: October 17, 2020
3. In collaboration with City College Ethnic Studies related departments (BLAS and CHIC), submit select existing BLAS and CHIC courses for the new CSU GE Area F Ethnic Studies requirement.
Point person(s): Cesar and Thekima
Who needs to be involved with decisions? BLAS and CHIC
By when? November 6, 2020
Completed on and Notes: At the Mesa College CRC meeting on Thursday, December 3, 2020 all of the BLAS and CHIC proposed courses for CSU GE Area F Ethnic Studies were approved and walked-into the CIC meeting to prepare to them along to meet the deadline for consideration by the CSU system for implementation starting fall 2021.

4. Define Ethnic Studies in a ESTF position paper
Completed on and Notes: The position paper entitled “Our Call to Action: Ethnic Studies and the San Diego Community College District” by Candace and Gloria was completed. It was shared at the ESTF meeting with district colleagues and at the CCC Ethnic Studies Summit that both took place Friday, December 4, 2020. This document and a recorded presentation by the ESTF was also shared with the entire campus at the Mesa College spring 2021 Convocation on January 28, 2021. This ESTF position paper will continued to be used for future meetings and ESTF discussions with colleagues, campuses and across the state of California with CCCs.

5. Contact Shelly Hess, SDCCD Dean of Curriculum Services to schedule a meeting
with her to share information about the Task Force and discuss ethnic studies
requirements and transfers for SDCCD.
Point person(s): Cesar
Who needs to be involved with decisions? Chair
By when? October 23, 2020
Completed on and Notes: Shelly attended the October 30, 2020 ESTF meeting. At this meeting we began making plans for a district wide meeting that took place on December 4, 2020.

6. Schedule presentations of our definitions and initial tasks to the different campus
decision making bodies including the CRC at all SDCCD campuses and the District
CIC.
Point person(s): Chair
Who needs to be involved with decisions? ESTF
By when? Fall 2020 and Spring 2021
Completed on and Notes: Members of the ESTF have shared updates at curriculum review committee meetings. The ESTF coordinated a combined meeting with the
curriculum review committee chairs from Mesa, City and Miramar Colleges, SDCCD curriculum dean and faculty.

7. Share information with constituents/colleagues in the ASCCC area D region about the two resolutions (Resolutions 9.03 and 9.04) to support an Ethnic Studies Graduation Requirement at the CCC system and change to the Title V language at the California Community Colleges.

Completed on and Notes: The two ethnic studies resolutions, co-written by the Mesa College ESTF, were voted on and approved at the ASCCC Fall Plenary on November 7, 2020.

1. **9.03 Ethnic Studies Graduation Requirement.** The resolution seeks to amend Title V by including ethnic studies as a graduation requirement for students who intend to receive the associate degree.

2. **9.04 Clarify and Strengthen the Ethnic Studies Graduation Requirement.** Defines ethnic studies, its focus on the four historically radicalized core groups: Native American, African American, Asian American and Latina/o American (Chicana/o), including the represented disciplines.

8. **Help lead in the creation of a CA Community College Statewide Ethnic Studies Faculty Council**

Point person(s): Cesar, Thekima, Juliette, Manuel

Who needs to be involved with decisions? Cesar, Thekima, Juliette, Manuel

By when? Fall 2020

Completed on and Notes: Cesar, Thekima, Juliette, and Manuel are founding members of the CCC Ethnic Studies Faculty Council. The CCC Ethnic Studies Faculty Council is made up of ethnic studies discipline faculty from across the state of California. The current council member are:

Carlos R. Guerrero, Ph.D. (Los Angeles City College)
Melissa Leal, Ph.D. (Sierra College)
César López, Ph.D. (San Diego Mesa College)
Belinda Lum, Ph. D. (Sacramento City College)
Thekima Mayasa, Ed.D. (San Diego Mesa College)
Melissa Moreno, Ph.D. (Woodland Community College)
Ziza Delgado Noguera, Ph.D. (Fullerton College)
Juliette Parker, M.A. (Articulation Officer, San Diego Mesa College)
Manuel Vélez, M.F.A. (San Diego Mesa College)
Evan Wade, M.A. (San Joaquin Delta College)
Theresa Montaño, Ed.D. (CSU Resource Member)
The long-term goals recommended by the Mesa College ESTF

1. Plan out steps for campus and SDCCD conversations on creating Asian-American Studies and American Indian Studies courses, programs and/or departments.
Point person(s): ESTF
Who needs to be involved with decisions? Ethnic studies discipline faculty from the SDCCD and faculty interested in Asian American Studies and American Indian Studies.
By when? Fall 2020 and Spring 2021
Completed on and Notes: The CCCs are coordinating with the ASCCC and in partnership with the CCC ES Faculty Council is to see that the development of new courses related to ethnic studies need to be led by faculty discipline experts and with the support of colleagues who want to contribute to this effort. At City and Mesa College, we have multiple tenured and tenure-track faculty in the Black Studies and Chicana/o Studies Departments that are qualified to lead this work. The Mesa College Ethnic Studies Faculty Council will be the local faculty discipline experts who will help guide this process. We are hopeful that Miramar College will be able to add more faculty through hiring, the recognition of Minimum Qualification or equivalency process in order to advance the growth of ethnic studies related courses and future programs/departments.

Asian American Studies and American Indian Studies have never established programs or departments within the SDCCD. Currently, there are no courses in American Indian Studies that are taught at the SDCCD that qualify as ethnic studies academic discipline-based courses. Currently, there is only one course in Asian American Studies that is taught at the SDCCD that is an ethnic studies academic discipline based course.

Over the years, there have been individual courses at Mesa, City and Miramar Colleges that have been created within traditional disciplines that have focused on themes related to Asian Americans and Americans Indians. These courses are not ethnic studies discipline courses and do not meet the academic discipline requirements of ethnic studies for transfer. They have however enriched the diversity of course curriculum in the traditional academic disciplines that they are house in.

2. Plan out steps for campus and SDCCD conversations on expanding the current departments we have of Black Studies and Chicana/o Studies.
Completed on and Notes: New tenure-line faculty hiring in the established ethnic studies Departments of Chicana/o Studies and Black Studies will have the most immediate impact on meeting student needs and is the basis for long-term institutional change. Immediate institutional action can be taken by following the current and
already approved Mesa College Faculty Hiring Priority List for 2020-2021. Specifically, the Chicana/o Studies Department is number two on the new Mesa College Faculty Hiring Priority List 2020-2021 and will be held forward for 2021-2022. There are three key points to make clear:

One, there is an existing established priority to hire at least one new tenure-line faculty in Chicana/o Studies at Mesa College with the ranking of #2 on the new faculty hiring priority list.

Two, as a result of the implementation of the new CSU GE Area F Ethnic Studies requirement that starts fall 2021, there is an urgent new district-wide priority to meet the student demand for offering academic discipline based Ethnic Studies courses to align with the CSU for transfer, especially since this new CSU requirement is a lower-division course that student will be taking at the community colleges level.

Three, the Black Studies Departments at Mesa and City need to be on par with the Chicana/o Studies Departments in terms of the number of tenured faculty. Since each of these departments began over 50 years ago at the SDCCD, they have fluctuated between 1-3 tenured faculty and have therefore been artificially keep as the smallest departments in their Schools while the demonstrated demand for their courses has gone up in comparison to all of the other departments in the School of Social Behavioral Sciences and Multicultural Studies.

3. Plan out steps for campus and SDCCD conversations on how to build and strengthen the institutional place of the disciplines of Ethnic Studies. The institutional goals include:
Point person(s): César
Who needs to be involved with decisions? ESTF
By when? Spring 2021
Completed on and Notes: The current proposals to adopt an Ethnic Studies requirement at the CCC aligns with the newly adopted CSU GE Area F Ethnic Studies requirement. The mission of the community college is supported by taking institutional actions that will meet the transfer and educational needs of students into the future.
1. Follow-up on submitted CSU GE Area F Ethnic Studies requirement course list from the SDCCD. The course proposals for fulfilling this ES requirement were completed on CurricUNET in the fall 2020 and submitted to the CSU.
2. Finalize a proposal for recommending creating an ethnic studies requirement at the SDCCD that align with the current statewide efforts towards an ethnic studies requirement at all CCCs.
3. Beginning spring 2021, the Mesa College Ethnic Studies Faculty Council will continue on as a permanent standing committee of the Black Studies Departments and Chicana/o Studies Departments at San Diego Mesa College. Led by faculty discipline experts in the academic field of ethnic studies, the mission of the Mesa College Ethnic Studies Faculty Council will be to guide and engage in efforts to advance the academic discipline of ethnic studies.

4. Create a final ESTF report to present to the Mesa College Academic Senate during spring 2021.

5. Create one or more resolutions recommending specific actions to the Academic Senate. Specific actions may include:
   1. Recommending of creating an ethnic studies requirement at the SDCCD,
   2. Recommending the adoption of the current 2021-2020 Faculty Hiring Priority ranking to move forward with the hiring of new tenure-line faculty in Chicana/o Studies (currently ranked #2 on the list),
   3. Recommending the hiring of new tenure-line faculty in Black Studies,
   4. Recommending changing the name of the School of Social Behavioral Science and Multicultural Studies from using “Multicultural Studies” to “Ethnic Studies.”
   5. Recommend further discussion to consider creating a new School of Ethnic Studies at Mesa College to align with long-term institutional changes in the transfer paths for students to the CSU, UC and private colleges and universities.

4. **Discuss and make recommendations on the current language regarding Multicultural Studies/Diversity requirement at the CSU.**

   Point person(s): Thekima
   Who needs to be involved with decisions? ESTF
   By when? Spring 2021
   Completed on and Notes: The ESTF has been in conversations with CCC and CSU ethnic studies discipline faculty on future plans to revise the current language regarding Multicultural Studies/Diversity requirement at the CSU.