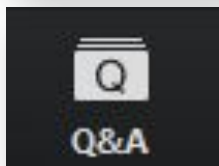


# LATINX STUDENT SUCCESS WEBINAR SERIES

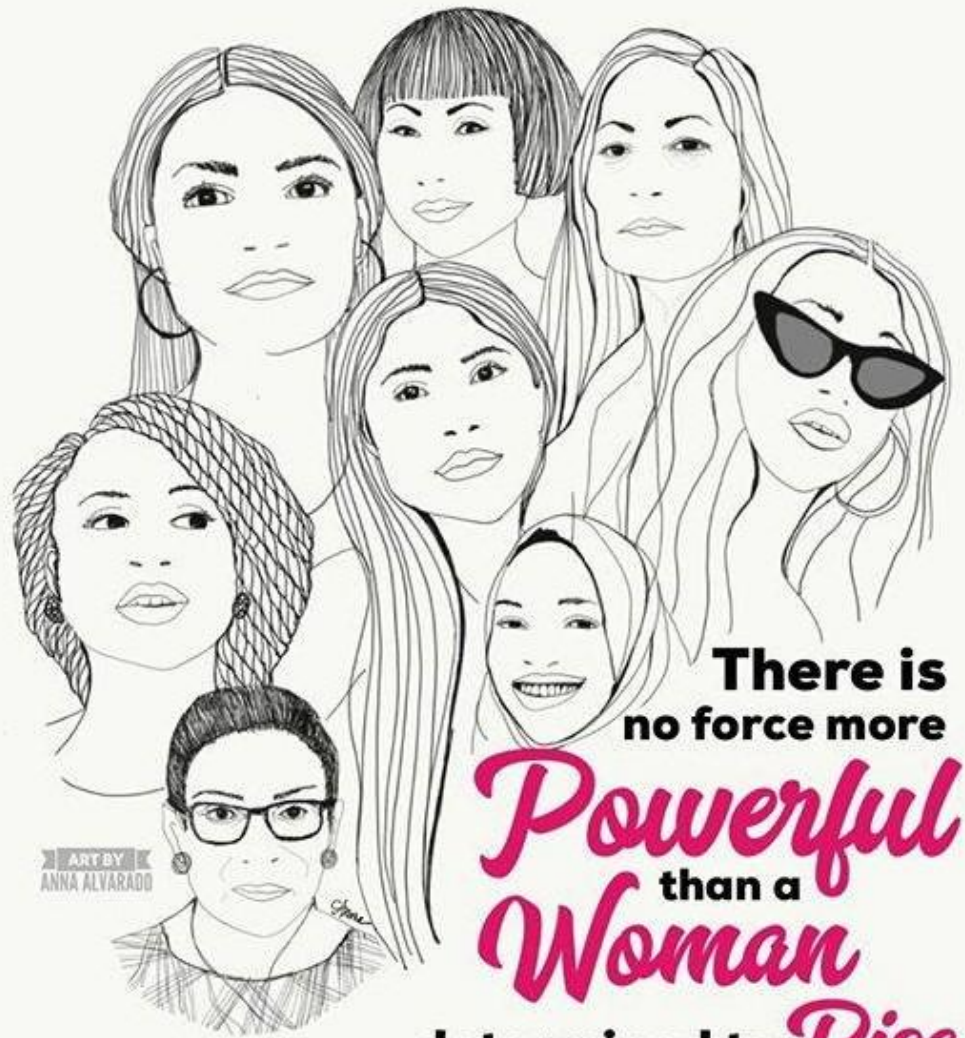
Thank you for joining us, we will begin shortly.



Click the tab to read live captions.

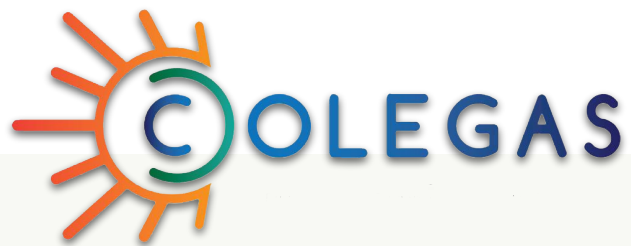


Click this tab to enter questions for the presenters, and read their responses.



**There is  
no force more**

**Powerful  
than a  
Woman  
determined to Rise**



# *NEW SCHOLAR PERSPECTIVE: WOMEN OF COLOR*

**LATINX STUDENT SUCCESS WEBINAR SERIES**

**Thurs. September 17, 2020**





SPECIAL FEATURE SESSION:  
NEW SCHOLAR PERSPECTIVES ON WOMEN OF COLOR



**COLEGAS  
WEBINAR**  
SEPT 17th 2020  
@ 2:30 - 4:00 PM  
CCCOLEGAS.ORG

Speakers: Dr. Soraira Urquiza: Dr. Dominique Lightsey: Dr. Cindy N. Phu: Rebecca L. Cobb:  
Dr. Cynthia Olivo VP PCC, COLEGAS: Dr. Angelica Garcia President BCC, COLEGAS

[https://cccconfer.zoom.us/webinar/register/WN\\_DRRSBB-9SNKRsqWci5qGRw](https://cccconfer.zoom.us/webinar/register/WN_DRRSBB-9SNKRsqWci5qGRw)



THANK YOU TO THE CALIFORNIA COMMUNITY COLLEGE CHANCELLOR'S OFFICE



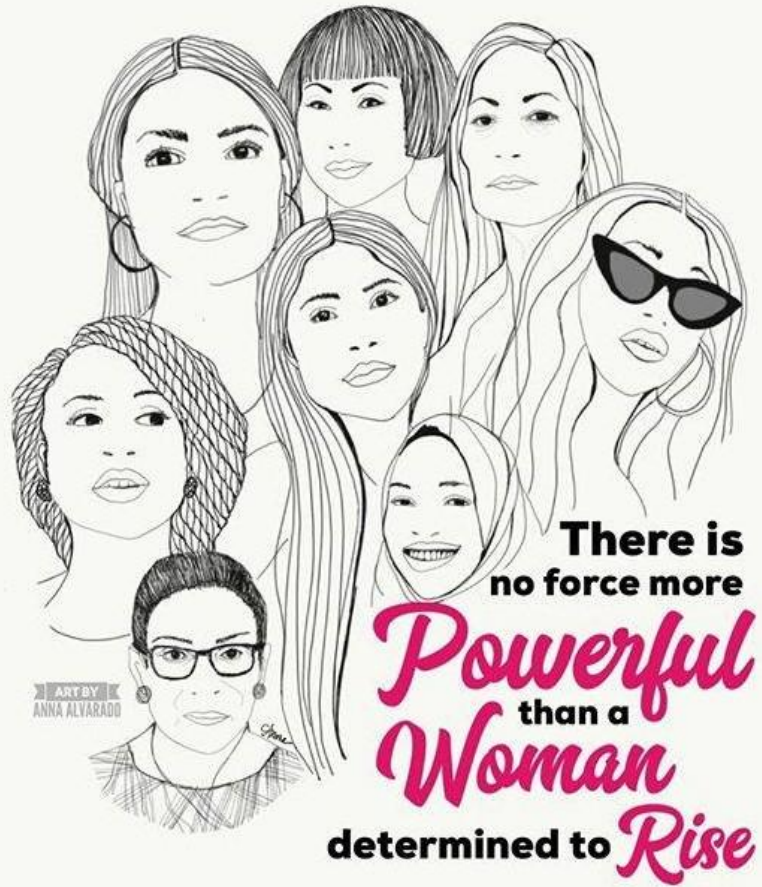
# LAND ACKNOWLEDGMENT

We, COLEGAS, begin this webinar by acknowledging our presence on the traditional, ancestral, and unceded territories of indigenous peoples throughout the state of California.

We pay our respects to the ancestors, elders, and our relations past, present, and emerging, of the lands from where we all gather today.

We thank the UCLA American Indian Studies Center for providing this land acknowledgment model, and we encourage everyone joining us, to continue to learn about the traditional land caretakers where your college is located, and work to be in good relation with them.





**Anna Alvarado**  
Artist

**Anna Alvarado** is a Native Angeleno. Art Creator. Her inspiring art explores the female spirit in all its intricate facets. Infused with thought-provoking, vibrant and emotional rawness, her paintings and drawings capture her experience as a Latina woman in the U.S. Anna's empowering artwork has been sought out by a multitude of collectors, patrons and has been featured on major television and digital media networks as well as in numerous prominent printed and online publications. <https://www.instagram.com/artbyannaalvarado/>

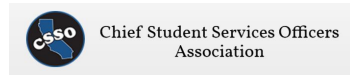


# COLEGAS Latinx Student Success / Webinar Series

Thursdays 2:30 - 4 pm PST

COMPANER@S\* | Latina Leadership Network Puente Project Campaign for College Opportunity Ed Trust-West Career Ladders Project Los Amigos HSI Leadership Network

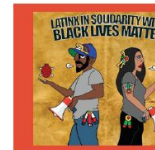
\*(masculine & feminine for friends accompanying our organization)



The Education Trust-West



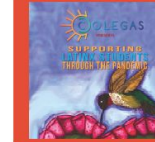
Academic Senate  
for California Community Colleges  
LEADERSHIP. EMPOWERMENT. VOICE.



**AUGUST 13TH**  
COLEGAS: Latinx Solidarity with Black Lives Matter!



**AUGUST 27TH**  
Using Data & Research to Revolutionize Institutional Change



**SEPTEMBER 10TH**  
Serving and Supporting California's Latinx College Students Through the Pandemic



**SEPT. 17TH | SPECIAL FEATURE SESSION**  
New Scholar Perspectives on Women of Color in the Workplace:  
Exploring Women of Color



**SEPTEMBER 24TH**  
Creating Safe and Supportive Spaces for Undocumented Students Virtually and Beyond



**OCTOBER 1ST**  
Latinx Workforce:  
Completing the promise



**OCTOBER 8TH | SPECIAL FEATURE SESSION**  
Intersectional Identity: LGBTQ & Latinx Student Success & Support



**OCTOBER 15TH**  
Supporting Emerging Latinx Leaders: The Intersectionality of Culture and Identity



**OCTOBER 29TH**  
Adelante! Learning from Latinx Student Leaders the Way Forward



**Dr. Cynthia Olivo**  
COLEGAS President



**Dr. Angélica Garcia**  
COLEGAS Vice President

## MISSION

COLEGAS is comprised of Latinx professionals who, through intentional advocacy and coalition building, lead and influence transformative systemic change within the California Community College system. We seek to foster and empower Latinx professionals through mentorship, networking, and professional development to ascend and assume leadership roles at the highest influential levels to eradicate systems of oppression to provide opportunities and close the equity gap for Latinx students in higher education.



# Speakers for today



**Dr. Soraira Urquiza**  
University of Southern California  
Rossier School of Education



**Dr. Dominique Lightsey**  
Adjunct faculty member  
Pasadena College



**Dr. Cindy Phu**  
Assistant Professor of Speech  
Communication  
Pasadena College



**Dr. Gena López**  
Ujima Program/Blackademia  
Pasadena City College-Counseling  
Services





## *New Scholar Perspective: Women of Color*

### **Today's Goal(s)/ Purpose:**

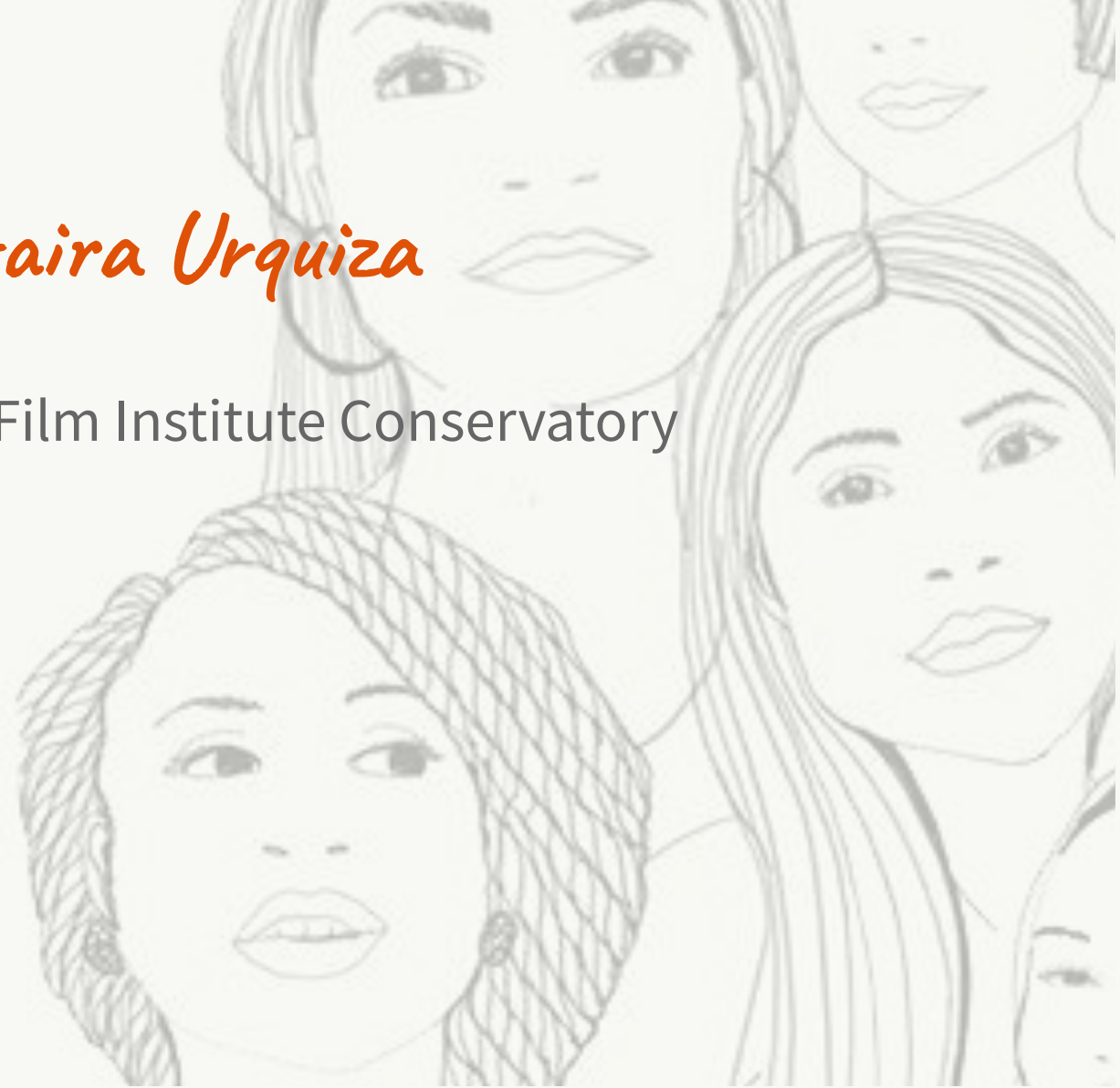
- Learn from new scholars and focus on the voices women of color
- Acknowledge
- Empower
- Discuss how to apply new practices that are more in line with what our scholars are sharing with us



*Dr. Soraira Urquiza*

Registrar

American Film Institute Conservatory



# BIG HOOP ENERGY: LATINAS IN HIGHER EDUCATION ADMINISTRATION



Soraira Urquiza, EdD

University of Southern California

Rossier School of Education







# Positionality

- Eldest of three
- Daughter of (formerly) undocumented immigrants
- First generation college student
- 14 years of higher ed admin experience



# Statement of the Problem



- *Cuz my identity by itself causes violence- NWA*



# Research Questions



- How, if at all, do Latina administrators navigate their identity when working at historically white institutions?
- How do Latinas in higher education administration navigate microaggressions while working at historically white institutions?







# Erika

- “I’ve actually cried in front of supervisors. Like that's life, right? Sometimes it gets you down, and I'm okay with that. **But I have seen white women's tears and how they operate, and really gross and that's why there's literature on it because it's really a real tool that is used against people of color, I would say women of color.** The minute a white woman is like, that person is aggressive or mean or they said something, that's it. It's like believe the white lady. So **I do think that they navigate differently and they certainly don't have to think about the things that we have to think about.**”



# How do Latinas in higher education administration navigate microaggressions while working at historically white institutions?

- Being aware of microaggressions (Sue et al., 2007)
- Professionally clapping back\*
- Forming Comadrehood
  - *Self-Care*





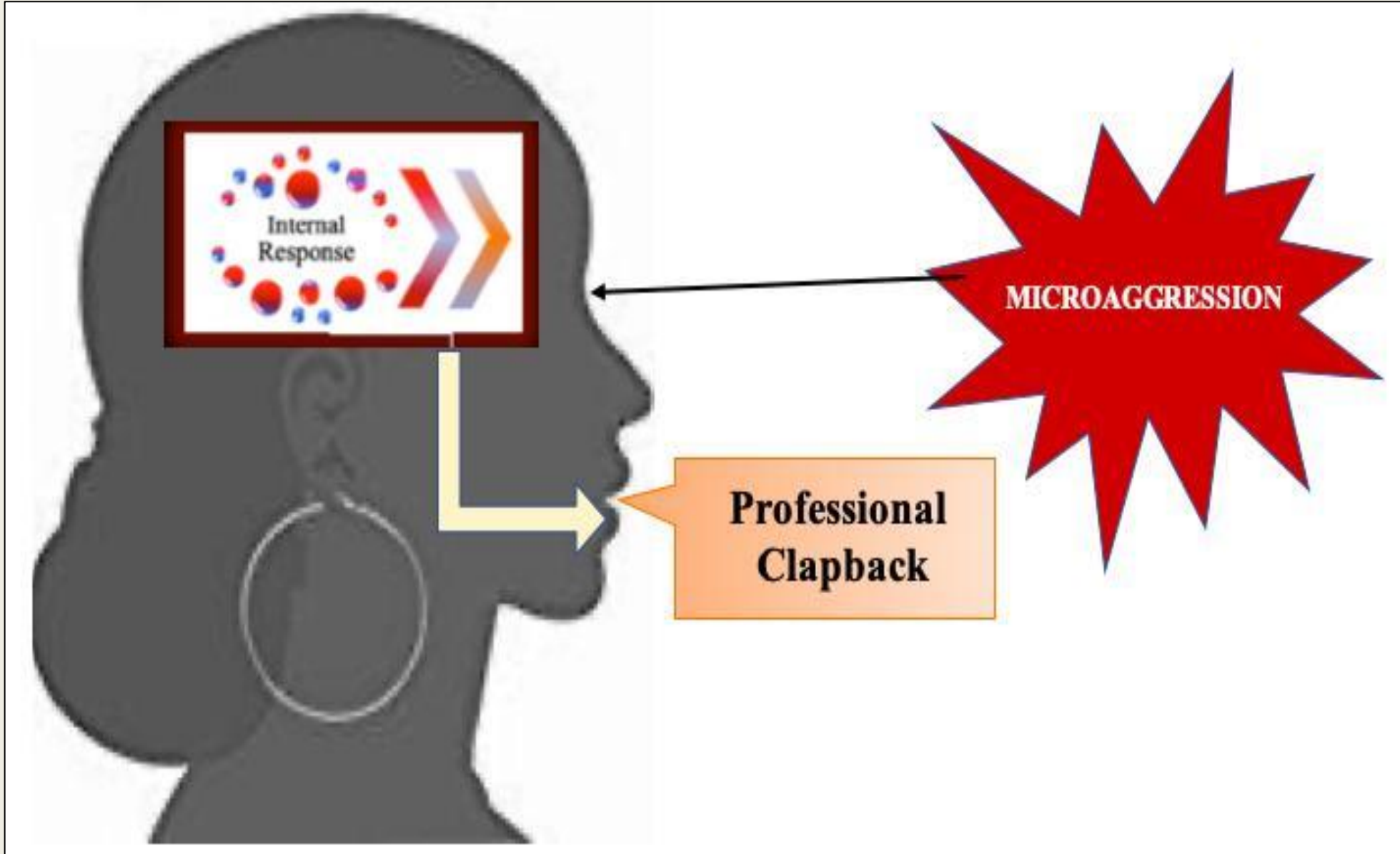
# Guadalupe

- “I really strongly believe that there is a thing such as **cultural DNA**, and it's what makes us part of who we are. So for me, the fact that I'm very adaptable, flexible, resilient, I hustle all those things, I feel like, sure anyone can have, but I feel that they're in our **cultural DNA because we've had to survive**”

# Findings

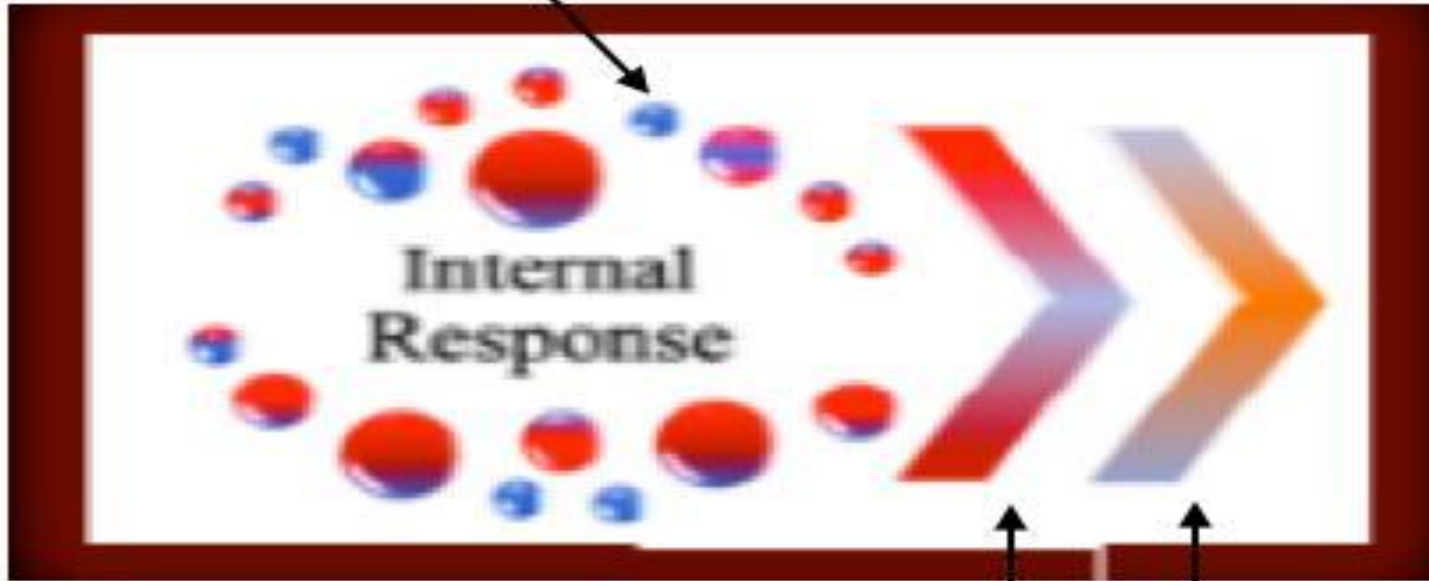


- Responding to microaggressions via a professional clapback
- Forming Comadrehood
- **Differential Consciousness** (Sandoval, 1991)
- BIG HOOP ENERGY\*





**Differential  
Consciousness  
Activated**



**Selection and  
preparation of tactic**



# Findings





# Reyna

- “I actually have about **four different types of hoops that I wear depending on my mood.** If there’s somewhere I want them to know that I’m here, I wear the ones that my Tia gave me that are gold or a little bit bigger and they’ve got this cut to it so they show bling no matter where you are, all the way to my softer really single, subtle set when I’m like, “Oh, I want to wear hoops but I’m not trying to be in your face that much.”

# Advice



- Gloria

- “I think, definitely, **authenticity is going to be key**. Being true to who you are... I think I’ve learned that really ensuring that you’re making an impact. That it’s making an impact to the Latino community, or making an impact in that Latinos are represented, you’re involved, impactful, and really ensuring that there’s a voice.”

- Maricela

- “**Give yourself a little grace**. You will have moments of doubt, you will have imposter syndrome, you’ll have bad days, downright bad days when you just want to quit. Know that it’s okay to feel that way, figure out what you need in those moments to kind of help yourself go through them. For me it’s ice cream and Cheetos.”



**“The bigger the hoop, the bigger the  
heart”** (Ontiveros, 2016)



# THANK YOU!!



Soraira Urquiza, EdD  
SCUrquiza@gmail.com

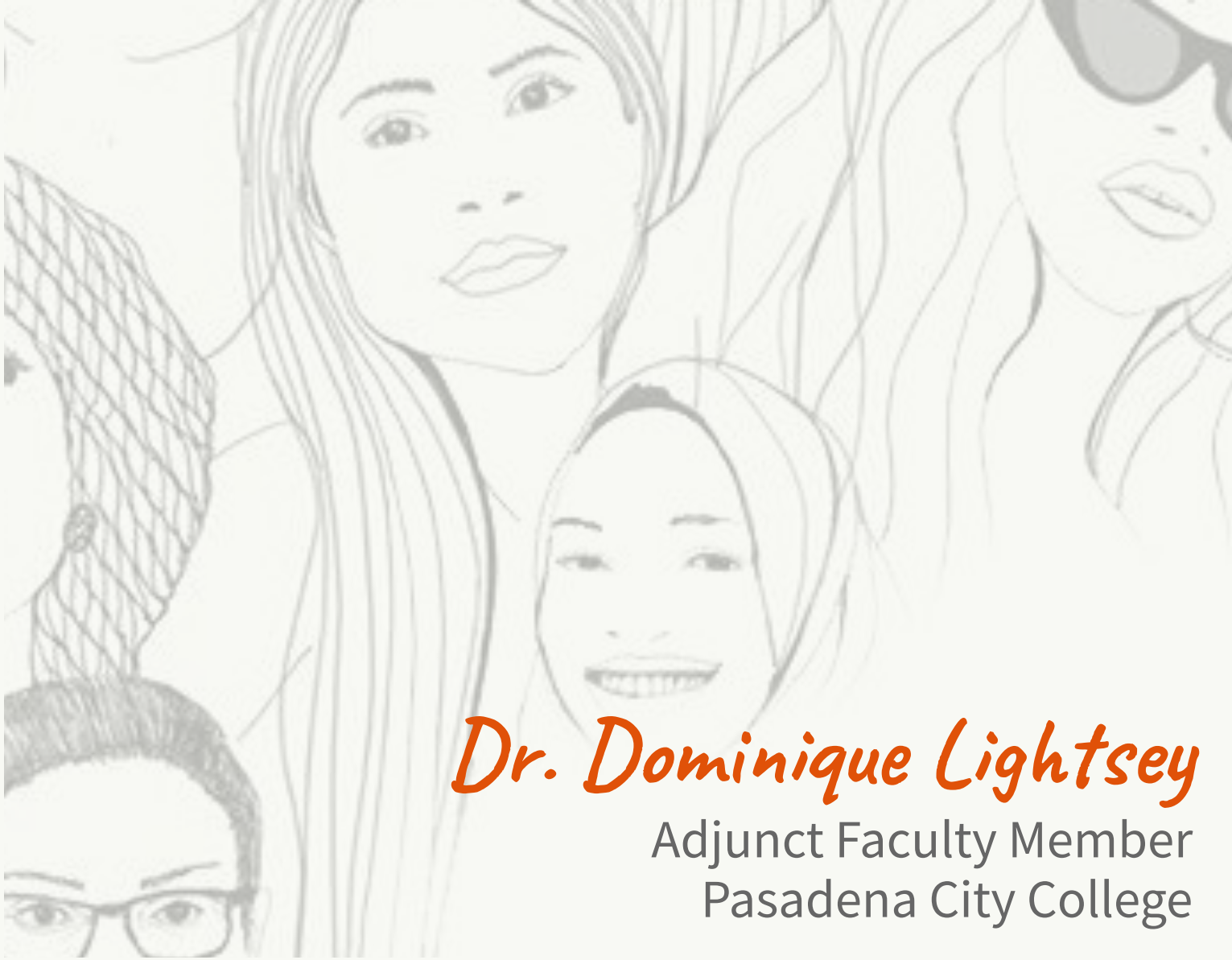
# Questions?

**Please add your questions in the Q&A function using the format:**

*Name of speaker: Your question*

Example- Dr. Urquiza: Why do you think or How do you suggest....?





*Dr. Dominique Lightsey*

Adjunct Faculty Member  
Pasadena City College





# A Phoenix First Must Burn

How Black Women in Higher Education Administration at a  
Historically White Institution in Southern California  
Implement the Reactionary Principle of Professional  
Clapbacks: A Cognitive Process to Manage Workplace  
Microaggressions for Survival in the Field and the Effects it  
Can Have on Mental Health and Self-Efficacy

Dominique  
Lightsey- Joseph,  
MEd, EdD



“In order to rise  
From its own  
ashes, A phoenix  
First  
Must  
Burn.”

— Octavia Butler, Parable of the Talents  
(1998)

## PURPOSE OF STUDY

This study seeks to explore how Black women in higher education administration at a historically white institution navigate microaggressions and preserve their mental health and self-efficacy in the workplace.

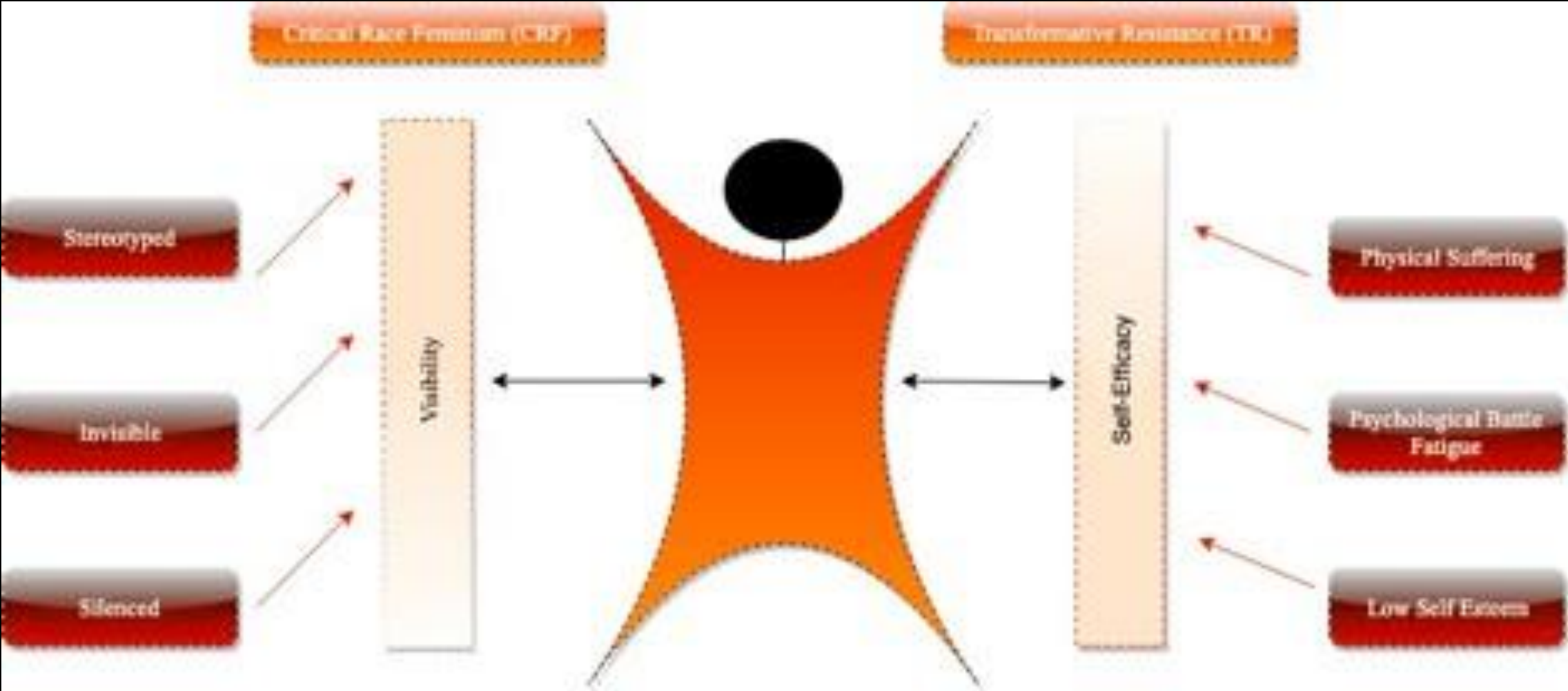
## SIGNIFICANCE OF THE PROBLEM

- Often subjected to overt racial and sexual discrimination, Black women find themselves situated in an ‘**underutilized and often demoralized**’ position at the bottom of the educational hierarchy in the United States (Howard-Vital, 1989).
- Rarely do Black administrators at PWI’s occupy positions of **real authority** with titles like department chair, dean or provost, and wide-range influence over decision making practices at the university (Wright, 2006).
- Black, female administrators were considered an ‘**endangered species** in higher ed administration’ in that they made up just five percent of all executive, administrative, and managerial positions held by women in higher education (Allan-Brown, 1998; Holmes 2004, 84; Wright 2006;).
- Social inequities like **race, gender and social class** directly affect the Black female administrators progression into senior level positions on predominantly white college campuses.
- In 2016, women of color represented **only 9 percent** of all college and university presidents, while men of color represented just 12 percent (Gagliardi et al. 2017). 83 percent of men and 83 percent of women presidents were White.

## RESEARCH QUESTIONS

- How do Black women in administration at a historically white institution in southern California work around the assumptions and expectations of their colleagues based on their identity?
- How do Black women in administration at a historically white institution in southern California react to microaggressions in the workplace?
- What impact, if any, does microaggressions in the workplace have on the mental health and self-efficacy of Black women at a historically white institution in southern California?

# CONCEPTUAL FRAMEWORK





## DATA ANALYSIS

According to Rossman and Rallis (2012), coding consists of organizing the data into 'bracketed chunks of text' and identifying a word or phrase that accurately represents the category in which the text resides. The categories were then labeled with an in vivo term, or a term that is based on the actual language used by the participant. After the words and phrases were pulled from the documents, the words were then grouped under umbrella themes.

Consistent with the qualitative methodology, thirty-two child codes and **eight parent codes, or major themes in the research, were identified**. The eight themes that emerged from the experiences of Black women in higher ed administration at a historically white institution in southern California were as follows:

- Microaggressions
- Responses to microaggressions
- Skillsets/Conditioning
- Feelings
- Desires
- Identity
- Motivation
- Self-Care

## RESEARCH QUESTION 1

**How do Black women in administration at a historically white institution in southern California work around the assumptions and expectations of their colleagues based on their identity?**

### SKILL

#### SETS/CONDITIONING

Knowing

Tact

Hyper-awareness

Efficiency/Expertise

### IDENTITY

Hair

Clothing

## RESEARCH QUESTION 1 CONT'D

### SKILLSETS & CONDITIONING

Microaggression is just a new, sexy word for racism. There should be no reason why we're making it sexy. Versus getting rid of it. Why do you want to make it look better? (CJ)

I mean, I'll read the room first. So even if I want to talk, I won't until a little bit later. I kind of feel the vibe of the room. I'm really cognizant of other people's body language and behavior. So if I can gauge when you're going to say something or you look like you're uninterested, it might change the way I speak about certain things. (Marian)

We actually have strategy meetings about that before we go into meetings, meaning our department. I ask my boss directly, I say, "Which "Kathleen" do you want in this meeting?" If she's like, "Feel free," basically you can cut up, you know what I mean? Then I will. (Kathleen)

First of all, I like to have facts or be prepped with, I guess, information prior to coming into a meeting. If I have that, I feel that I'm able to contribute and be an active participant in the overall discussion. If I don't have that information, then I feel I'm less of a participant because I need to receive that information so I can actively engage in the conversation. (Thyrsa)

## IDENTITY

One of the things that was most common was just straightening my hair, in terms of altering my appearance. Yeah, curly hair, natural hair, has specific implications for black women. So I would straighten my hair if I was going to do a presentation for a large group or if I was going to go to a conference or if I was going to speak in front of some high ranking person, or whatever, to make them feel better about my identity and who I was and whatever, to assimilate. The same thing with my dress, the way that I dress. In general, I don't wear tight, revealing clothes. But I, like again, if I'm going to do a presentation or something like that, I'm always mindful of how my pants fit, because I have curves. I don't want to offend anybody with my body. (Billie)

I always dress professionally and they don't, you know when I say 'they'. They show up any kind of way they want to look, looking frumpy or whatever. But I always come displayed. That's just me. Maybe I know I am a little more extra. Let me even be more on point with my appearance. I do think let me not put this on too tight, I don't want to show too much of my hips and my booty. This might be a little too flattering. Now that is a constant thing I'm always thinking about. (Audre)

**How do Black women in administration at a historically white institution in southern California react to microaggressions in the workplace?**

**MICROAGGRESSIONS**

Policing: bodies or work  
Assumptions: intelligence,  
demeanor, age or work

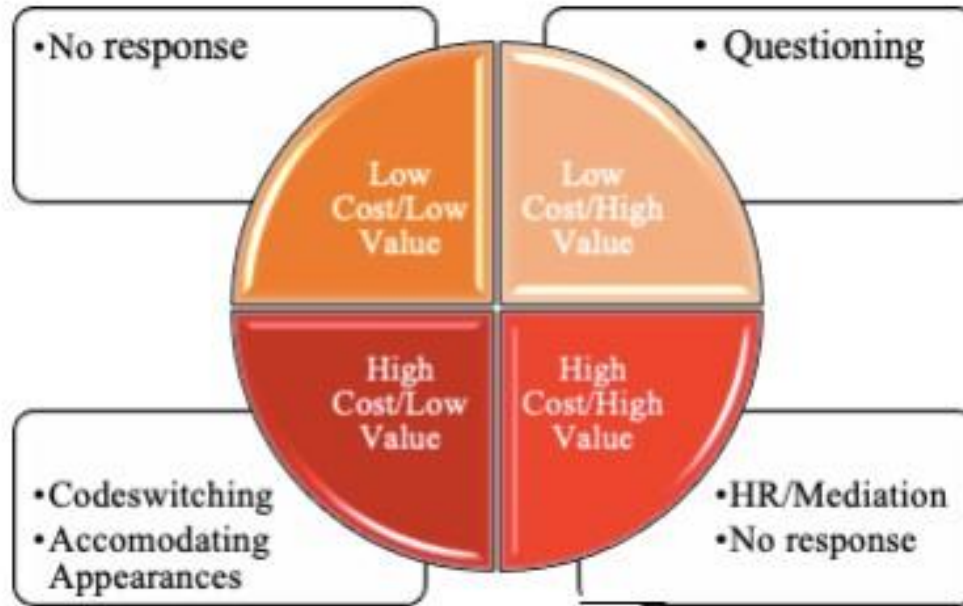
**RESPONSES TO MICROAGGRESSIONS**

Cost/Value  
Analysis  
Tempered  
Herstriology



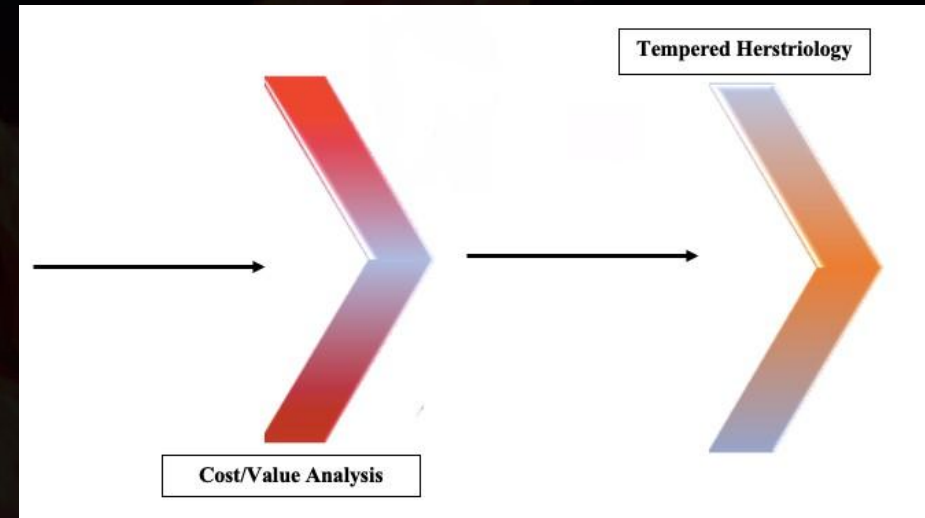
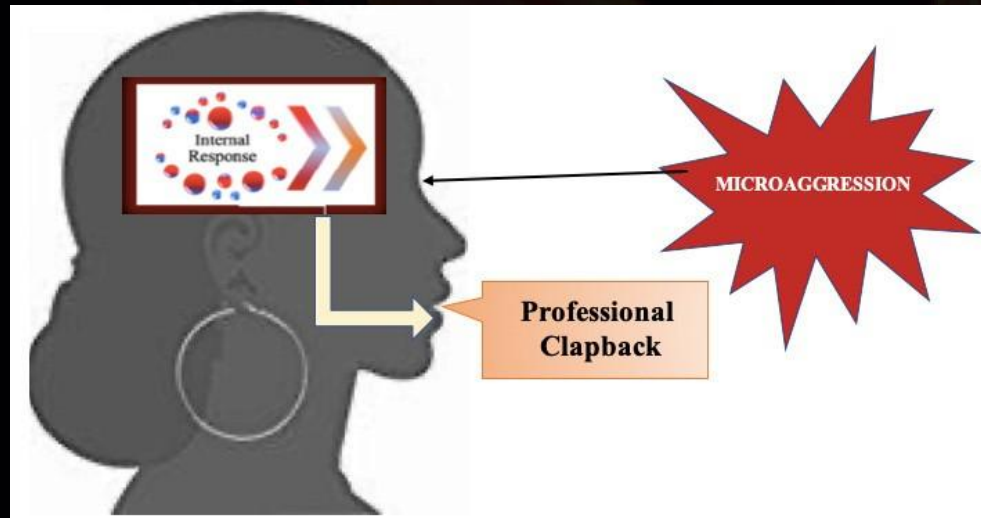
RESEARCH QUESTION 2  
CONT' D...

**How do Black women in administration at a historically white institution in southern California react to microaggressions in the workplace?**



RESEARCH QUESTION 2  
CONT' D...

**How do Black women in administration at a historically white institution in southern California react to microaggressions in the workplace?**



**What impact, if any, does microaggressions in the workplace have on the mental health and self-efficacy of Black women at a historically white institution in southern California?**

**FEELINGS**

Overwhelmed  
Stressed  
Frustrated  
Pressured

**SELF-CARE**

Day's off Solitude  
Physical Activity  
Therapy  
Connecting

**MOTIVATIONS**

Helping students  
Solving problems  
Self-Improvement

## FEELINGS

I can physically feel it. I had really bad sciatica over the summer and into the fall, and I realized it's because I was sitting in my chair too long at work. So I have to get up. I have to get up. I would just sit in my chair for three hours straight, no big deal. I can feel it in my body. I feel like I can't think as clearly and I feel overwhelmed when I can't think. Or like now, I'm sick, obviously something's wrong. I need to take better care of myself. My throat hurts, I'm all achy. But even now, I'm like, "Oh, I really should just go in before I teach." because there's stuff I need to get done. I have a proposal for a conference that's due tomorrow. I'd rather just submit it, because I'm like, "What if I can't go in?" and I'm like, "Oh, if I could just go in for an hour, it would be so much better. "And it's so weird, because it's so counterintuitive to be like...I just need to finish the task I'm doing." And it's like, "No, no, no. I have to get up". (Jane)

I've got to hit rock bottom, or to the point where I cannot get out the bed. If I cannot get out the bed, then that's like my cue, okay, we've got to figure this out. I'd stress about the stress before the stress even hits, and then I'd stress about that. That's part of it. So yeah, I definitely do not do self-care. (Toni)

## MOTIVATIONS

I really want to work with people of color exclusively in a college setting. I want to work towards getting students to attend school with little to no debt, absolutely free. Before all of the scandals I was so inspired. But the longer I've been here, slowly but surely, all of that has seeped out of my pores. And now I'm just like, I'm just trying to make sure my direct deposit hits, the bills get paid, and I'll think about goals and dreams and all that junk later. It's not at the forefront of my mind at all. (Alice)

I really do want to see change in the world, positive change and sustained change, which we see, to me, increasingly in our political realm how fragile it is. How fragile change and democracy and forward thinking is, it's really fragile. My sights are set beyond this place. (Michelle)

My childhood. Growing up in foster care and not having a lot of stuff, watching what my mom went through, I just know I don't want to be like that. I know that I want to be healthy, I want to live a healthy life. I just want to give myself the things I didn't have growing up. I refuse, but I'm telling you, there's times where I'd be feeling like how long can I go? Because it'd be extremely hard. But, I would say my childhood and then how I want my future to look. That's absolutely what keeps me motivated. That's it. (Toni)



## RESEARCH QUESTION 3 CONT'D...

### SELF-CARE

There was a time when I was working in this position that I took a leave, like a mental health break, and I did that purposefully. So that was actually an opportunity where I felt like my direct supervisor did really encourage me and that was probably the best break I could have taken. My father was battling cancer at the time and he was commuting from Las Vegas to LA and I found out that he needed to stay in LA for an extended period of time for a bone marrow transplant. So I wasn't able to necessarily leave work early. I didn't have those kinds of accommodations. (Katherine)

It's extremely valuable because I get to work with people who look like me, who understand the struggles of being an educated black woman at a predominantly white university, but also, who work at the \*\*\*\*\* school. This is even more predominantly white, if you know what I mean, and predominantly male. So it's a constant battle every single day for respect, for validation, for having to knock down stereotypes, disbelief. I don't ever have to talk about code-switching. We already know what it is, I don't have to explain it. If I say I'm going to go for a happy walk because I'm tired of dealing with craziness and madness from other departments, other parents, or alumni, or whomever, students coming in, working with other black professional women, I don't have to explain why. They already know because they're living it too. (Kathleen)

## IMPLICATIONS FOR PRACTICE

- Auditing the demographical information of staff
  - quantify race, ethnicities, genders, education levels and salaries of staff
- Make annual reviews an accountability measure for senior -level leaders
  - office morale, fair pay, workplace satisfaction and interpersonal dynamics
- On and Off-campus professional development for
  - WOC coalitions for WOC on-campus
  - line item for professional development
- Enforce and mandate human resources investigations
  - documented mediation and follow up
  - written reporting in employee files
- Annual, mandatory DEI trainings for students, staff and faculty

QUESTIONS

THANK  
YOU

# Questions?

**Please add your questions in the Q&A function using the format:**

*Name of speaker: Your question*

Dr. Dominique: Why do you think or How do you suggest....?







*Dr. Cindy N. Phu*

Assistant Professor of Speech  
Communication  
Pasadena City College





## OTHERING MOTHERS:

# EXPERIENCES OF MOTHERING STUDENTS OF COLOR IN COMMUNITY COLLEGE



CINDY NHUNG PHU  
PASADENA CITY COLLEGE  
SEPTEMBER 17, 2020  
COLEGAS WEBINAR:

NEW SCHOLAR PERSPECTIVE ON WOMEN OF COLOR



# EVERY PERSON IS SOMEONE'S CHILD







## PRESENTATION OVERVIEW

- ✘ Background/Context
- ✘ Research Context/Literature Review
- ✘ Research Questions
- ✘ Theoretical Framework
- ✘ Methodology
- ✘ Participants
- ✘ Overview of Major Findings
- ✘ Major Takeaways/Recommendations



4.8 MILLION \$

Students in Higher Education

43% SINGLE MOTHERS

89%

Low-income background and most are women of color!

“4 IN 10 WOMEN AT TWO-YEAR COLLEGES  
SAY THAT THEY ARE LIKELY OR VERY  
LIKELY TO DROP OUT OF SCHOOL DUE TO  
THEIR DEPENDENT CARE OBLIGATIONS”  
(INSTITUTE FOR WOMEN’S POLICY  
RESEARCH, 2017)





## LITERATURE REVIEW

- ✘ Mothering Discourse in Health
- ✘ Breastfeeding
- ✘ Mothering in Academia
- ✘ The Chicana M(other)work
- ✘ Student–Mothers in Postsecondary Education
- ✘ Fathering and Feminized Labor
- ✘ **Mothering Solidarity**





## RESEARCH QUESTIONS

R(1): What are the **experiences** of mothering students of color in community colleges?

R(2): What **barriers** do mothering students of color in community colleges encounter when attempting to pursue their education? How do they **navigate** such barriers?

R(3): What do the narratives of mothering students of color reveal about the **climate and treatment of mothering students at community colleges?**



## THEORETICAL FRAMEWORK





# METHODOLOGY

## CRITICAL RACE ETHNOGRAPHY



“...the theoretical and practical applications of critical race theory in ethnographic methodology within an analysis of its usefulness in rendering visible **racialized relationships**”

“...renders the mechanisms of race explicit in ways to subject them to critique and to lay foundation for alternative ways to imagine and do qualitative research”

(Duncan, 2002, para 1)

# PARTICIPANTS

Name	Age	Race	Marital Status	Number of Child(ren)	Children Age (Years)
<b>Aita</b>	23	Latinx	Single, never married	1	4
<b>Alice</b>	46	Middle East	Married or domestic partnership	3	21, 19, & 19
<b>Arceli</b>	26	Latinx	Single, never married	2	5 & 3
<b>Catherine</b>	26	Asian / Pacific Islander	Married or domestic partnership	2	2 & 5 months
<b>Destiny</b>	35	Latinx	Single, never married	2	14 & 2 months
<b>Dolphin Lover</b>	45	Black or African American	Single, never married	1	20
<b>Golden Spirit</b>	26	Black or African American	Single, never married	1	3
<b>Kimberly</b>	45	Latinx	Married or domestic partnership	2	14 & 10
<b>Leia</b>	32	Latinx	Single, never married	2	15 & 6
<b>Lisa</b>	24	Asian / Pacific Islander	Single, never married	1	4
<b>Lourdes</b>	32	Latinx	Married or domestic partnership	3	16, 14, & 6
<b>Natalie</b>	27	Asian / Pacific Islander, Filipino	Single, never married	1	4
<b>Rita</b>	40	Latinx	Divorced	3	11, 9, & 7





# FINDINGS



- ✘ An **anti-mothering climate** is one in which racism, sexism, and other forms of oppression intersect to foster perspectives, practices, and policies that promote deficit notions of MSC.
- ✘ 3 key findings/themes:
  - Centering Children
  - Overcoming Barriers Through Past Navigation
  - MSC Resiliency Through Advocacy, Allies, and Aid



# THEME 1: CENTERING CHILDREN



- ✘ Experiences of MSC revolved around their mothering identity, responsibilities to their children, and the prioritization of children.
- ✘ Subthemes:
  - Centering and Caring for Children
    - **Home(work)** & Sick Children
  - Multiple-Consciousness within MSC
    - Double-Consciousness, Mothering Consciousness, & “Mom-Guilt”-Consciousness





# FINDING #1: CENTERING CHILDREN

- ✘ “That’s one of the unique challenges as a mom because it’s either missing a lecture or being there for your child and obviously, **we’re going to choose our child over work**; doctor appointments as well.” (AiTa)
- ✘ “I was mourning their loss of not being able to have the different luxuries I guess that other people or other children who are abled have... For me, **it was very difficult to actually come out, if you will, of having children who are disabled.**” (Rita)





## THEME #2: OVERCOMING BARRIERS THROUGH PAST NAVIGATION

- ✘ MSC used previous experiences with oppression, discrimination and harm to navigate their similar experiences at AMC
- ✘ Subthemes:
  - Intergenerational and Contemporary Traumas
    - **Healing with Children** & Navigating Campus Interactions/Traumas
  - Basic Needs and Access to Resources
    - **The Financial Cost of Motherhood** & Child Care
  - Anti-Mothering Climate
    - Lactation and Breastfeeding on Campus, Non-accessible Environment & **Policies that Reinforce Anti-Mothering Climate Through Interactions**







## FINDING #2: OVERCOMING BARRIERS THROUGH PAST NAVIGATION

✘ “When I first started, transportation was a big issue and just because I commute an hour. I didn't have my own car, so I was coming in the bus and then I was always asking for rides. It wasn't until she started coming to school that I think I had a little more reliable transportation where I was borrowing cars. **When I wasn't able to borrow a car, it was just both her and I coming in the Metro together.**” (Arceli)

✘ “I was pregnant. I didn't fit. I was like seven months. I didn't fit in the desk when I was in [my first community college]. Yes, because they were very small at [the college], they were very small. I think I had to sit like that. I was falling asleep in the classes. That's when I took the business law class and that's when I felt like, what am I doing here at school? ... [Then] I came to [our community college], **I'm like, "Maybe I can fit here."**” (Kimberly)





## FINDING #3: MSC RESILIENCY THROUGH ADVOCACY, ALLIES, AND AID

- ✘ MSC retention and experiences with their success are connected to the validation of their mothering identity and recognition of their children
- ✘ Subthemes
  - Children as Their Superpower
  - Finding Community with **Mothers-Mentors**
  - Positive Parenting Policies





## FINDING #3: MSC RESILIENCY THROUGH ADVOCACY, ALLIES, AND AID



- ✘ “There, our director, she’s tough. She has a way but I feel like the reason I grew my wings here at [the community college] career-wise is because of her because she always pushed me to my limits... and she just in general taught me to believe in myself to build my self-esteem. She would always tell me, “If you don't love yourself, nobody will also.” Always that self-love. **She is like my [community college] mom.**” (Leia)





# MOTHERING-RECEPTIVE CAMPUS

- ✘ A **Mothering-Receptive Campus:**
  - is a place that recognizes the narratives of MSC to increase their sense of belonging;
  - provides positive parenting practice, pedagogy, and policy;
  - reimagines the community college as inclusive and healing space for intergenerational, contemporary, and educational traumas.





# MAJOR TAKEAWAYS

- ✘ Mothering Receptive Campus instead of Anti-Mothering Climate
- ✘ Benefits of a Co-parenting Village
- ✘ Mothering-Mentors
- ✘ Need positive **parenting practice, pedagogy, and policies**
- ✘ Recognize traumas to start the healing process







# RECOMMENDATIONS

## Educational Policy

- ✗ Parenting Priority Registration
- ✗ Lactation Support, Accommodation, and Access
- ✗ Free or Affordable Family Housing
- ✗ Family-Friendly Financial Aid Package

## Educational Practice

- ✗ Establish a Family Resource Center
- ✗ Centralized Campus Childcare Centers
- ✗ Mothering/Parenting Orientation
- ✗ Peer-Mothering Support Groups
- ✗ Family Inclusive Spaces
- ✗ Mothering Student Advisory Board

## Future Research

- ✗ Coronavirus pandemic
- ✗ Looking beyond heteronormative parenting
- ✗ Deconstructing motherhood and academia
- ✗ Mothering Methodologies
- ✗ Micro-affirmation in Mothering-Mentors
- ✗ Intergenerational Mothering and Intergenerational Role-Modeling



**THANKS!**

Any questions?

Email me:

[cnphu@pasadena.edu](mailto:cnphu@pasadena.edu)

[Cindynphu@gmail.com](mailto:Cindynphu@gmail.com)



# Questions?

**Please add your questions in the Q&A function using the format:**

*Name of speaker: Your question*

Example- Dr. Cindy : Why do you think or How do you suggest....?







## *Dr. Gena López*

Ujima Program/Blackademia  
Counselor-Professor-Coordinator  
Academic Senate Executive Committee  
The Association of Black Employees  
(TABE)-President  
Pasadena City College-Counseling Services





# Reviving the Vine of Education for Our Amazing Black Students

Based on Dissertation Work by Dr. Gena L. Lopez

# Introduction

- Barriers
- Influence of CRP
- Ujima Empowerment Program of Pasadena City College (Background)



# Theoretical Framework

## Culturally Relevant Pedagogy (Ladson-Billings, 1995)

### Three Criteria:

- Must experience academic success
- Must develop and/or maintain cultural competence
- Must develop critical consciousness

### Structural and Curricular Fulfillment



# Findings: Black Student Voices

1. Need for family-style environment and relationships (community building)
2. Meaningful coursework (culturally responsive pedagogy)
3. Culturally reflective safe spaces
4. Robust culturally relevant summer bridging



# Implications for Practice

## Stakeholder Groups

- Role of Black Students
- Role of Educators and Coursework
- Role of Institutions



# Blackademics: What Black Students Say They Need from Educators

- Multi-levels of support
- High expectations
- Family style engagement
- Immediate access to the learning community
- Community building





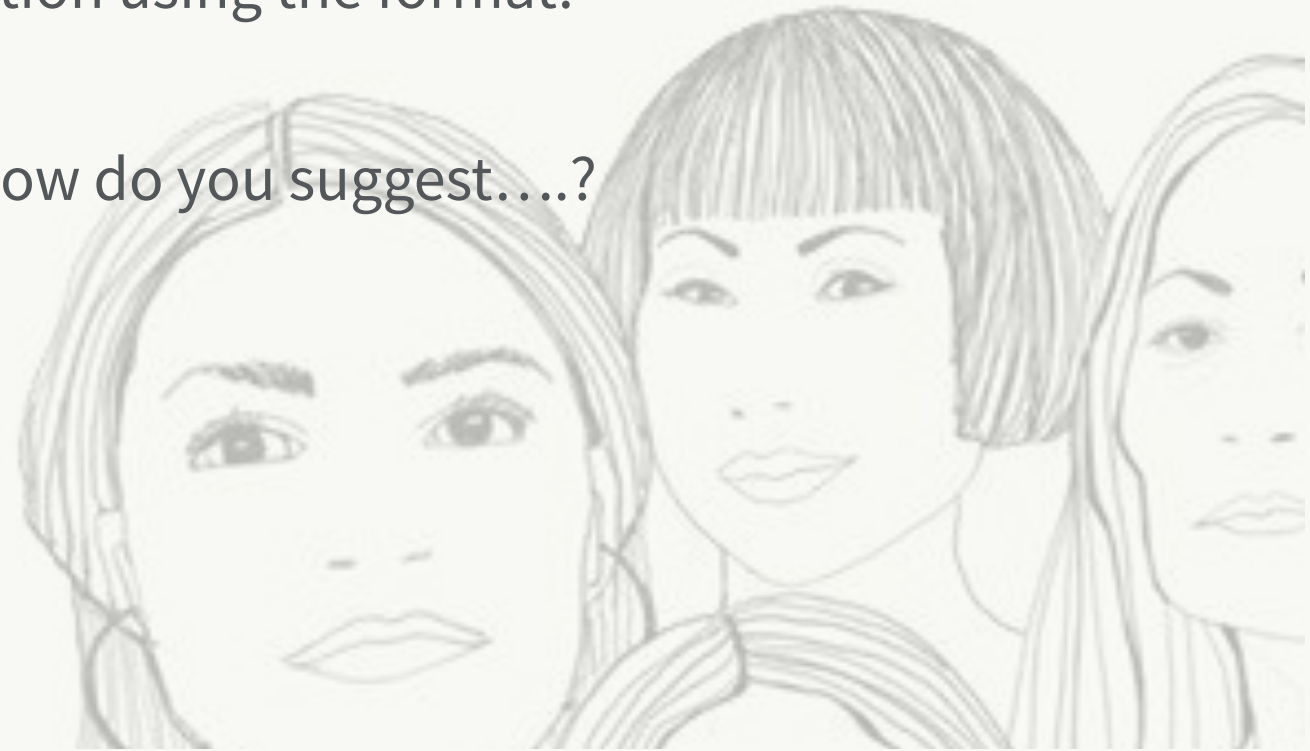


# Questions?

Please add your questions in the Q&A function using the format:

*Name of speaker: Your question*

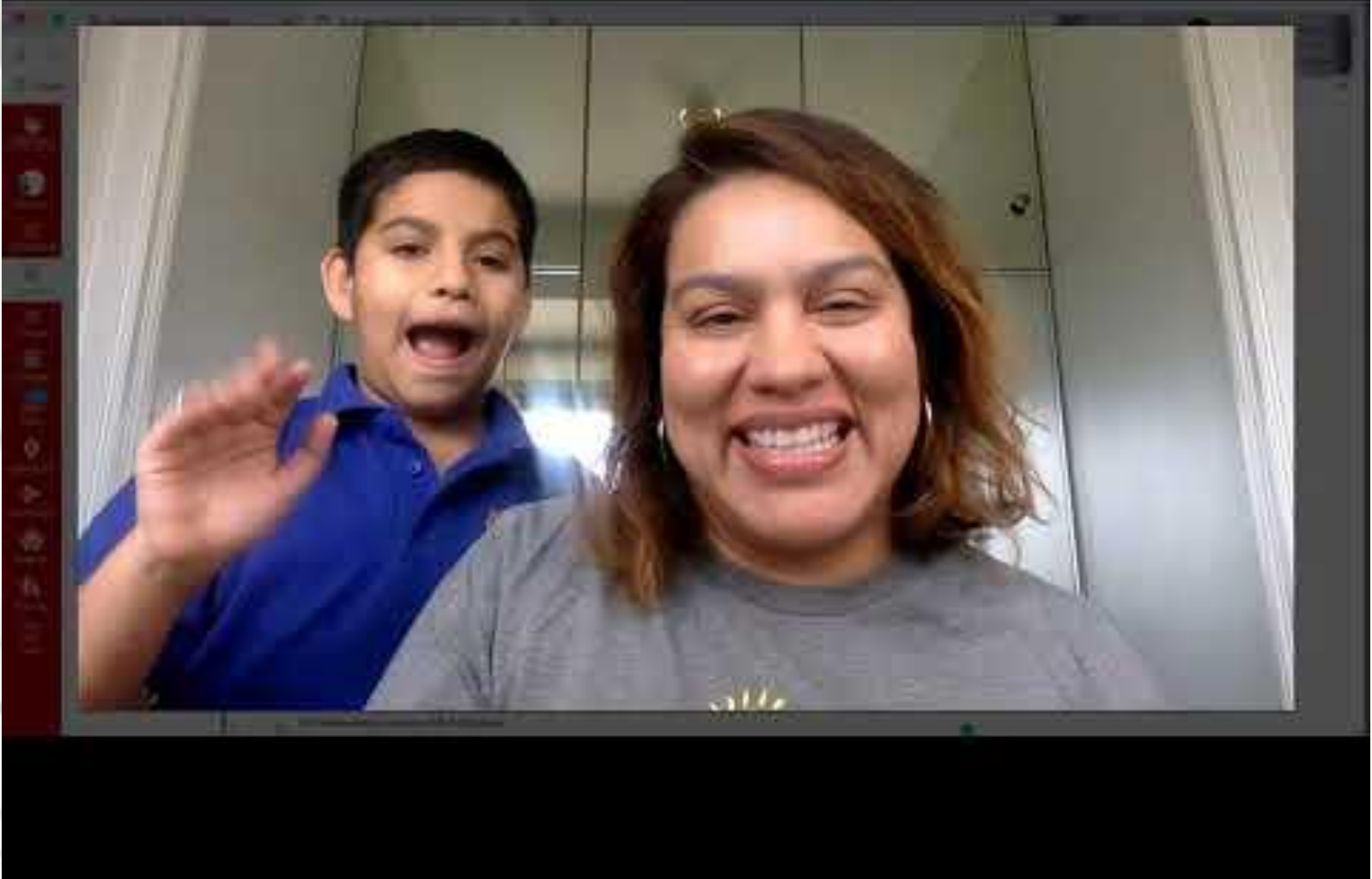
Example- Jane Doe: Why do you think or How do you suggest....?





*Dr. Cristina  
Salazar Romo*

FYE Pathways Faculty Lead  
Associate Professor of ESL  
Pasadena City College



## *Where do I access this recording?*

California Community Colleges faculty, staff, and administrators will find resources and information within the Vision Resource Center, including the recording of this webinar. Log in at [visionresourcecenter.cccco.edu/login](https://visionresourcecenter.cccco.edu/login).

After logging in, under the “Communities” menu, visit “All Communities” and look for “CCC | Webinars, Conferences, and Events.” Select the community and then click “Join Community” to access the content within the “COLEGAS Latinx Student Success Webinar Series” topic.





# CLP

## Career Ladders Project

**MISSION** Career Ladders Project promotes equity-minded community college redesign. CLP collaborates with community colleges and their partners to build capacity for equity-minded redesign. We research, demonstrate, and elevate promising practices. And, based on our work, we offer policy recommendations to help advance student-centered reform.

# THANK YOU for joining us!

We hope to see you next time:

***Creating a Safe and Supportive Space for Undocumented Students Virtually & Beyond***

**Sep. 24th from 2:30 pm to 4pm**



@cccolegas

LET'S CONNECT!



**cccolegas.org**

connect@cccolegas.org

