

00:00:21:22 - 00:00:59:19

Speaker 1

It was it was a really I had like a 4.0 out of high school, but I graduated from Berkeley with a 3.3 and, you know, now I'm going to apply to get into a master's program in business. And I also want to do the joint Master's law degree. That's four years versus two. And if I were me to do the master's in business or three if I wanted to do the living room, and I find that with a 3.3, I'm going to have to do a lot of selling myself in for the top universities.

00:00:59:21 - 00:01:17:07

Speaker 1

But to tell them how active I am and how great I get my GPA, that's why I'm telling you, grades are important. But by the time you know, I'm very happy that I also do. I think that just, you know, focus on grades because maybe that fit me. And, you know, I'm just going to try to vary that.

00:01:17:14 - 00:01:39:18

Speaker 1

I just like to say it's very important to keep a balance in your life. You really need to there's different aspects of your life. There is your physical. You need to maintain your body in good physical condition. You need to keep your mind, thank you for your time. You need to find things. I recommend Chicken Soup for the soul.

00:01:39:20 - 00:02:12:06

Speaker 1

It's really good thing you're just spiritual, you know, going to church and religious or not having that type of thing in your life and also having your personal life. Some of us have family and obligations that work, and you need to schedule that into your time. And that's why I think that time management is so crucial. But at the same time, though, it is more important than anything else.

00:02:12:06 - 00:02:40:21

Speaker 1

You remember you come first and then you're shake, because if you're not healthy, your mind, body and soul, you will not be the very important to keep in a good perspective on things and understand the importance of a balanced life. Even after you, you know, even after school like, you know, work. When I started a company, they expected me to work about 50 hours a week.

00:02:40:23 - 00:03:28:17

Speaker 1

And I told them, you know, I really don't in my life, you know, I'm really not good. And so I said, okay, this is going to be hard. So I did it, you know, I was at work. But our today after work and straight to the gym yourself, you know, and currently training for a marathon. So hopefully you know that my family also applied for advice on the program and then interested in joining off an MBA program it's a real tough one to buy you have is stand that because that really got me in college I had student loans to pay back when I was in high school and an accident.

00:03:28:17 - 00:03:49:27

Speaker 1

So I said, I pay that back. I had credit cards. I'm crazy. I said, you know, free money. I'm in a store shirt, sorry, my pension fund and I get less money and I have, you know, like that magic card. And that basically what happened, you know, I went out and I just buy everything I buy. That's our current universe.

00:03:49:27 - 00:04:11:10

Speaker 1

You know, where, you know, you got to do the take finds out. So I just had like three or four credit cards. That was crazy. Yeah, but, you know, like, you know, and then I had four and then I realized that I can't cannibalization that. my God, I'm with money, so I hate that. So I spent all this time, came back on my bill not to say anything about it.

00:04:11:10 - 00:04:43:28

Speaker 1

Right as well. So that's one tip that I recommend. And when you don't have money, don't spend it. So I write the home improvement and and anyway. Question Yeah, when you were going to college where you work at the same time and if you were with that job related to your major, do you really want any particular in your brain?

00:04:43:29 - 00:05:07:14

Speaker 1

Her You and the way I work? I think when I was in college and work 10 hours a week for Audrey and I was there and I knew that I was and I would not work for 2 hours. And given that I was at my favorite and she went back to so I was just working just two for a friend.

00:05:07:17 - 00:05:14:05

Unknown

I found that constantly and that and I actually.

00:05:14:07 - 00:05:15:00

Speaker 1

Did my second.

00:05:15:00 - 00:05:23:16

Unknown

Year at Stanford and thought, well, I think I can handle the system now because maybe I should start.

00:05:23:16 - 00:05:34:22

Speaker 1

Working. Just also because I just didn't want to be stuck in the classroom and I can like now I can say that mostly what I learned can be massive and moving.

00:05:34:22 - 00:05:49:19

Unknown

I work at the center, got involved. It's different in different organizations, but I continue working and I think that's the average for graduate school and.

00:05:49:21 - 00:05:52:14

Speaker 1

My third year this year because of a fellowship.

00:05:52:17 - 00:06:00:23

Unknown

It's a requirement I have to work, I have to go to school full time. So that's the nature of the.

00:06:00:26 - 00:06:09:14

Speaker 1

Education means in terms of being up there. And so it's good preparation. But I was I was really stressed from the mountains.

00:06:09:14 - 00:06:16:06

Unknown

So it's curriculum and did were so many students that I know.

00:06:16:09 - 00:07:11:10

Speaker 1

Who spend 40 hours working on an activity. I mean you have to think positive of what you pull off like all nighters all week. And I can't do that. I know that I'm later learning what you know you never did. And on my and that's like an exception and it's it shouldn't be an exception to the rule not to pull all nighters so but unfortunately I don't know it's very hard because when you come into a university or recently you feel compelled like to make changes right away and try to gauge from study on campus what type of great issue this particular things are happening at my school.

00:07:11:12 - 00:07:23:23

Speaker 1

And so students feel that they have to change the world before you're there. But that's not the case in the world right? And it's the hardest I was to do.

00:07:23:25 - 00:07:32:01

Unknown

And I have moments there know experience at a college.

00:07:32:03 - 00:07:40:20

Speaker 1

So I probably do kind of like there are two questions for you, too. One major question.

00:07:40:23 - 00:07:44:19

Unknown

What is your and your take on transformation?

00:07:44:22 - 00:07:45:09

Speaker 1

00:07:45:12 - 00:07:51:29

Unknown

Well, I'm in high school. It was interesting because, you know, now I don't know.

00:07:52:01 - 00:07:53:16

Speaker 1

Because we don't have a degree.

00:07:53:18 - 00:08:06:16

Unknown

Assembly and do you know what I mean? That is a transfer student because they don't have a caucus, Right? Just like last year, they.

00:08:06:18 - 00:08:33:00

Speaker 1

Transferred to Santa Clara, right? That's it. About in and out of those 168 test. Well, I think it was on overall balance. That's what they look at. And there's students that have come into the center and say,

you know, I had one. B, how many friends did that? 3.6. And then you have me. And then she comes in with her parents.

00:08:33:00 - 00:09:01:23

Speaker 1

She's so traumatized, she got one me okay. Who said that? And she stressed that they look they overall package and then there is not a great is not all that great but at the same time you have to balance everything. And so I think that that helped me being a mom and actually and also the the essay component of the application is so crucial.

00:09:01:25 - 00:09:29:18

Speaker 1

So I had to write five drafts before I was nine. So I had all different people, different kinds of people look at my cancer, my sister, my supervisor, and, you know, tips and make revisions. And that's what was thinking was that my cancer she wrote 5000 per and they should know for me it's just my name. She said, I'm working on this letter then on my own personal statement.

00:09:29:21 - 00:09:54:24

Speaker 1

Okay. So I should begin in Stanford. she got rejected. She had a to, but she got into Harvard and The Graduate and I want to say that I, I wrote my name and phone number and I'm going to flip the page so that you can get done that way you can call me please, if you have any questions or just to say hi, how are you doing?

00:09:54:27 - 00:10:09:17

Speaker 1

You know, I love to hear from you guys and I hope that you guys are also interested in keeping in touch with me. Hey, I have some business cards and I think there might be some good ideas there as well. So because I think it was one thing.

00:10:09:19 - 00:10:13:09

Unknown

Where you can also be hanging out so.

00:10:13:09 - 00:10:14:03

Speaker 1

After worries.

00:10:14:03 - 00:10:21:20

Unknown

And since so.

00:10:21:22 - 00:10:27:20

Speaker 1

Yeah, again, please take advantage of having.

00:10:27:22 - 00:10:37:12

Unknown

An idea to share a little bit with you. We have Dr. Sarah design on our team and I have to say I have no younger.

00:10:37:14 - 00:10:38:07

Speaker 1

But listening, going.

00:10:38:07 - 00:10:44:21

Unknown

Over her vision and I I'm sure we will be in contact in.

00:10:44:24 - 00:10:46:26

Speaker 1

The meantime.

00:10:46:28 - 00:10:50:06

Unknown

Is truly Dr. Sarah is an.

00:10:50:06 - 00:10:51:23

Speaker 1

Assistant professor.

00:10:51:26 - 00:11:22:08

Unknown

And the acting director of Teacher Education, Counseling, Psychology and Education at the University of Santa Clara and numerous and numerous is how numerous positions and administrative positions at a lecture as an instructor and I want to say, well, you know, I do counseling all the time.

00:11:22:10 - 00:11:26:21

Speaker 1

I don't think you do it for any of these positions.

00:11:26:21 - 00:11:31:07

Unknown

You know that the University of California, Santa Barbara, and also with the students at the.

00:11:31:07 - 00:11:32:20

Speaker 1

University of California.

00:11:32:27 - 00:12:02:03

Unknown

Los Angeles, I tell you, and they give you a lot of this background, not only on our speakers, but also on several of our foundation board members. I know that many of you will see this again as a resource. So some of your thinking in colleges and universities and talk to these people about putting you in contact with someone, they're like very specifically related to the Yale.

00:12:02:05 - 00:12:23:24

Unknown

I'm sure they. Kamala I have people that can put you in touch with. I just want to share. We understand you attend the ceremony in Loyola marymount and one of our board members. I wasn't sure that I did not one of our board members had attended this, and I spoke to her before she left and she said, yeah, she said, I did my undergraduate here.

00:12:23:26 - 00:12:37:24

Unknown

And she said, And do you know someone? And she said, Yes. There's nobody out there in English that I can put this in the context of the design of the students that are really starting to see her there.

00:12:38:00 - 00:12:38:24

Speaker 1

And I like to.

00:12:38:24 - 00:12:46:20

Unknown

Speak for those who say yes and that they can comment beyond planning to go to.

00:12:46:22 - 00:12:51:19

Speaker 1

The. And we think that yeah, he has coauthored.

00:12:51:21 - 00:13:17:12

Unknown

The glossary of financial terms. This is only one of the things that I'm thinking. Obviously the only one of the things that he is also the founder of, she has numerous publications coming out of teenagers. And so you can see that she's a very nice person. So that idea is really out there, very usable and they have a lot to offer.

00:13:17:15 - 00:13:24:11

Unknown

And welcome Dr. Sarah Percy.

00:13:24:13 - 00:13:54:20

Speaker 3

Now I don't have to get to talking to this right since you came out, so I'd like to stand up and walk around because that's my mode for interacting. And I want to start with the word cognition, just from listening to the previous presentation, I want to reiterate some of the things that have been said about GPAs and learning because one of my specializations is learning theory.

00:13:54:22 - 00:14:23:25

Speaker 3

And what I want to say is that going through an institutional kind of formal education as differentiated from a naturalistic education, which we get every single day of our lives, and that's to make the distinction, is that when we're born and raised, everything that we learn within our own families and communities is an education. We learn every single moment of our lives.

00:14:23:27 - 00:14:53:14

Speaker 3

The problem with the problem that we have historically and socially is that we've been marginalized, and there are all kinds of interesting dimensions related to the way that we can research our own communities with respect to the legitimate representation of our histories, especially in California and throughout the Southwest, and also in connection to Mexico. We within our own communities were very, very diverse.

00:14:53:16 - 00:15:21:04

Speaker 3

So our cognition is a very special type of cognition that is that also includes. And cognition, by the way, is knowledge. Basically. That's what it is. It's just a fancy word for saying how we develop our sense of knowledge, a sense of knowledge about the world and a sense or knowledge about other related abstract kinds of things that are induced in a formal kind of educational setting.

00:15:21:06 - 00:15:48:01

Speaker 3

But our cognition is a very unique cognition because we have a collective psychology that goes back many, many generations of our indigenous and our desire schema, and that within itself, a schema also goes along with the words cognition. A schema is a framework, a representation of knowledge in our minds and the way that we develop a perception of the world.

00:15:48:03 - 00:16:23:25

Speaker 3

So our perception of the world for many of us, generation after generation, is quite a unique perception. It's a unique schemata or schema where we have where we live on kind of a marginalized status. And in spite of the fact that we might not be in full conscious awareness of being marginalized because many of us, those people that have been born and raised and not necessarily born, but may be raised here depending on the generation, we're always trying to be part of mainstream culture.

00:16:23:28 - 00:16:54:09

Speaker 3

And so our collective psychology within our own communities maintains in separate is maintained in separate form. And there are all kinds of naturalistic kinds of phenomenon that that influence the way that we think. And it's a life long journey. When I walk here and I sit there and you didn't you last and I hear of all the experiences I get to because many of the stories that you're telling today are the same stories that we were telling 20 years ago.

00:16:54:11 - 00:17:21:00

Speaker 3

Consuelo and I know one another from graduate school at UCLA with another life, but in any case, I have an emotive response to the condition of my community and the condition of the way that I've shaped my my self-identity throughout the different processes that I had to go through. I think we make it through the system in spite of the system and not because of the system.

00:17:21:02 - 00:17:46:13

Speaker 3

And so many of the things that you're talking about today are very, very relevant still to many of the things that we went through, including the idea that once you get to college, you feel that you have a commitment to your community and you find your ways of changing the world. And the only way that we're going to change the world is by getting through the system, integrating into it, and still maintain our sense of agency.

00:17:46:15 - 00:18:12:26

Speaker 3

And agency means. And we have a lot of community agency within our own communities, meaning that the word that we persevere, we suffer through and we still persevere. I do my some of my most recent research deals with community agency, and that means how do our how do our communities maintain a sense of cultural knowledge that keeps us same?

00:18:12:28 - 00:18:44:24

Speaker 3

You see how how do we, for instance, one of my favorite cultural constants is the Mexican corrido. And there's been a lot of research done in the way that corridos have been maintained throughout time. That is a cultural constant that we all understand, even if we don't listen to it as a lawyer or whatever. You know, there are different social kinds of positions that we take within our own community, and popular cultural knowledge that we get from our own community may not be something that we identify with readily.

00:18:44:26 - 00:19:08:03

Speaker 3

In fact, many of us who went through systems, who tried to be assimilated and acculturated because we needed we saw at one time or another in our generation that that in order to make it through the system, we had to abide and acquire mainstream value systems. Lo and behold, we found out that after we got to graduate school, it still didn't make a difference.

00:19:08:05 - 00:19:34:05

Speaker 3

You see, it still does not make a difference. You're still a token in a in a community, in a mainstream cultural setting where you're your mere presence, what you represent, what you look like and what you represent to the mainstream community. It's still seen as something that's not quite acceptable, something that's that what that we have to constantly defend.

00:19:34:07 - 00:20:00:29

Speaker 3

And I've developed throughout the years a very radical stance, and not that I was a radical 20, 25 years ago. It's just that my radical stance, my oppositional agency, is only much more sophisticated now than ever before because I've learned the tools and I've managed to persevere. And it was not a simple matter. There was a lot of personal sacrifice that went along with it.

00:20:01:01 - 00:20:28:26

Speaker 3

Someone did a study. I was just at the American Educational Research Association, and they they've been doing a study of Chicano women in academe in lots of different disciplines. And they interviewed 50 Chicano women. And all of out of the 50 women, only one person was married and had children. Some women had children, but there were single parents and others were not married at all.

00:20:28:28 - 00:21:04:16

Speaker 3

Okay, now that should tell you something about the kind of personal sacrifice that women have to make if they continue to persevere. Now, that's not to mention to you that in order to stop it was just a reality. There's a reality that exists between the success of Chicana Latina women and the success of Chicano Latino males. And even though we have to protect our own and continue to to support the idea that the Chicano Latino male needs to go beyond its it should not be at the expense of your own development.

00:21:04:18 - 00:21:34:17

Speaker 3

It should be an equal sharing kind of life where you're important to you have the capacity and the cognition to go beyond a particular level. But let me go back to the idea of GPAs and grading and evaluate shoulds and that sort of thing from an institutional point of view, all evaluation, all evaluation, starting from kindergarten through Ph.D. is subjective, all of it.

00:21:34:20 - 00:22:02:23

Speaker 3

And what that means in relation to what was previously mentioned is that the way that you acquire the skills to be able to mediate and to negotiate your way through a system has a lot to do with the careful way that you keep your GPA record, because we do have those norms that are established that are supposed to be objective, but in reality, you know, I'm on the other side now.

00:22:02:26 - 00:22:35:15

Speaker 3

In reality, they're very subjective, and the scales that are used to set up a grading system, for instance, you know, when you have a certain amount of points and then you have the letter grades, the letter grade doesn't mean anything. In reality, it's constructed. It's constructed by whoever designs the course and designs the content of whatever they're going to teach their personality, their preparation and the way that they perceive, the way that they feel during a given quarter.

00:22:35:15 - 00:23:04:28

Speaker 3

I mean, I change my classes every single year. It's never the same. Some people never change their course and never change their evaluation criteria, so they don't even actively engage in thinking about what it means for them to teach and engage in the teaching learning process. The most important thing to to develop is to to look at some of the advice that you've been given earlier, but also to keep in mind that that's just a device.

00:23:05:01 - 00:23:30:19

Speaker 3

It's only an institutional device to evaluate you when they don't know you personally. And the subjective part of it comes with the acquisition part. You know, there's a difference between learning and acquisition. The learning dimension is that you learn how to maneuver and manipulate through the system because that's essentially what it is. It's a manipulation and you see it very early on.

00:23:30:21 - 00:24:00:04

Speaker 3

You probably experienced at high school the high school, the social socialization process of high school where you saw the different clicks, got the resources. They weren't necessarily brighter, they were more

visible. And they may have had come from privileged backgrounds where they were taught to stand up and assert themselves in a positive way because of the confidence level and the self esteem and everything else that you've heard about before.

00:24:00:07 - 00:24:28:12

Speaker 3

So historically, this whole notion of marginalization, one of the articles that I wrote is the psychology, the barriers to achievement. It's a marginalization of the psychology of marginalization. So what does that mean? And means that very early on we start perceiving ourselves as being marginalized. And even though even when we are successful, we're still set ourselves apart from the group.

00:24:28:15 - 00:24:56:18

Speaker 3

And it happens that we start acquiring a sense of competition. We even compete with one another. And so therefore, that is probably one of the most important things that I wanted to say to you today is that you got to develop a cohesive collective psychology of helping one another through. And let me just contrast, this is not to a centralized another, another cultural group.

00:24:56:21 - 00:25:26:14

Speaker 3

Contrast that with some of the Asian groups and what they do to study. You go at midnight to a library and what you find there are a bunch of Asian students eating and socializing and studying together. They pull together, they learn from one another. One of the most important skills that I learned in graduate school, and I didn't learn it until I was in graduate school, was that in order to get what that external reward of an A or B?

00:25:26:16 - 00:25:44:13

Speaker 3

Because for me, getting A B was paramount at graduate level. I mean, I went from San Jose State to UCLA, and when I went to San Jose State, I didn't even think of the fact that, boy, this is a social construction that if I go to a state college and end up at a place like UCLA, they're going to see me as being different.

00:25:44:20 - 00:26:05:03

Speaker 3

You know, in terms of learning and preparation. And it was a real struggle to make that transition. But the one thing that I learned when I was at UCLA the very first year that I was a graduate student at UCLA, if you've ever been on that campus, it's like a city within a city. It's massive. You feel very much alone and you are very much alone.

00:26:05:03 - 00:26:29:20

Speaker 3

I think Consuela and I would see you. I think the whole time I was there, which was three years, I did two graduate degrees there. We saw one another, maybe three or four times. And that took a lot of effort and we bonded even though we only saw one another three or four times. But the most important dimension of my experience during those years, which were very difficult, I was set on getting a degree from UCLA.

00:26:29:20 - 00:26:50:21

Speaker 3

I had this schema in my mind that I was going to go to UCLA and it had to do a lot with where I was raised and the fact that all my sisters would do uses and the fact that I was wild and young, I wanted to come up to San Jose State to party and I was accepted at UCLA first because I was getting ready to transfer.

00:26:50:21 - 00:27:12:26

Speaker 3

I went to Ventura College. I was getting to transfer in 1969 and I wanted to be real independent, to leave my family. I had never been to San Jose in my life, you see, and I wanted to be very independent. And I suffered for it in various ways that I at that time I didn't even realize what I was going to experience.

00:27:12:28 - 00:27:34:12

Speaker 3

Here in San Jose. I have a real kind of emotive response to a lot of the sacrifices that I made and some of the things that I experienced at that time because there were difficult times. It all had to do with the sense of developing identity, identity in terms of difference and being the other. And at that time we had a lot more support than you all have now.

00:27:34:14 - 00:27:57:11

Speaker 3

We had Chicanos, you know, we had the the movimiento setting in and with it sometimes those of us that were from very small towns who had embraced the very traditional ways, we wanted to be radical and we, you know, we shed the nylons and went home with torn up Levi's and my mother would just beto keep us all fed up, but give us a service.

00:27:57:11 - 00:28:08:04

Speaker 3

Then I see it as a step aside, though, because all of my sisters and I were in college at the same time. You know, all four of us were in college at the same time. And so we'd go home and we were transformed.

00:28:08:07 - 00:28:09:24

Speaker 1

We were.

00:28:09:26 - 00:28:40:22

Speaker 3

And so one of the things, again, getting back to the idea of making these transitions, you know, at various phases of your life, is that when I was determined to make it through a prestigious university such as UCLA, it was very painful to recognize that the differential kind of preparation that I had with in comparison to those people that I was competing with, I was way behind many of those people.

00:28:40:24 - 00:28:59:13

Speaker 3

And it had not only to due to the fact that I went to San Jose State, it also had to do with the fact that that many of the people that I the first program that I was in at UCLA was in the English department. It was an applied linguistics program in tassel. And that's when I met Consuelo.

00:28:59:15 - 00:29:27:11

Speaker 3

It was teaching English as a second language and it was I wanted to do something in Applied linguistics and all of the people in that program were people that were from other. There were elite foreign students from other countries. I was the only Chicana Mexican in that program until I finished. I think they had one Mexicano from Mexico City later when I was about to finish, but I really felt very much the token.

00:29:27:11 - 00:29:50:27

Speaker 3

There were people that were very wealthy, like from India, from the Philippines, from all of these different countries where the tests, all researchers had centers to do research. And I bonded with certain people from certain countries. But the people that were from America were people that were from the cream of the crop in linguistics, and they were very, very competitive.

00:29:50:27 - 00:30:11:28

Speaker 3

And I think the that Clifford Prater, who was the director of that program, used to say that that the people that wanted to do said so were people that had ants in their pants because they wanted to travel, they wanted to go to other countries and see this the schema that I had for what I wanted to do and why I wanted to do test Sol was because of my vision above and beyond my own community.

00:30:11:28 - 00:30:47:19

Speaker 3

Even though my community was very important to me. My father was a socialist maestro, ran in Mexico during the forties, and so I was raised in a socialist home and I had this vision of my I had a great deal of value on my bilingualism and my biculturalism. And I think that that's one of the reasons why my cognition and my schema for learning was very stable because I had a great deal of confidence in those bilingual skills so that if I couldn't succeed in one area, I was certainly going to succeed in the other.

00:30:47:22 - 00:31:20:21

Speaker 3

But again, I got that from my parents, I got that from my home and from my community. One of the study let me just I wanted to tell you about a study that I did when I was at UC Santa Barbara. But I'm going to tell you a little bit of that transition. When I finished at UCLA, I was in the master's program at UCLA in the School of Education, and as soon as I finished my competency exams, I was automatically accepted into the Ph.D. program.

00:31:20:23 - 00:31:45:24

Speaker 3

And at that time I was working with the one and only Chikara Latina professor in the School of Education, which was Concepcion Gallo. This there were two at one time when I was in tests, all there were two women that came directly from Stanford in 1979, and before that there were no Chicana Latinas in the School of Education at UCLA, as incredible as that may seem.

00:31:46:01 - 00:32:18:27

Speaker 3

And that wasn't too long ago they brought two Chicano Latinos. One of them was very serious, who is a researcher now in Arizona, and she did the study here in San Jose Unified on the desegregation efforts in the busing. She's responsible for doing a lot of that work and research and the other one was Concepcion Valadez. And at that time I was going through my A through I am married the second, second time around, but the first time around I was going through my first divorce and I had a son.

00:32:19:00 - 00:32:43:03

Speaker 3

And at that time my son was seven years old and UCLA was a very expensive place to live. If you've been in Westwood, he was going to a school in Bel Air, which is right off of Sunset, and I was living by campus and it was very difficult in spite of the fact that I was young and had a lot of energy and I had people supporting me because they thought I was bright and they were mentoring me and they were giving me opportunities for working to work on campus, for getting money.

00:32:43:05 - 00:33:07:22

Speaker 3

There were very few fellowships at that time for for women and, well, in general at UCLA, if they gave you anything, it was loans and it would all there were very short term loans. So they didn't give you anything that was continuous. And when you're a single parent and you're living in Westwood, it's very, very difficult. You have to think of beyond your own needs, you see.

00:33:07:22 - 00:33:39:24

Speaker 3

And so UC Santa Barbara had a three year fellowship that they offered me, and they heavily recruited me because again, I was a token. You see, I have to reiterate how important that is. My GPA, if you want to know, was 3.8 at UCLA. And it was not an easy thing to get at in those days, but I had so much motivation, so much energy that, you know, I made an impression just from the fact that I was there.

00:33:39:26 - 00:34:13:09

Speaker 3

And so the the idea of learning and acquisition comes with what I do in many of my courses at Santa Clara, which is this side Foundations of Education, because I am a psychologist, is the idea that if we look at our experiences as learning processes that are internal, the distinction between external and internal, that the internal dimension of learning provides you with a more comprehensive understanding of the skills that you need to continue.

00:34:13:11 - 00:34:41:13

Speaker 3

Okay. Let me just point out to a couple of those, because I could give you an entire course on that. Why? One of the most important dimensions of succeeding with that internal loop is writing skills. Okay. Above and beyond getting that external grade, what they're looking at is the way that you write, and it happens at the community college level.

00:34:41:18 - 00:35:23:22

Speaker 3

And then once you get into a four year institution, that becomes even more important because ultimately the way that they subjectively assign that external symbol of a grade is based on the way that you express yourself in writing. And I have to tell you that I was not one of those people that had a lot of confidence because I was trying to write in the very traditional mode of, you know, three paragraph essay or whatever at one point in time, which is not what they look for in college at San Jose State, I majored in Spanish literature, and that gave me an opportunity to develop and enhance my skills in Spanish.

00:35:23:25 - 00:35:47:25

Speaker 3

I didn't know what a reciprocal was, even in English, much less in Spanish, and I suffered through that. What is a reciprocal, you know, very. So they use the first thing to do is learn the language and then go beyond what am I doing? It's got to be me immediately.

00:35:47:27 - 00:35:49:03

Speaker 1

Okay.

00:35:49:06 - 00:36:28:04

Speaker 3

Can I keep talking? Okay. So that language becomes the key factor in all of your learning. And to develop the confidence in expression is the most the most important aspect of any success in any institution. And if you don't feel confident, then I suggest that you do the collective thing and then go through one of the most important dimensions of learning to write is the idea of revisions.

00:36:28:06 - 00:36:52:13

Speaker 3

And that's something that took me again goes back to the idea of developing confidence and self-esteem and the idea that the ego that's involved, you see, we have a public ego and thoughts are can thoughts. And even though we study very, very hard and we learn and we maintain, we keep all these information inside our minds, the output is something completely different.

00:36:52:16 - 00:37:19:17

Speaker 3

It's a process. So thought in cognition is internal, and when you put it out there, it doesn't come out in a coherent form until you go through several revisions. In fact, by the time you finish the final draft, it's gone through a series of transformations of your knowledge that it becomes a discovery process into what you have retained and what you have dumped.

00:37:19:19 - 00:37:48:10

Speaker 3

Dump meaning there's this whole idea of working memory and long term memory and the way and the way that you learn and take information in highly depends on the way that you make associations with what you already know and what you want to know. And so that there's a zone, what some researchers theorists call the zone of proximal development in that what you do know you know that you know okay and you are aware you have the metacognition mirror meaning you're aware of what you already know.

00:37:48:12 - 00:38:06:05

Speaker 3

You know you're aware when I'm talking. I know what I'm saying. I know that I'm pulling I can be parallel processing. I can be thinking of something else that I just experienced at around the same time be talking to you. I have the capacity to process all kinds of information in an embedded fashion. That's the way the mind works.

00:38:06:07 - 00:38:44:17

Speaker 3

Therefore, to develop that awareness when you write and you take a position where getting that knowledge out on paper initially, you're probably going to regurgitate a bunch of a bunch of information that you're been taking in a reading and from lectures and such. But to go through making it coherent for somebody else to read so that they can understand what it is that you want to fashion, it isn't necessarily what you started out with, but it's a message that you want to convey to another person that's an audience above and beyond anything that you have internal lines in your thinking.

00:38:44:19 - 00:39:09:18

Speaker 3

Do you follow me? Are you following me? So that is has been part of that for many, many years, which has been I've been involved in teacher education specifically for more than 20 years. And I know at one point I used to say, I shouldn't even say that, because then people can figure out how old I am.

00:39:09:21 - 00:39:30:11

Speaker 3

But let me go back to tell you that when I started teaching in the classroom, I started teaching at the high school level. It was what in my my radical political agency was the kind of thing that I got through the Chicano politics. I was going to go back to my community to teach, because that's what I inherited from my family and that's what I wanted to do.

00:39:30:14 - 00:40:01:01

Speaker 3

And I wanted to teach Spanish because I loved it. I learned to love my own language just from reading the literature and from conversing and developing a confidence in that mode and knowing that I could

communicate with 19 countries that had Spanish as the primary language, and that I could also take pride in my cultural heritage here in the Southwest, and that I had a commitment to my community to research and look at how to construct a legitimate representation of our culture here in the United States.

00:40:01:07 - 00:40:30:11

Speaker 3

That's that was my commitment then, and it's still my commitment. And not only has it been a commitment in the sense that I've been actively engaged as a social agent, a chain of change, it has also maintained for me a sense of sanity, because I have to remind myself when I have a political struggle anywhere at any institution that I've been, that my work goes above and beyond the institution.

00:40:30:13 - 00:40:53:05

Speaker 3

It goes above and beyond the institutional factors or institutional kinds of constraints that institution can impose on you. And let me just share with you what that means. There's there all the hierarchies that you go through. Even after you get a Ph.D. you have to publish or perish. You have to go from assistant to associate to full professor.

00:40:53:05 - 00:41:21:20

Speaker 3

And all universities have that. There's also a lot of competition and there's also a lot of opposition to what you represent. Like what I said earlier, and let me share one dimension of that. In an institution like Santa Clara, most of the students that I have in the teacher credential program are not Chicano Latino students or African-American students or Asian students, for that matter.

00:41:21:20 - 00:41:52:29

Speaker 3

The majority of students I have are mainstream Caucasian, Anglo-Saxon students that come from privileged backgrounds and what I represent to them to have to defend that. Yes, indeed, I'm a Ph.D. and you may look at me like of what I represent to you is not necessarily doesn't necessarily fit your schema, you see, because we don't have enough representation in institutions of higher learning, not the kind of representation that we should have.

00:41:53:01 - 00:42:18:13

Speaker 3

And so therefore, people from the mainstream culture have their own scheme of the way they see us. So it's a continuous struggle and bonding with scholars like African-American scholars and Asian scholars and other Chicano, Latino. The networking part of it starts very early on. It starts now. It doesn't start when you've done a master's or a Ph.D. It starts now.

00:42:18:18 - 00:43:05:19

Speaker 3

It starts every day. And and the compassion that needs to go along with that. You need to remind yourself, because I know that within our own community, we have all these divisions, you know, and gossiping about one another. And the social conditions and the social stratification within our own community is that we have to remind ourselves that Mexicanos and Chicanos and Mexican-Americans and Latinos, we're all one and the same, and that in order to develop that sense of power in the collective psychology of who we are, we also need to branch out to Puerto Ricans and Cubans and Latino Americanos and Central America and also or whatnot, because their struggle is similar.

00:43:05:22 - 00:43:50:12

Speaker 3

The difference differences that our struggle because of the historical consequences of where we're at, that we can research our history in this. You know what some Chicano researchers call land. But in the Southwest and in Mexico, we can research our history and give it a legitimate representation in pedagogy, meaning curriculum and courses. And for you to succeed at junior college first of all, because one of the worst statistic is when you look at statistics of how many people transfer from a community college, dismal, dismal transfer rate, people usually don't end up taking the right courses.

00:43:50:14 - 00:44:22:19

Speaker 3

They end up staying at community college four or five years. By the time they're ready to transfer to a four year college, they're kind of burnt out and they don't benefit from getting the kind of energy that they need to develop to in two years, develop the stability academically and socially to make it into graduate school. So going back to my transition, Santa Barbara, Santa Barbara, I taught at Santa Barbara City College while I was doing my Ph.D. I also did supervision for the Teacher Education Program at UCSB.

00:44:22:19 - 00:44:54:06

Speaker 3

And then I taught three years in the Department of Chicano Studies and in the Department of Chicano Studies. I taught educational policy courses, courses in bilingualism courses that people needed at the undergraduate level to go into the Graduate Credential or M.A. program in education. Now, one of the studies that one of the things that I noticed when I was working in Chicano Studies, that there were a lot of students that would come and they would bond with me and they would come by and ask me for letters of recommendation when they were seniors.

00:44:54:09 - 00:45:23:07

Speaker 3

So I decided to conduct a study. That was a case study. It's called an embedded study, because there were lots of different levels of the experiences of undergrads. And it was a phenomenon that occurred to me because of the different levels where I taught and the fact people were coming to me when they were seniors asking for letters of recommendation, but they didn't know what they wanted to do with that being number one, Number two, they had marginal GPAs.

00:45:23:13 - 00:45:52:03

Speaker 3

If we're going to base it on GPA, what's happening here? Bright students that came from different backgrounds. This is at UC Santa Barbara somehow could not get that. You know, they had a marginal maybe 3.0, 3.1, very marginal. And like I told you before, all of that is subjective. So I was able to get some money to do a research study.

00:45:52:03 - 00:46:18:19

Speaker 3

And we interviewed we selected people, we asked them to volunteer to do interviews and then looked at various factors and the factors that we found in this that contributed to what what I am going to call non-engagement or circumlocution. They circumvent the mainstream experience and we've all done it and we continue to do it in order to get through the system.

00:46:18:21 - 00:46:43:07

Speaker 3

People, if they encounter conflict, they go around it. And let me give you a concrete example of how many of these students that we interviewed did it. They changed majors when they were juniors. The people that were majoring in science. They had such a difficult time. For instance, if they got a C and they'd go see the instructor, they would say, Well, you're passing.

00:46:43:07 - 00:47:10:15

Speaker 3

You got to see what's, you know, what else do you want? Okay, that mentoring, that bonding, that communication for at least for some of the students that we interviewed did not occur. And so they were if they were if many people, if they got C's, they were okay with C's. I learned at UCLA through and through Concepcion, all of this when I got my first B in graduate school, she says, Why did you get a B?

00:47:10:17 - 00:47:31:05

Speaker 3

I said, Well, I don't know. Go back and ask why. Go back and ask how they broke it down and why they subjected, you know, especially if you take essay tests and you write and they give you a B plus, it will great. Gosh, I got to be in graduate school. A B is like getting a C is an undergrad, okay?

00:47:31:13 - 00:47:52:24

Speaker 3

And in certain graduate programs, it's the kiss of death. It's the kiss of death. If you get like a B minus, especially, it's like flunking. And I didn't know that it was a first card. I said, well, I passed. You know, I was getting A's in all my other classes and I was fine. It was a transformational grammar, super applied linguistics, very scientific.

00:47:52:24 - 00:48:20:01

Speaker 3

And I was just struggling through I learned to question, first of all, to question how that was done. And part of what happens and not only the graduate level, but at the undergraduate level, is that they have to choose and to come with perceptions, set perceptions of who the students are. And if you're bilingual, you have a different schema for expressing thought.

00:48:20:04 - 00:48:46:13

Speaker 3

And so it's a process of learning how to differentiate the passive scientific language of English and that recursive digressive schema of Spanish. Because, you know, if you contrast this to syntax, you get radically different thought patterns, and that's something to recognize and know about your own writing and your own thinking. And it's not bad to have both, but you have to know how to differentiate and what's what's expected.

00:48:46:15 - 00:49:18:08

Speaker 3

I also learned to petition, and that's a difficult process to petition for a different grade. Again, that thought to keep in mind is to that that it's subjective. So all of those skills I learned when I was at UCLA and UCSB, I had different kinds of political problems and continue to have kinds of political social problems, not anything to do with how bright I am, by the way, because I consider myself to be extremely bright, and I did even when I was young.

00:49:18:11 - 00:49:48:09

Speaker 3

It's learning how to use the system to your own advantage. The thing at UCSB that occurred to me, many of these students, I think out of ten students, only one wasn't bilingual when she had been raised in a bicultural home. But she had developed the bilingual skills like some of these other students. So half of them went to urban schools, half of them went to a rural schools, meaning some were from Salinas and others were from Los Angeles.

00:49:48:12 - 00:50:24:18

Speaker 3

And it didn't matter what their experience, most of them were. Transfer students, by the way, which was also an interesting dimension. But another thing is that one of the things that came out in these interviews was that they've got radically different educations depending on what high school they went to. And that's another thing to consider because you see college is a is an equalizer in the in the ideal sense, not in the real sense, but in the the the idea is that whenever when you go when you're admitted to a to a university, that you're supposed to be the same as everybody else.

00:50:24:18 - 00:50:55:01

Speaker 3

And that's not necessarily true. If someone went to high school in Beverly Hills, for instance, or Palace Pacific or up here would be what, Palo Alto or one of these elite communities, their high school

education, even though they may have a 3.5 or 4.0, and someone from East Side San Jose say independence or one of those, and you have a 4.4.5 from I mean, 3.5 from there.

00:50:55:04 - 00:51:22:11

Speaker 3

And you compare the experience qualitatively, it's going to be radically different because historically this the schools that have needed good teachers get the worst teachers. And it's always the opposite. Teachers go to quote unquote, nice communities, communities where there's money and whether there are resources. So already people that don't go to the elite schools are at a disadvantage.

00:51:22:13 - 00:51:55:01

Speaker 3

I think one of my themes was to compare the private and public universities that also happens at the university. Santa Clara happens to have a very good reputation for preparing people academically, but the students that go to Santa Clara really suffer. It's very painful and you can attest to that in the sense that there's still a tremendous differentiation in terms of the representation, first of all, of the students and the socializing that takes place.

00:51:55:03 - 00:52:35:04

Speaker 3

And furthermore, the mentoring that happens. The reason the Santa Clara has a good, good reputation is because it's a private Jesuit university, and the emphasis is to provide good teaching and good mentoring. It doesn't necessarily happen for students of color. There's a lot of political social money maneuvering that occurs there, and that's something to be aware of. It does, however, provide you with the opportunity for developing some of those skills, but you have to know how to do that and seek out individuals who can guide you and who can find who can talk to you and listen to you.

00:52:35:07 - 00:53:05:13

Speaker 3

And we have, you know, five faculty that are Chicano, Latino. But that's not enough. It's not enough. There's another dimension to that is that sometimes those of us that are in token institutions feel betrayed by our own kind because people drop in and say, Listen to me, if you're having your personal problem and they come in with their personal problem, you know, there's also this this idea that just because you are who you are, that you're everything.

00:53:05:15 - 00:53:30:03

Speaker 3

And the idea the thing to remember is that that person is they have families, they have private lives, they have struggles. That's another thing I didn't understand about Concepcion of this when I was at UCLA. And I learned that when she came up for tenure and she was the only person in that department and she was denied tenure, then by golly, people had to rally around and support her and give her the support to petition to get.

00:53:30:03 - 00:53:51:09

Speaker 3

She eventually did get tenure, but the struggle for her was phenomenal to see. And at that time I didn't understand how difficult it was. Now that I am at that level now I understand. But it's kind of in retrospect because she was everything to me. At one point I clung to her. I thought, She's my mentor, you see?

00:53:51:11 - 00:54:22:00

Speaker 3

And sometimes we have to develop a sensitivity for looking at those people that are there to help us in a different way and to kind of try to learn those independent skills because she pushed me to learn those independent skills and it took longer and it was difficult. Again, getting back to the study, one of the areas that students responded to was the differentiation between ability versus effort.

00:54:22:02 - 00:54:49:09

Speaker 3

Okay. And that's a psychological loop in terms of developing motivation and learning is that we could put forth all this effort, but it doesn't necessarily mean that we have the ability, but in the ego sense, you know, in the external, legal and the public ego sense that we're going we're not going to admit admit that we don't have the ability we're not going to admit openly that perhaps we're not able.

00:54:49:11 - 00:55:23:18

Speaker 3

And I think the important thing is, is that effort. If you maintain if you don't give up in spite of the awareness of the fact that there's a differentiated differentiation between those that are able and those that are not able in a given area, it doesn't mean that it's not doable. And the most important thing in

terms of effort is to chunk it up, to take chunks of it, and that if you learn one thing and build on it and persevere and you are motivated enough to pursue it, that eventually you will have the ability.

00:55:23:23 - 00:56:00:16

Speaker 3

But it comes in a holistic form. It's a holistic. It's that we're expected to learn what they call higher order thinking skills versus basic skills. And so the difference between learning basic skills and there's a threshold where you go through and eventually reach the higher order thinking that is required for differentiation, differentiating what's passive, scientific, logical, relational language versus emotive constructs of our own cognition are about knowledge, you see.

00:56:00:16 - 00:56:33:20

Speaker 3

So there's got to be a transition that's made there. And I've seen this at lots of different levels and it just highly depends on the individual. So again, to conclude this, because I want to open up for more interaction because I could talk forever, my students know that they had to stop me sometimes when I lecture. Is that is that the the external to recognize that there are external rewards and those external rewards are constructed socially, politically and institutionally.

00:56:33:23 - 00:57:11:23

Speaker 3

And in order to deal with those, you've got to strategize, work collectively, seek out the resources that you need, and don't give up. Especially don't allow families to keep you from your dream. And the way that you do that is by maintaining a sense of who you are as a woman and as an individual who has the capability of pursuing higher and higher levels of whatever you want by recognizing that you are an independent learner, aside from your connection with family to value family.

00:57:11:26 - 00:57:32:04

Speaker 3

But to keep in mind and reiterate and clarify for people that what you want is a good education and that's going to be a lifetime. And that's something that someone can take away from you. They can take away everything else, but they can't take away your learning. They can't take away something that you've experienced. It's a lived experience.

00:57:32:04 - 00:58:03:10

Speaker 3

It's going to be with you forever. So all of those things are external and they're tied in with the internal part of what it really takes to persevere and to continue to learn at higher and higher levels. That gives you the confidence to challenge a higher degree. Aside from the personal sacrifices, there is a need to fulfill that challenge, and that's what your life becomes.

00:58:03:13 - 00:58:29:24

Speaker 3

And then I urge you not to not to leave your community behind. And one of the things that I'm constantly by both African-American students and Chicano Latino students is that, well, when I go back, I no longer think that way, and I don't longer use that language. And there's the language register. You know, the way that we talk, the way that we code switch or the community language, that's very important for who we are.

00:58:29:27 - 00:58:55:21

Speaker 3

Our sense of collective identity and to go back and reconstruct what that means and the reasons that we we are where we're at, you see that we are a privileged set of people because there's a very small percentage of Chicano Latinas that actually get an education, bottom line, especially higher education. And as you continue up the ladder, there are less and less people there.

00:58:55:27 - 00:59:21:08

Speaker 3

And that's why it's important for all of you to consider pursuing it, because we need more representation at all levels. I conclude there. So four questions and questions. Yes.

00:59:21:10 - 00:59:29:06

Unknown

Why do you feel the between as a.

00:59:29:09 - 00:59:52:04

Speaker 3

As as a as an undergraduate student? It's a tremendous difference because UC Santa Cruz is a very unique kind of educational environment. They don't use grades. They do give you written evaluations, for one thing, and then just the ambiance, the setting is quite different. It's kind of the goal for a setting of that sort is much more radical thinking.

00:59:52:07 - 01:00:16:29

Speaker 3

And so they try to integrate that somebody referred to UC Santa Cruz as the the liberals with Gucci or the liberals with Gucci pants or, you know, with labels because it is an elite university in the sense of liberal thought. And so it's a different, different setting. Santa Clara is a Jesuit university and there are it's a Jesuit network.

01:00:16:29 - 01:00:39:17

Speaker 3

So you see you have you you have the U.S. system and the U.S. system, depending on what campus you select, will depend on the kind of education that you get. For instance, if you go to Cal Berkeley versus UCLA, those are the two main campuses in California in the U.S. but they're very different in terms of the kind of thinking that you get from the various disciplines.

01:00:39:19 - 01:01:04:16

Speaker 3

And pardon me. Well, academically, I think they're it's they're up to par. Depends on the discipline. It depends on what you study. Okay. It depends on what you said. If you go to UC Santa Cruz and you study, for instance, the history of consciousness, which is a national phenomenon, there you see many people come out of they're very, very well prepared and they work with a very famous person.

01:01:04:22 - 01:01:28:07

Speaker 3

But it depends if you go there and get something that is not a solid Southern, solidly founded, then it would be the same as any other campus you see. So it would depend on the discipline at Berkeley would be the same thing. You know, Berkeley is very well known in, for instance, the area of cultural anthropology and you have very famous people working there.

01:01:28:12 - 01:01:59:01

Speaker 3

So it would depend on what area you choose. Santa Clara a little different in that it emphasizes a holistic idea so that if you get a bay that you're supposed to be successful in, anything you do. Again, it's all theoretical, but bet it's a it's a Jesuit system which is different than the UC system. The Jesuit system includes Loyola, includes USF, includes Seattle University, Gonzaga, Georgetown University.

01:01:59:01 - 01:02:30:07

Speaker 3

FORDHAM So they're very the Jesuit system is founded on the idea of social justice and social responsibility within a Catholic mode. The judge, which is another story the Jesuits were seen as the the black sheep of the Catholic Church because they founded higher education in this continent. They the Jesuits, Santa Clara is the very first university instead state of California, founded by the first assistants and then the Jesuits.

01:02:30:09 - 01:02:55:22

Speaker 3

But the Jesuits have established universities throughout the world, and they go with the philosophy of the Ignatian philosophy, which is intellectual thought for social responsibility. And that's the reason that I'm in Santa Clara, because my commitment to social justice coincides with that Jesuit mission. I've also been to El Salvador and visited the UCA, which is a University of Central America.

01:02:55:25 - 01:03:18:26

Speaker 3

And if any of you know what's happened in El Salvador, you know that there's a real sense of social justice that goes along with that. So you get a different kind of preparation. Many of the students that are successful at Santa Clara end up doing internships in different parts of the country and know Carmen asked me to bring a list of internships, but I don't have any set internships.

01:03:18:26 - 01:03:45:16

Speaker 3

We have. But they go there are centers, Jesuit centers, where after you get your B.A., you can do an internship that's related to something that you might want to do. For instance, there's this I call her like Cuban. There's a Cuban, a student from Florida that wants to study Chicano gangs, and she's a senior, and she's going to do an internship in Los Angeles that's a Jesuit center for for working with gangs.

01:03:45:19 - 01:04:11:29

Speaker 3

And so she wants to get a master's in education with a psych dimension like like my degree. But her interests are working with urban youth. And so she's as a senior, is going there to spend six months in in a center. And they have those kinds of centers like in New York, working with homeless people. And so that whole loop of social responsibility provides that kind of exposure to those issues.

01:04:12:04 - 01:04:40:27

Speaker 3

And so that's what you would get at Santa Clara versus someplace else. You see, I wanted to mention to plug to plug in the idea that we're we funded and are designing a teacher pipeline program for students that are that come out of Eastside schools. Those people that want to go into teaching will start very early on, will get full tuition all the way through their four years and into the fifth year if they stay into teaching.

01:04:40:27 - 01:05:01:13

Speaker 3

So that's five years of full tuition for someone that wants to go into teaching at Santa Clara. And I think it's going to start next year. We worked on it this year and we got it funded and it's probably going to be initiated next year. So if you know any people from the Eastside High Schools that want to do that, we're starting at the high school level and going through.

01:05:01:13 - 01:05:22:15

Speaker 3

And if you want to get more information about being in the community college and you came from that community because it's serving that community, then you could contact me sometime next fall. And I should have more information about about how you can be involved as well if you're interested in that. There was a question over here.

01:05:22:17 - 01:05:52:04

Unknown

You can take your time would be a good way to do research when you community college. AS again, I didn't know what the process was and I learned that important to yes yes. Yeah right.

01:05:52:06 - 01:06:26:19

Speaker 3

Right. That's that's a very important point because you're absolutely right. Oftentimes people in student services are so overwhelmed with the amount of work that they have to do that they're they can't sit with you for hours and hours or, you know, intermittently to talk about how to go about getting information. They'll give you information. So, like, for instance, if you if you contact someone at Santa Clara, the person that's there may not be there on the day that that you want to see them.

01:06:26:19 - 01:06:50:24

Speaker 3

So it's good not only to talk to people in student services, but it's good to contact people, faculty, particularly because faculty can give you a different dimension of what goes on academically in an institution because, you know, faculty have to serve on committees. They know what the trends are in terms of enrollment, know what kinds of special programs are being instituted.

01:06:51:01 - 01:07:14:15

Speaker 3

And if you're interested, especially if you're interested in a in a specific area of study, it's very important to contact faculty within that discipline because we're very, very different. You know, my research happens to be interdisciplinary and a lot of people don't understand the umbrella of educational psychology. It only means learning theory, and that's learning at all levels.

01:07:14:21 - 01:07:44:05

Speaker 3

And so I'm able to interact. For instance, I conducted a study with Christine Barkan, who's a chair of the communication department, and she would be able to give you things a good sense of what the communications majors does and how that relates to other majors, you see. But since I have the opportunity to collaborate with other people privy to how different the disciplines are, we also have Professor Bernie Samora, who's who's a poet.

01:07:44:05 - 01:08:03:08

Speaker 3

I don't know if you've ever heard her speak or know of her work. She's very well known. She's one of the she was very one of the very first Chicano poets to ever be published. And she did a book with Antonio Sierra back in the early seventies. She's at Santa Clara in the English department. We have Ramona Chacon in history.

01:08:03:14 - 01:08:30:25

Speaker 3

But in any case, Su Saldana in political science, Alma Garcia in Women's Studies and Ethnic Studies and in sociology. So you have you have, you know, at least one represented in those disciplines, but at other universities as well. Another thing to keep an you have represents, but another thing to keep in mind is that and I hate to say this because I always like to give the other side of the coin.

01:08:30:25 - 01:09:04:22

Speaker 3

You see, there is such a thing as people are in these institutions that appear to be representatives of your own culture, but are not because they haven't read, they haven't come around to full awareness of of what their commitment. May be some people do eventually about 250 or whatever, but but it's not that you can always trust you see and those of us I think it's important point because you know, we kind of tripped over these processes and learning how to what I meant by manipulate and maneuver your way through the system.

01:09:04:22 - 01:09:28:20

Speaker 3

It's exactly that. Find out what sources you can use and what sources you have to circumvent to go around, because there are people that you just simply, you know, they don't want to even deal with what you represent to them because they want to leave it behind. And that's the sick dimension of our the psychology of marginalization. It happens a lot.

01:09:28:23 - 01:10:12:15

Speaker 3

Yes. What 14 seen? Very few. Very, very few. So the Portuguese women are not well-represented. The Puerto Rican women are not well-represented represented. The African-American women are not well-represented, represented. They're not representative of of in proportion with their communities. So, you know, it's marginalized people, period. If we're dealing with, for instance, the statistics show that in

the Hispanic group what they call a generic Hispanic by homogenizing who we are as Spanish speakers, they there's a hierarchy.

01:10:12:17 - 01:10:45:03

Speaker 3

And I'll let you guess which one of the Spanish speaking groups is at the top of the ladder. The Cubans. That's right. The Cubans then the Puerto Ricans and then the Mexicans. And that's how it's in achievement data. And it has a lot to do with history. It has. And I doubt very much whether the new Cubans can achieve as much as the Cubans that came in 1963, where they demanded, demanded bilingual education for their communities.

01:10:45:05 - 01:11:07:08

Speaker 3

And the reason that they did was because they knew the value of their culture in their language. They knew the value they were from the elite group, and they wanted that. They were the very first Spanish speaking group historically that has been federally funded to provide bilingual education. And you see the results? Yes. Yes.

01:11:07:11 - 01:11:22:14

Unknown

Yeah. One format to me that I when to teach and I know they offer the single subject labor and you have to listen to them or just focus.

01:11:22:17 - 01:12:01:03

Speaker 3

So if you can take the C best, it's better just to, you know, because you can use your time to doing other things. If you can wave, if you can, if you don't have, to do the the courses or because I know them but computer it. Yeah no know you do however have to have at least two computer courses when you do the credential you see there are undergraduate requirements for going into teaching that you must be aware of that are dictated by CTSI.

01:12:01:05 - 01:12:25:11

Speaker 3

In other words, your institution is only providing the coursework, but CTSI is the one that's saying the California Teacher Commission is saying you have to have computer, you have to have health ID, you have to have now with the B cloud, you have to have a certain number of courses in particular areas and so it's important for you what your are you are you in your junior?

01:12:25:16 - 01:12:51:23

Speaker 3

It's important for you to know what you have to take at the undergraduate level that will that you can get out of the way before you get to the fifth year or two into the credential program and a person to talk to would be Cindy Alvarez piece. Do you know her? You should get to know her. She is a bilingual researcher and she teaches at Santa Cruz and she's in teacher education.

01:12:51:25 - 01:13:23:23

Speaker 3

And she's doing a study, a bilingual study and a in the community. So there's a Peggy Estrada, you know, her, Yes. Peggy Estrada and Cindy Alvarez. Peace is are two people that you can contact at Santa Cruz that would give you more information and guide you and actually mentor you. You're a special commodity. You see, for their other questions, other things that we can talk about.

01:13:23:25 - 01:13:28:00

Unknown

And it's difficult to get.

01:13:28:00 - 01:13:37:15

Speaker 1

Into a master's program after you've already received a degree and have been out of school for a long period of time. Let's say maybe, you know, 5 to 7 years.

01:13:37:17 - 01:14:04:18

Speaker 3

It depends on the program. Depends on what program you want to do. The most important thing about, getting into any program, especially if you've been out of school for a while, is to contact people that can give you good letters of recommendation. Because when we were talking before the subject that of

it, it's in addition to your GPA, what they're going to look at next is the kinds of things that you've done that are related to the graduate program that you want to do.

01:14:04:21 - 01:14:39:03

Speaker 3

And then within that, what you want to do is get very strong, not mediocre letters. You want only the best. My husband said that he doesn't write letters of recommendation. He's a professor at UC Santa Barbara in the Spanish department. He will only write letters for people that he can speak of that are excellent students with optimum records, meaning that if he's going to consider writing a letter for someone, he's only going to say the best and use the best language that he can.

01:14:39:03 - 01:15:05:23

Speaker 3

And so it's a very important because he knows what it's like. You see, when I read letters of admissions, when I do the packets for admissions every year into the teacher credential program, the thing that I look for are the things that I look for are things that are subjective, evaluations of who the person is, what they've done, what their commitment is, what their potential is for finishing up a graduate degree based on what other people say about them.

01:15:05:26 - 01:15:30:23

Speaker 3

That is one thing, and I will look at the transcripts and go through and see on the GPA, on the transcripts, what I look for are patterns. Okay? So that if you had a bad quarter, if you had a bad semester, but there's a consistency elsewhere, then that's what I look at, you see, And if I see, for instance, that a person got an F in neuropsychology for then I discard that.

01:15:30:23 - 01:15:55:03

Speaker 3

You see. But it's important because, you know, sometimes we experiment, we take the course and we don't. What am I doing here? And it shows up on the record. But yeah, but letters are the most important letters of recommendation and letters that are related to the field of interest, you know, letters and experience that's related to the field of interest that shows your potential for pursuing it and your commitment.

01:15:55:03 - 01:16:20:08

Speaker 3

See, what people want to know is how serious you are. And they can only find out by the kind of information that you provide them. And the letters are one way of providing that kind of information that's not objective, like GPAs or grade scores or any other norm normative data. So it's just to.

01:16:20:10 - 01:16:24:04

Speaker 1

Go in another resource project, 1000.

01:16:24:07 - 01:16:28:00

Speaker 3

Words. yeah.

01:16:28:03 - 01:16:42:18

Unknown

Be one 800 number and graduate school during one application.

01:16:42:21 - 01:17:03:26

Speaker 3

C One of the most important things to remember is that you are very like I said, I'm not joking when I say that you're a special commodity and I and that's in all areas. It's not just in education. In education, there's a multitude of things that that people that are Latinas, especially bilingual Latinas, can do. It's not just classroom.

01:17:03:28 - 01:17:21:20

Speaker 3

And I would advocate that you start at the classroom if you're going to go into education and get a you know, a number of years of experience. But you can go into administration, you can go into research, you can go into higher education, you could go, you know, there are multitude of things that one can do within a particular profession.

01:17:21:22 - 01:17:52:04

Speaker 3

And it's still, even though we do have the backlash, the political backlash of affirmative action and funds that are being there's still a tremendous amount of opportunities because there's a need for that representation. There's the work does not stop the need in our communities, in public health and social services. For instance, my sister's a director of Headstart and she's got a tremendous background, you know, from UCSB to the University of Chicago.

01:17:52:07 - 01:18:29:06

Speaker 3

And she built that Head Start program when she first came in. She was 27 years old. I, a graduate degree in social services administration at the University of Chicago, came back to Santa Barbara, wrote a grant for a skeletal service, which was an independent school. Independent people used to go to the community, knock on doors for donations to develop, to put this preschool together and Barbara, when she took the position here in Santa Clara County, it was she made it into a multimillion dollar kind organization.

01:18:29:08 - 01:18:53:03

Speaker 3

It started, you know, with a couple of million dollars. And she built it into 14, 15 to \$1000000. And she's been there something like 15 years. And she was young and energetic and she had the interest in community. She wanted to do that. And even though some of those programs are being cut, there is a tremendous need and there's a lot of work to be done.

01:18:53:05 - 01:19:12:27

Speaker 3

And the place to start is to develop the confidence in yourself, to pursue it by all of the things that we talked about today, in spite of it, in spite of the struggles, because you can do it. You just have to accept the idea that what you want to pursue in life and I'm sorry I got into this.

01:19:13:02 - 01:19:15:04

Speaker 3

What? There was another question over here.

01:19:15:06 - 01:19:17:04

Speaker 1

No. Okay.

01:19:17:06 - 01:19:23:02

Unknown

Thank you. Yes.

01:19:23:04 - 01:19:23:25

Unknown

We don't want to keep.

01:19:23:25 - 01:19:29:03

Speaker 1

You very or.

01:19:29:06 - 01:19:43:05

Unknown

But I just want to know when this will be here and and so one of the things I.

01:19:43:05 - 01:19:50:04

Speaker 1

Wanted to do is I wanted to have each of our board members to speak very briefly about who they are, where they work, in case you want.

01:19:50:04 - 01:19:56:24

Unknown

To talk to them. A few minutes saying, yes, I am a vice president with Bank of America.

01:19:56:27 - 01:20:32:07

Speaker 1

I have responsibility for risk management of electronic banking and payment systems for the corporation and everything that we have heard here has definitely played a part in my development personally and professionally. And the last reference to representation is particularly important. Not that very many people like me at my level of the bank and in the industry for that matter.

01:20:32:14 - 01:21:01:13

Speaker 1

So if you have any questions and you ever want to sit down and talk about what that means, yeah, I'm available and you just need to call that you get a foundation phone number and I'm just a phone call away or. Carmen Yeah, a lot of you have comments, a number also for myself, let me introduce myself because I know, you know, my students know who I am, but I know there are students from other colleges here.

01:21:01:15 - 01:21:25:28

Speaker 1

I'm Maria Garcia. I'm a counselor here at Cyanobacteria College. I also direct a program called Adelante. And so it's wonderful to have all of you here. And I just want to say to my students, I'm really happy to hear all the things that the speaker said and especially everything that they said about writing, because John is going to be ecstatic when he hears.

01:21:26:01 - 01:21:49:07

Speaker 1

So now I know all of your is in that class, and I'd like to introduce our other board member program. Hi, my name's from L.A. S.A. I'm an attorney with a law firm called Public Advocates and San Francisco Public Advocates is a civil rights public interest law firm, and I do class action, impact litigation, employment discrimination and insurance discrimination.

01:21:49:09 - 01:22:13:20

Speaker 1

I'm trying to get minorities on the information superhighway. And I also have a Latino health care policy organization called the Latino Coalition for Healthy. So if any of you are interested in policy or law, I'm

happy to speak with you and I'd like to introduce others. Earlier, you heard she was the chair of our scholarship committee. She is also chair of our know that.

01:22:13:20 - 01:22:51:06

Speaker 1

But she's not on the committee. She's on the committee for the Leadership Institute. Yeah. So on behalf of the committee and and on behalf of the board and all of you for being here, and I want to also thank again, speakers at juvenile stand up so we don't give a big Maria school of the same name right here.

01:22:51:09 - 01:23:29:03

Speaker 1

Okay. In terms of the handle as many of you earlier, we got a grant from State Farm and that enabled us to, for the first time be able to pay, you know, give us a little bit of money. It's not going to be what they're worth, but it's like it's what's called an honorarium, just like a token of payment to our speakers and also enabled us to hire Carmen Maria to help us do this work because we are a volunteer organization and we've been giving workshops since 1988 and this is like a sentence for something to pay, you know, a little bit of money.

01:23:29:03 - 01:24:00:08

Speaker 1

It's not the other thing because I guess the other thing that you haven't said, what do I do? And I like, you know, I do area as I have that happens that this is really Doctor. exactly. Yeah. Like that's like the title of the I one of the things that the board has really been concerned about is that a lot of us, a lot of times don't give a lot of credit to all the time and energy that we spend into getting our degrees.

01:24:00:10 - 01:24:24:23

Speaker 1

And as doctor I see I was saying earlier, there are so many so, so few Latinos in education that we we have really made a commitment to to state, you know, who we are and where we are. and we wanted to recognize people, especially who have their doctors because we know how difficult it is to be at that level.

01:24:24:26 - 01:24:45:15

Speaker 1

So definitely, yeah, I'm not going to argue. I don't use a lot of time, but I use like I put a dollar and it's not always easy for me to put it this. I mean, after I'm 51, I'm just a doctor for ten years now.

01:24:45:17 - 01:24:50:11

Unknown

I think. Yeah it's actually one thing is that part of the.

01:24:50:11 - 01:25:00:22

Speaker 1

Reason for getting it not only for me personally, because we do everything really for ourselves first and then for our community, for our families. And sometimes we forget.

01:25:00:29 - 01:25:09:00

Unknown

That, you know, when I'm doing so, when I go to a public place.

01:25:09:02 - 01:25:40:25

Speaker 1

I will use the restroom, but I don't always use it because it's not necessary at least 90% of the time. Do the commercial. One. but I do, and I'm one of the founders of the technology and we just changed our industry. So that's been kind of stumbling over the ability to get information of Northern California up until June, July of last year.

01:25:40:28 - 01:26:13:15

Speaker 1

We were founded in 1977 and I stuck around those. And that's I mean, that's one of my commitments. It's one of my issues, and that's one of the things you think about. And we all have a mission. You should think of an organization, have a mission that we each personally have a mission. And when you're right, you can go to Target during school time, you know, in September or in August, and you get a lot of those folders for like or spiral notebooks, \$0.15 or 20 to be stuck up.

01:26:13:18 - 01:26:51:13

Speaker 1

But within days you should you should do is begin to write what your mission is. And it's going to change. I think I forget which one was talking, how things change over time, which which you begin writing. It's not going to be the same six years. It's not going to be the same in a year. And it may take you two years to finally get your mission, or you make this in ten revisions and then you I did one in 1990 to my mission statement, and it took a lot of work.

01:26:51:15 - 01:27:08:13

Speaker 1

And I think, well, that's what I came out with. I had to give I was in a program, but we had to come up with the mission statement and we had to get up in front, in front of a bunch of people in the States. And I look back in 1985 and I go, I was right. That is what I'm doing.

01:27:08:15 - 01:27:31:18

Speaker 1

You know, that is what I'm doing. But I had said 1982. So something you mean by that? Can you think, that's not really going to do that? You'll find that. Yes, it is. But you do one of these. I do The 17 of a school psychologist, and I'm doing things that some of you have seen an interest in psychology.

01:27:31:21 - 01:28:05:21

Speaker 1

I have a doctorate in social clinical psychology from a non traditional school copyright institute. And that's all they give degrees in social clinical psychology. I have a they are now given, you know, whatever the psychology degree is. And I said, God, does that mean that my degree has change? What really happens? But I mean, no matter whether you have an ABC, a page three or the other one, they all do the same.

01:28:05:21 - 01:28:13:24

Unknown

Amount of work. So 17 years of psychology, I got friends, I opened them in schools.

01:28:13:27 - 01:29:06:22

Speaker 1

And I left because I was retired. This is there's two other psychologists now so I can show that there was somebody else there because we're a long term deal. But certainly one of the things that I, I ran around many different schools in the school district giving kids IQ tests, which Sara said are subjective, how they're scored of what I do know, I work part time for the friend in high program, which is a in my job is we collect recruiting, mentors, training, mentoring, maintenance, high school students, ninth graders and monitoring that process.

01:29:06:24 - 01:29:31:29

Speaker 1

And then I also did workshops in meditation, which was one of his when she did visit prevention. That's part. And the 3 minutes, it's really like a mini meditation is to get you centered. That's part of what I do. And another part of that is giving leadership skills development workshops mostly for Latinas.

01:29:31:29 - 01:29:37:16

Unknown

But also for Latino.

01:29:37:19 - 01:29:55:13

Speaker 1

And fact covered. Every initial time you are having an evaluation and this is really important because we want to give the more money next year. I believe what you have to see here to make it better to get your spots.

01:29:55:16 - 01:30:06:24

Unknown

So when we write to say for a regular report, know, get what you need, I just want to say thank you.

01:30:06:28 - 01:30:24:01

Speaker 1

For coming on behalf of the entire Chicana Latina together Foundation board. I want to say, if nothing else, I hope you take away from here the idea that each one of you is unique. Each one of you can do it. I mean, there's no reason why you can't do it.

01:30:24:01 - 01:30:28:29

Unknown

You've got not only these resources, but other resources in the community.

01:30:29:02 - 01:30:54:10

Speaker 1

So this is it with you. And then two announcements I wanted to make is one is Consuelo has a gift for everybody. And then and then the last announcement is that there's a lot of food leftovers and you have a lot of plates. We have a lot of plates and we have Saran wrap, so you can take them with.

01:30:54:12 - 01:31:15:16

Speaker 1

And then with that, before I turn it over to Consuelo so that she can give you your gift, I want to applaud all of you for spending the whole day here with a picture of something.

01:31:15:19 - 01:31:24:28

Unknown

Okay, To refocus. Now, this is Guzman.

01:31:25:01 - 01:31:27:27

Speaker 1

Look, Come on. Stay there. Come on.

01:31:27:29 - 01:31:30:01

Speaker 3

Can I. Can I say something?

01:31:30:03 - 01:31:37:22

Speaker 1

I didn't realize I was going to get another area. I just came to offer my share and share my thoughts.

01:31:37:24 - 01:31:47:22

Speaker 3

And I would like to take that honorarium and give it to us what we would call the school a bookstore scholarship. Because when I was a junior college student.

01:31:47:22 - 01:31:49:19

Speaker 1

Somebody gave me a small.

01:31:49:21 - 01:31:51:29

Speaker 3

Bookstore scholarship and they gave it directly.

01:31:51:29 - 01:31:53:02

Speaker 1

To the bookstore.

01:31:53:05 - 01:31:54:12

Speaker 3

And it was.

01:31:54:12 - 01:31:55:07

Speaker 1

Awarded to me.

01:31:55:07 - 01:32:00:11

Speaker 3

To charge books for giving. And so that's okay. I don't know. I didn't get.

01:32:00:11 - 01:32:05:07

Speaker 1

The letter, so I didn't know. But if it is the case that you are giving me an award, I.

01:32:05:07 - 01:32:09:06

Speaker 3

Would like to turn it around and have you give it to a bookstore scholarship.

01:32:09:06 - 01:32:15:29

Speaker 1

For deserving students.

01:32:16:01 - 01:32:16:24

Unknown

We have all the.

01:32:16:24 - 01:32:44:24

Speaker 1

Speakers up here. Jose Maria, ECF Jose I'm not going to mention. Okay. And you have to be. Go ahead. Why not say something like she wants to give your thought. Let me just before we take this picture, it just yeah, the altar. There is still one item on the altar. Okay, great. Just so that that person gets there and people have asked me how to get a hold of me.

01:32:44:24 - 01:33:07:04

Speaker 1

And I am not going to be at San Jose State till May one. So in the meantime, on the flip chart board, I have put two phone numbers down, one for Pete Michelle, who is Chicano and the other for Cathy, a mirror dash. And I'm giving you those numbers and those are individuals you can call and tell them I you and I promise you you'll get first class service.

01:33:07:06 - 01:33:31:18

Speaker 1

Okay? The other is I brought extra applications there on the table. Some you came up and said, Well, I'm not going to apply for another couple of years or I'm not sure I should apply. No, take it, fill it out, play with it so that it's not such a foreign object to you. When you go through the actual process, get familiar with it.

01:33:31:21 - 01:33:59:21

Speaker 1

Some of you took some angel cards and this is the yeah, this is something I do on a weekly basis and I look at this card and I have a bunch of them there up here, you're welcome to come pick one. And you basically center yourself with this because you don't choose the card you want, you put it, it shouldn't, you pick the card and up pops.

01:33:59:29 - 01:34:26:18

Speaker 1

What is your lesson for you that day that week. Okay. And you you sit with it. Carmen came up picked one is it's a lot of work. This one. I never left nothing in the universe. Well, not that one for a reason. And I just wanted to ask two or three people if they would be willing to share the card they got, what it might mean for them.

01:34:26:21 - 01:34:42:08

Speaker 1

Would you like to share your since you're mine? I was surprised. I think mine happens. Patience for those ladies that have known me for a long time. I have always suffered from the Superwoman syndrome myself, trying to.

01:34:42:11 - 01:34:48:07

Unknown

Old people saying, You go to community college. And when I tell them, I mean, it doesn't turn out. They just.

01:34:48:10 - 01:35:09:06

Speaker 1

You know, turn around. And that has a lot to do with learning to be patient. So it's a wonderful reality check. And, you know, just say working life with my patients, that's good. So she'll carry that with her. And this is part of that that empowerment we talked about earlier, the whole self esteem and who you are. And this is just a little trick.

01:35:09:06 - 01:35:34:23

Speaker 1

How about somebody else? We come in Yeah that's saw when she didn't know what she had I made her is the person she got there with gratitude and and and it's giving me the thought that I need to reflect on so much that I have to be grateful for and be beautiful to be. Yes. Yeah. I take down the when I got with power, then I did.

01:35:34:24 - 01:35:56:07

Speaker 1

And I think that's very apropos because I think one of the things this last year, for those of you that know me, I also like I have been burned out. And so for this last year, I really had to pull back from everything. I mean, literally I dropped every community I was on, even my students. I have not interacted as much.

01:35:56:10 - 01:35:57:08

Speaker 1

I'm taking a year out.