



AAUW California

AAUW Fund Event

October 22, 2022



Welcome and Introductions



Karen Vanderwerken
Director
Chair, AAUW California Fund
Committee



Sandi Gabe
AAUW California President



Katrina Sun Breese
AAUW Senior Director of
Institutional Advancement

Nadeeka Karunaratne Ph.D Candidate

American
Fellowship



Women of Color Students' Responses to Experiences of Dating Violence in College

*University of California-Los Angeles
Education*

Women of Color Students' Responses to Experiences of Dating Violence in College

Nadeeka Karunaratne
she/her/hers

Higher Education & Organizational Change
University of California, Los Angeles



interpersonal violence in the U.S.
is rooted in settler colonialism
& white supremacy



Statement of the Problem

- Dating violence can have detrimental impacts on college students' mental and physical health, academic experiences, sense of self, and relationships.
- Yet, existing campus violence research and practice focuses on:
 - sexual assault
 - white students
 - quantitative measures of victimization and perpetration risk





theoretical framework of **INTERSECTIONALITY**

systems of oppression are interlocking and
consequently result in unique lived experiences for
individuals with multiple minoritized identities

Research Questions

- 1) What are Women of Color students' responses to dating violence (e.g., help-seeking, disclosure, healing, etc.)?
- 2) How do Women of Color students' experiences with surviving dating violence influence their academic experiences, social experiences, and sense of self?
- 3) How do Women of Color students' intersecting identities and experiences with systems of oppression shape their responses and influence their academics, social lives, and sense of selves?



critical qualitative methodology
CENTERED IN HEALING





Significance

- Shift campus interpersonal violence practice to center students' healing needs
- Reimagine dominant approach to studying campus dating violence
- Healing is transformational

Jesica S. Fernández, PhD

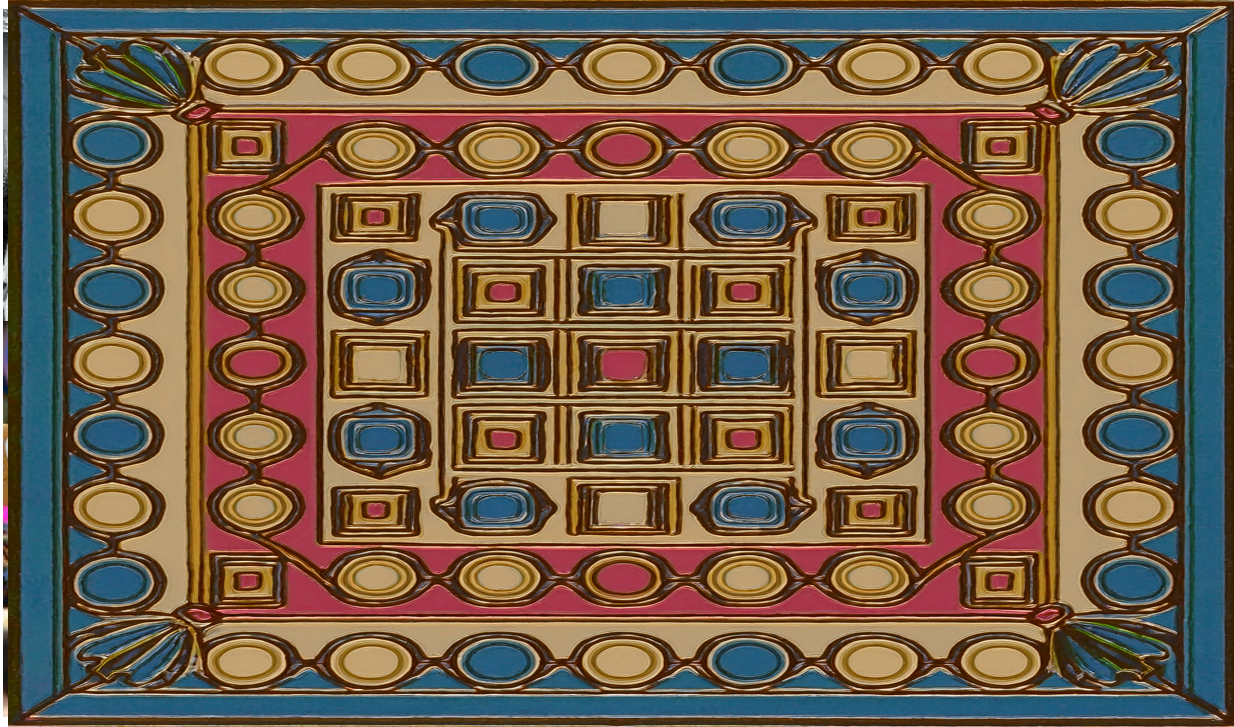
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Archiving the Trajectories of Women of Color Student Activism at a Jesuit University in the Silicon Valley

*Santa Clara University
Publication*

Women on the Frontlines of Liberation Struggles

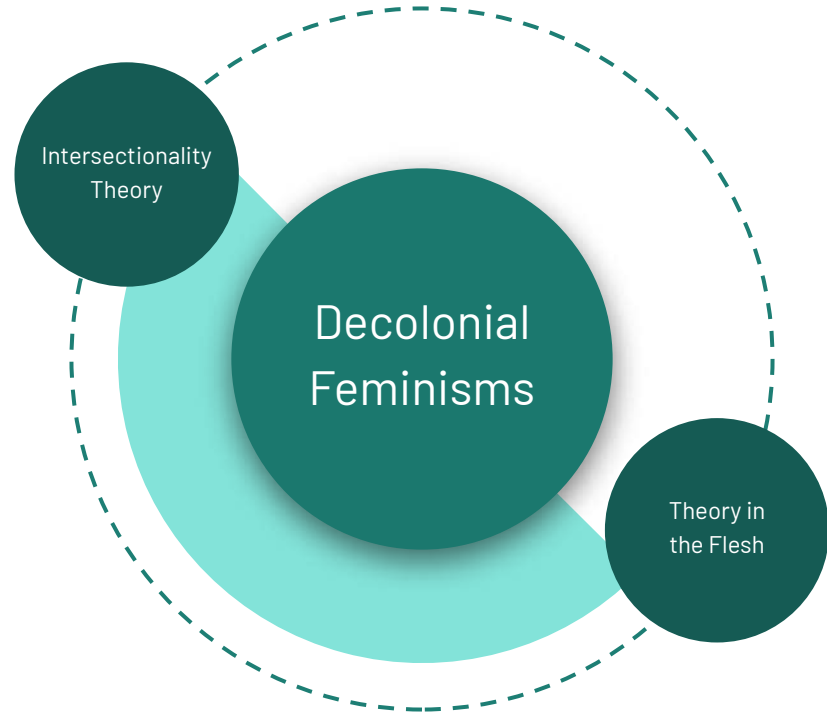


Intentions & Research Question

- How has women of color student activism at one private Jesuit university in the Bay Area (California, USA) unfolded in relation to past student-led movements in the region?
- Intention
 - To center/re-center the historical trajectory of women of color student activism with the goal to better understand current conditions of civic life among young women, especially women of color in higher education.

Decolonial Feminisms Theoretical Framework

Decolonial Feminisms center post-colonial feminist epistemologies & theories in a non-Western/non-Eurocentric cultural & sociohistorical context to challenge coloniality & the intersecting manifestations violence assembled through racism & sexism

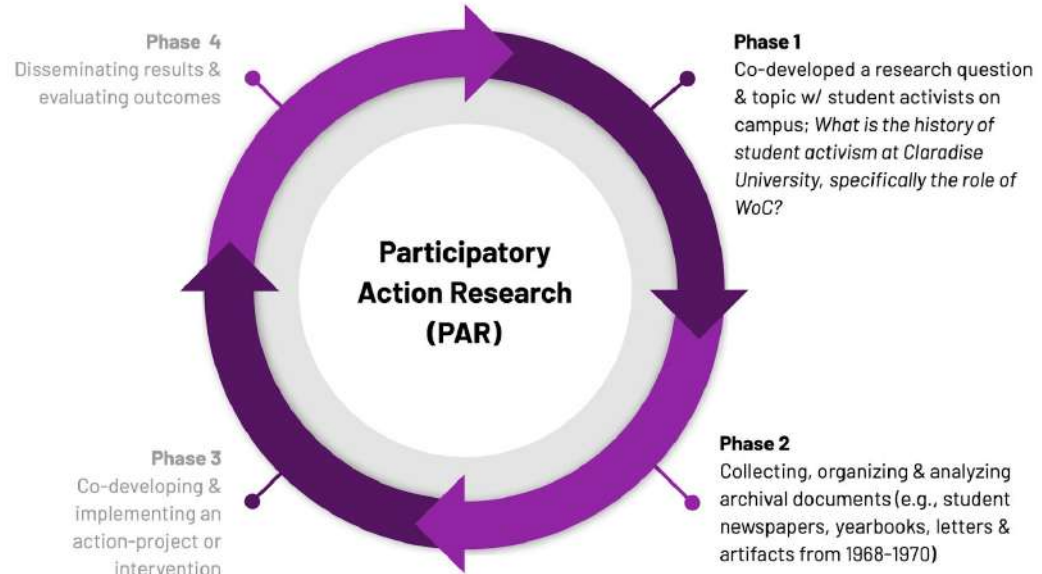


(Anzaldúa, 1999; Anzaldúa & Keating, 2002; Collins, 1990; Crenshaw, 2014; Davis, 1990; Dent et al., 2022; Fernández et al., 2022, 2020; hooks, 1994; Lugones, 2007, 2010; Moraga & Anzaldúa, 1981; Sandoval, 2000; Silva, Fernández, & Nguyen, 2022; Vergès, 2021)

Archival Participatory Action Research Methodology

Archival Methods involve the systematic curation, analysis & critically reflexive presentation of historical documents & artifacts (e.g., letters, news papers, photographs) with the intent of contextualizing a particular socio-historical moment

(Carter, 2006; Yun, et al., 2020; Basu & De Jong, 2016)



Selected publications on PAR: Fernández, J. S. (2022). Decolonising Participatory Action Research in Community Psychology. In *Decolonial Enactments in Community Psychology* (pp. 29-51). Springer.; Fernandez, J. S., et al., (2018). Documenting sociopolitical development via participatory action research (PAR) with women of color student activists in the neoliberal university. *Journal of Social & Political Psychology*, 6(2), 591-607-607

WoC Activisms in the University

Black Students Union (BSU), Mexican-American Students Committee (MASCU), and the Students for Democratic Action (SDA) members confronted the Santa Clara community at dinner in Benson cafeteria in January. To awaken the campus to black and brown students' unique situation, the organization presented four demands which they termed "non-negotiable": University administrators, meeting with the organization's leaders the next morning in response to the demands: (1) noted that a course in black history was already offered, although not compulsory; (2) granted the SDA office space and a budget allotment; and (3) agreed to formulate, with student assistance, a course in Chicano culture.



The BSU (Black Students Union) is properly titled THE UNITED BLACK STUDENTS OF SANTA CLARA UNIVERSITY. Their purpose, as stated in the preamble to their constitution, is as follows:

We, the Black Students of the University of Santa Clara, have united for the purpose of increasing the psychological and cultural awareness of Black people regarding their present circumstances. Our aims are to realize a future of dignity, self-determination and liberation.

Secondly, the immediacy of the nature and gravity of the task which must be completed makes it imperative that we Black students mobilize whenever and wherever necessary to initiate and participate in all forms of action calculated to achieve our goals.

Using the method of Direct Action Confrontation in order to affect their purpose, the BSU has made efforts to increase the numbers of minority students on campus.

Because of the efforts of the BSU, the University community has come to realize the urgency of the multitude of social, economic, and political problems that threatens both the nation and the university communities.



Santa Clara University students call on administrators to increase mental health services

Students say they're frustrated with the lack of adequate mental health resources on campus



El Frente Estudiantil Chicano

In effect, the purpose of F.E.C.H., is to increase the cultural awareness and identity of Brown peoples and to dispel contemporary stereotypes which perpetuate racism. The 57 members of the organization, which is opened to all persons of Chicano descent, is run by a monthly rotating triumvirate junta. Its activities included a Cultural week, coordination of 'El Diez de Mayo' Grape Boycott at Santa Clara, working in conjunction with community representatives to unseat and disrobe Judge Gerald S. Chargin, hosting the Young Lords political party convention in San Jose, participation in the planning and implementing of an experimental Pre-College Workshop, and participation in the University's recruiting efforts on behalf of Chicano students.



The Mercury News

Santa Clara University students walk out in solidarity with undocumented immigrants



Concluding Reflections & Takeways

- Linking the past, *her*-stories, with present struggles
- Re-centering & amplifying WoC experiences & voices
- Making visible the invisible labor of WoC
- Unearthing archival records as a public commitment to transformation beyond discourses – actions, not reactions; transformation, not performativity

Thank You!



Faheema Eissar, M.S.

International
Fellowship



Development Economics

*University of San Francisco
Economics*

Inclusive Reintegration of War Victims



Reintegration

- ❖ Security Perspective
- ❖ Socio-political Perspective
- ❖ Health Perspective
- ❖ Economic Perspective



Background

- ❖ INDEPENDENCE FROM THE BRITISH IN 1962
- ❖ IDI AMIN'S DICTATORSHIP
- ❖ FORMATION OF REBEL GROUPS: NRA, UPDF, LRA
- ❖ YOWERI MUSEVINI'S TENURE AND LRA
FORMATION



Social stress: Theory and research

- ❖ SOCIAL STRESS THEORY POSTULATES THAT TRIGGERS ACT AS INTERMEDIARIES BETWEEN STRESSFUL LIFE EVENTS ON THE ONE HAND AND POOR HEALTH OUTCOMES ON THE OTHER



What Happened to the Children Who Returned Home:

- ❖ THE ABUSED FEEL OPPRESSED AND BEHAVE AGGRESSIVELY;
- ❖ THIS CAUSES THEM TO LOSE ECONOMIC AND SOCIAL OPPORTUNITIES.
- ❖ HAVING SEEN THEM COMMIT ATROCITIES WHILE IN LRA, THE COMMUNITY DOESN'T TRUST THEM AND THIS LEADS TO ABUSING THE RETURNEES .
- ❖ THIS KEEPS GOING ROUND AND ROUND.



What I want to find out:

❖ In post-conflict settings:

How can reintegration programs be designed to encompass the difference in war trauma exposure, whether in how long they were exposed, or how old they were when they were exposed to war atrocities, to make the program more inclusive?



Patricia Martín Ph.D. Candidate

American
Fellowship



To be both visible and invisible:
Digital technologies, college
recruiting, and college access

University of California, Los Angeles

Higher Education and Organizational Change; College recruiting;

College access



BACKGROUND

ALGORITHMIC BIAS & DIGITAL ADVERTISING

- Algorithms perpetuate racism through how they are created and the behavioral data used to feed them (Benjamin, 2019; Noble, 2018).
- Interrogating structural racism embedded in algorithms is difficult to do (Cottom, 2020)
- The goal of this study is to interrogate digital advertisements sent to high school students in their college search/application process





Demographic and behavioral information collected from high school students' online behaviors (e.g., search engine, social media, college search sites) and standardized test scores (e.g., ACT, SAT, and other academic information shared) are used as data to feed into algorithms to market and recruit prospective students. This dissertation study examines digital advertisements used in college advertising and recruiting of prospective high school students and their implications for college access.

PURPOSE

RESEARCH QUESTIONS

1. How are digital technologies used to target and monitor high school students in the San Joaquin Valley?
2. What messages do advertisements convey?
 - a. How do advertisements differ across digital technologies?
 - b. How do advertisements differ across students with varied identities and interests?
3. How do students make sense of the advertisements they receive?
 - a. In what ways do the advertisements students receive inform their college search and college application process?



CONCEPTUAL FRAMEWORKS

Classification situations

The process of using sophisticated technologies to segment, score, and classify individuals with precise detail and used by neoliberal market institutions that shape life-chances (Fourcade & Healy, 2013)

Advertising & Racial Capitalism: “exclusion by inclusion”

Ascribing ethnoracial meanings onto online behaviors of likes, clicks, and page views and turning them into ‘digitally epidermalized’ segments to target users (Salas, 2020, p.123; Browne , 2015).

Predatory inclusion (Cottom, 2020)

RESEARCH DESIGN

CRITICAL DIGITAL ETHNOGRAPHY

“Critical ethnography begins with an ethical responsibility to address processes of unfairness or injustice within a particular lived domain.” (Madison, 2012, p. 5)

• • •

Digital ethnography allows for new ways of engaging with emergent research environments via technologies that are situated in the everyday lives of participants (Pink et al., 2015).

• • •

SIGNIFICANCE

- This study extends scholarship in sociology of education, enrollment management, and critical digital media studies.
- Information can be used to better inform students about using information literacy to be critical of targeted advertising.
- This study sheds light on the digital advertising practices of colleges and universities to inform about the impact of digital technologies and advertising on students and to hold institutions accountable.



Estelle Reyes

Career
Development
Grant









Middle School Girls in STEM Program

Los Angeles Cleantech Incubator

LACI'S MISSION IN ACTION

LACI is building an inclusive green economy, with a focus on Southern California

PRIORITIES		STRATEGIES			IMPACT
		UNLOCKING INNOVATION through startups	MARKET TRANSFORMATION with partnerships	ENHANCING COMMUNITY on campus and in our neighborhoods	
 TRANSPORTATION Transit & freight systems that are connected, shared and electric		Incubating and accelerating clean tech startups and helping commercialize their technologies	Accelerating clean tech adoption and system change by engaging key stakeholders and decision makers	Working in collaboration with local communities, identifying sustainability challenges, creating opportunities and building a workforce pipeline	 ENVIRONMENTAL GHG reduction, renewable energy generation, water savings and waste diverted
		EXECUTIVES IN RESIDENCE Best-In-Class Coaching And Advice	TRANSPORTATION ELECTRIFICATION PARTNERSHIP	DIVERSITY & INCLUSION PROGRAM	
	 CLEAN ENERGY Integrated energy generation and storage systems	INVESTMENT PREP AND ASSISTANCE	ENERGY INNOVATION PROGRAM	GREEN JOBS WORKFORCE DEVELOPMENT TRAINING & FELLOWSHIP PROGRAMS	
		STARTUP PILOTS	PILOTS & DEMONSTRATIONS	WOMEN IN CLEANTECH	
	 SMART, SUSTAINABLE CITIES Circular economy: resilient food, water & waste systems	IMPACT & DEBT FUNDS	STRATEGIC PARTNERSHIPS	STEM MIDDLE SCHOOL GIRLS PROGRAM	
		BUSINESS SUPPORT SERVICES & ACCESS TO HIGH-VALUE RESOURCES			 SOCIAL Employment for minorities and the previously excluded, Increased female employment
					 ECONOMIC Engagement with disadvantaged communities, jobs created, hiring from workforce development programs

Background

THE FUTURE TECH WORKFORCE IS HER%

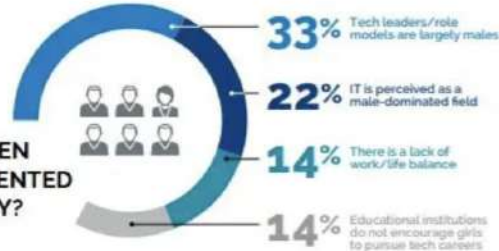


Women continue to be vastly underrepresented in the global technology workforce.

This is both a societal concern and a major workforce problem, given the critical shortage of skilled technology professionals faced by many enterprises. From a persistent gender bias in the workplace to continued pay gaps and a lack of female mentors, many challenges still need to be addressed to solve this problem, according to ISACA's 2017 Women in Technology Study. To view the full survey report, learn about ISACA's Connecting Women Leaders in Technology program, and get guidance on the path to a more equal technology workforce, visit www.isaca.org/women-in-tech-study.

WHY ARE WOMEN UNDERREPRESENTED IN TECHNOLOGY?

Top 4 answers



TOP 5 BARRIERS EXPERIENCED BY WOMEN IN TECHNOLOGY



Program Overview

LACI's Middle School Girls in STEM Program is focused on building out a pipeline for future women innovators in the STEM + Sustainability space. LACI aims to light a spark for middle school girls to learn more about sustainability challenges at a young age and find their agency as problem-solvers. The program inspires girls through hands-on prototype development to address real-world problems, community engagement, and ultimately, solutions for global climate change.

Aug-Sep 2022

- Finalize Program Design
- School / Teacher Recruitment
- Trainer Selection

Oct-Nov 2022

- Program Launch
- Curriculum
- Prototype Design
- Mentor Sessions

Dec 2022

- Demo Day
- Participant Graduation
- Program Evaluation



2021 Cohort 2 Demo Day

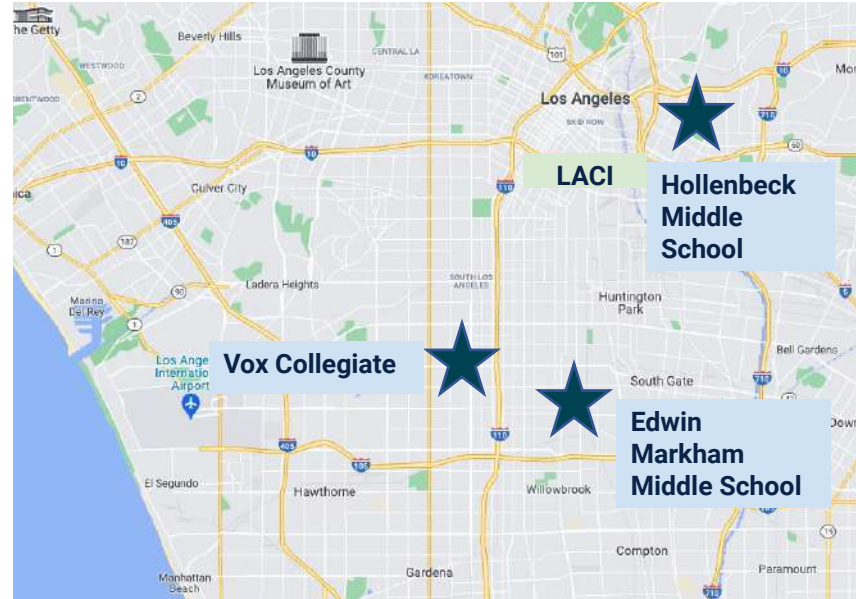
"I learned it is possible for anyone from anywhere no matter who they are to become an engineer in stem"

~ Natalie Avelar, Cohort 2 Participant

School Partners

Criteria for School Partner Selection

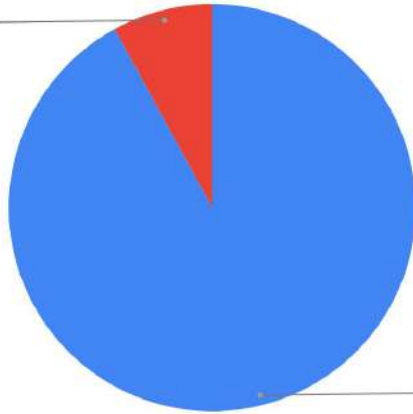
- Located in a Disadvantaged Community in the City of Los Angeles
- At least 51% of the students must qualify for free or reduced lunch
- Majority of the students must be underrepresented in tech and sustainability



School Demographics

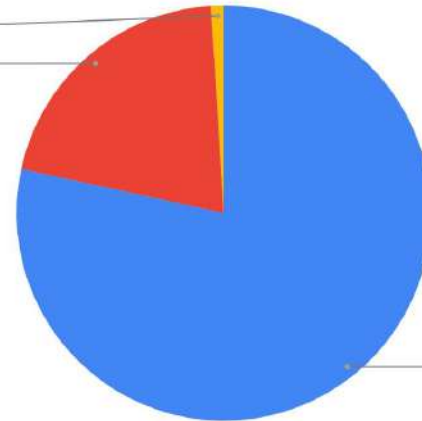
Low Income

% Not Low Income
8.0%



Race / Ethnicity

Other
1.0%
Black
20.6%



Outcomes

Each year, the girls complete **Pre / Post-Surveys** where we measure any knowledge gains and attitudinal changes. Key outcomes included:

1. **85%** of participants demonstrated an increase in knowledge around climate change and an increased familiarity with clean technology (**Goal: 50%**)
2. **90%** of participants agree that they can become a STEM professional one day (**Goal: 80%**)
3. **100%** of the girls build critical 21st Century Skills such as design thinking, prototype development, and sustained research and development (**Goal: 100%**)

"I think I changed the way I see cars now. I now think about how they can be powered with renewable energy sources."

"I think I've become a little bit more relaxed around people I don't know because I'd be very stiff around people I don't know and now I'm a bit more comfortable in presenting."

"I learned new things and how I can create something that changes the world."



Showcase with LA Mayor Garcetti and London Mayor Khan

Laiza Faria Ph.D. Candidate

International
Fellowship

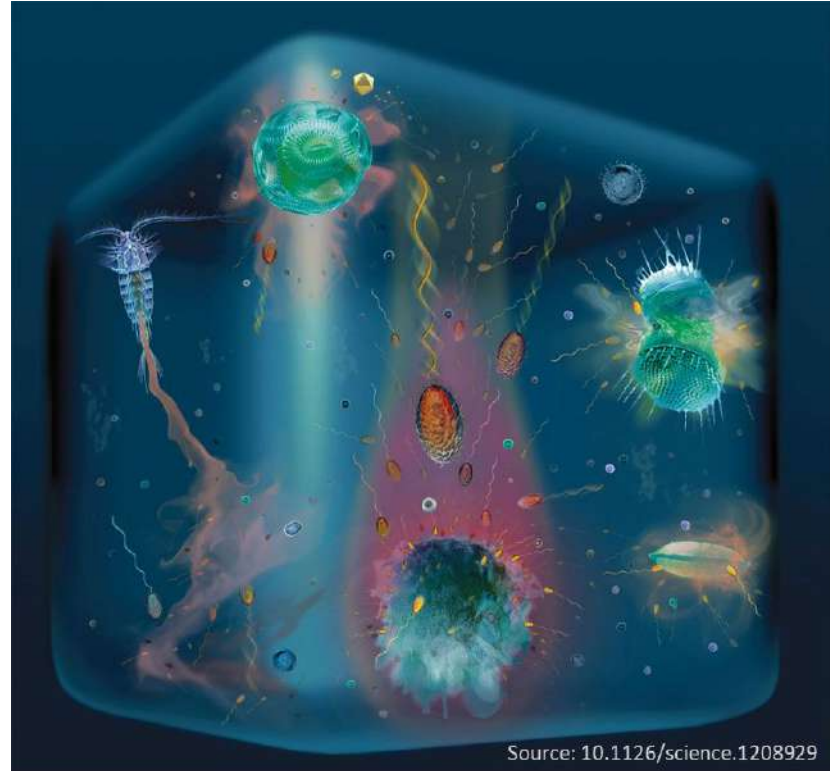


**Spatial and temporal dynamics of
taxonomic and functional diversity of
microorganisms in the Southern Ocean,
with emphasis on the carbon cycle**

*University of Southern California
Oceanography*

What?

**Spatial and temporal
dynamics of taxonomic
and functional diversity
of microorganisms**



Source: 10.1126/science.1208929

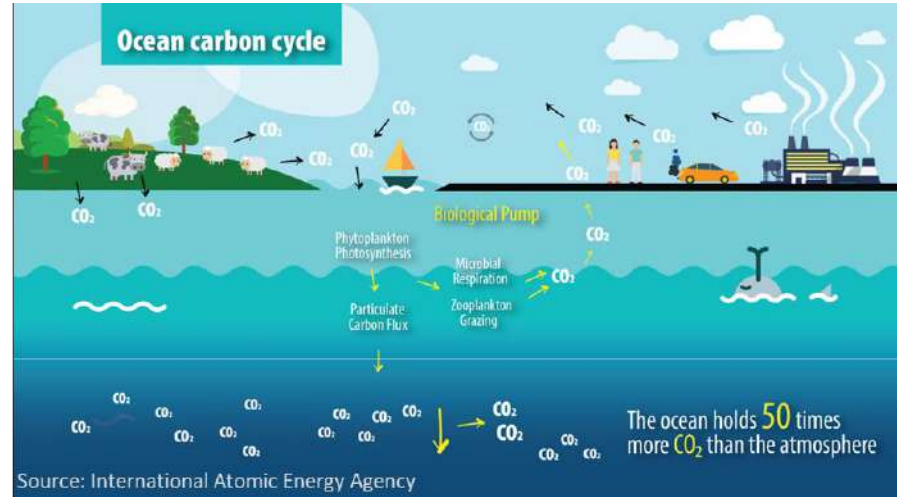
What?

Spatial and temporal
dynamics of taxonomic and
functional diversity of
microorganisms
in the Southern Ocean



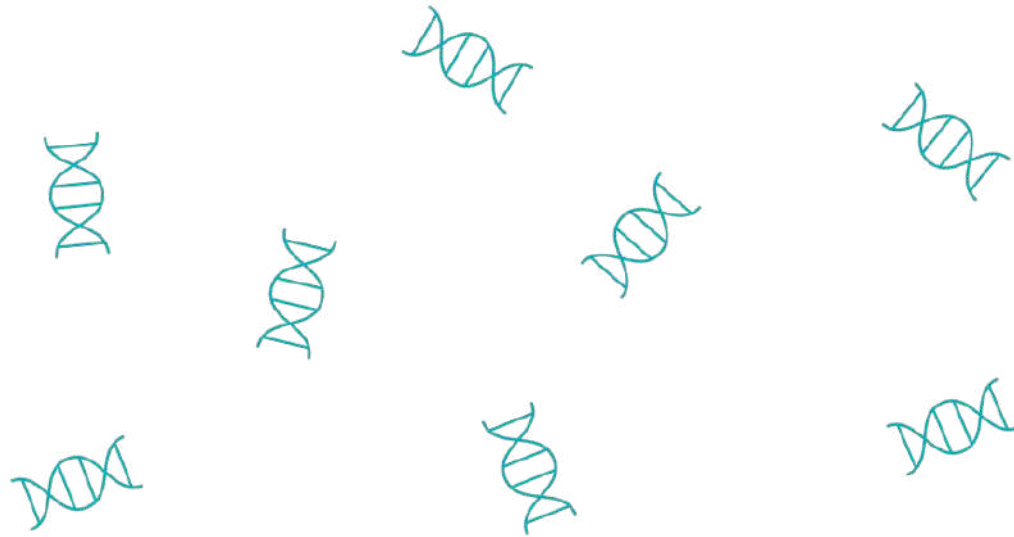
What?

Spatial and temporal
dynamics of taxonomic and
functional diversity of
microorganisms in the
Southern Ocean,
**with emphasis on the
carbon cycle**



How?

Genetic tools!



Why?

A better understanding of how those communities work and answer to environmental changes will help us to predict how they will respond to the climate changes expected in the following years

Thank you!



Contact:

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Kara Ward M.A.

Community
Action Grant



EmpowHER: Empowering Women through High School Engagement and STEM Research

*University of California, Irvine
School of Physical Sciences
Office of Access, Outreach and Inclusion*

Godinez High School

- Title I School with 98% of its students identifying as Latinx
- Located in Santa Ana, CA where ~87% of students come from low-income families (~20 mins away from UCI)
- Students are high achieving
 - Female students have a four-year graduation rate of 99.6%
 - In 19-20, 59.4% of female graduate met UC/CSU admission requirements



Goal & Outcomes

The project goal is to provide a pathway for broadening access and increasing engagement of an underserved population of high school students who identify as women in science, technology, engineering and math (STEM). To achieve this goal, we will establish:

- An **in-person conference** featuring sessions designed to enhance student success in STEM, create a sense of belonging and community in STEM and expose students to potential STEM career paths
- A **mentoring program** led by undergraduate and graduate students
- A series of **hands-on activities reinforcing STEM concepts** taught in the high school classroom with applicability to real-world problems and UCI research

Anticipated outcomes include:

1. Increase in students' interest in STEM by expanding their competency in: skill sets and concepts pertaining to STEM fields and careers
2. Increase in students' sense of belonging in STEM



EmpowHER Program Schedule for 2022-23

- **October 8:** EmpowHER in-person conference at UCI
- **November:** Virtual mentoring session with Godinez High School mentee & UCI mentor
- **January:** Follow-up hands on activity at Godinez High School led by UCI mentors & faculty
- **February:** Virtual mentoring session
- **March:** Follow-up hands on activity
- **April:** Virtual mentoring session
- **May:** Follow-up hands on activity
- **May:** Virtual mentoring session



Oct. 8 EmpowHER Conference at UCI

- Brought 53 students to UCI
- High schoolers went through 3 breakout sessions focused on exploring STEM majors and careers as well as navigating imposter feelings in STEM
- They also explored a chemistry lab as well as a theoretical physics lab
- Breakout sessions were led by UCI undergrad and grad students
- Dining hall for lunch
- Networking session with UCI students



What did you like most about the conference?

- "Getting to see women earning degrees that I am interested in was super inspirational and made me feel like it is possible to one day achieve my goals."
- "I liked that it was a comfortable setting which allowed us to freely ask questions."
- "I liked that we were able to learn about how the STEM undergraduates and graduates were able to pursue their passion despite the obstacles they faced. I felt that I connected with them because of the struggles they described to us."
- "I liked that we were given advice on how to find financial support for college."





Nancy Morales Ph.D. Candidate

American
Fellowship



Possibilities for Radical Resurgence: Indigenous Women and Queer Youth in Contemporary *Oaxacalifornia*

*University of California, Santa Barbara
Femnist Studies*

Oaxacalifornia

Oaxacalifornia names a transnational social field that emerged because of their migration patterns and the social, cultural and civil practices that allowed Indigenous migrants to maintain strong ties to their homelands.



Guelaguetza Knowledge System

Guelaguetza, a Zapotec system of reciprocity that is foundational to Indigenous Oaxacans' ways of being. Scholars who study the values and practices comprising *Guelaguetza* focus on three elements, mostly centered on men's participation:

- (1) the cargo system (the practice of rotating community leadership positions)
- (2) *tequio* (community labor)
- (3) customary law (autonomous indigenous governance)



Racial Structural Violence

Los Angeles City Council Controversy Councilmember Resigns Leaked Audio: What We Know Key Players A Power Struggle Exposed

Los Angeles City Council >

Here's what was said on the leaked recording of L.A. City Council members.

The profanity-laced recording of Los Angeles leaders mocking people in racist terms has stunned the nation's second-largest city.

Read this article

By Sharon Hecker with Jill Cooper

Published Oct. 11, 2022 Updated Oct. 12, 2022, 9:34 p.m. ET



The City Council members Kevin de Leon, Mary Martinez and Gil Cedillo have apologized for the crude remarks heard on an audio recording leaked over the weekend, but still face calls to resign from their posts. Jessica Paez for The New York Times, Sarah Morley/Getty Images, Brian Kibbey/Los Angeles Times via Getty Images

Even in an era in which the boundaries of political speak have seemingly evaporated, a nearly 80-minute recording of Los Angeles leaders mocking people in racist terms is still powerful enough to shock the nation's second-largest city.

In the profanity-laced recording, a copy of which was obtained by

Indigenous Peoples' Day

The Mesoindigena Community Organizing Project (MCOOP) vehemently condemns the racist, prejudiced, xenophobic, and discriminatory comments made by [Los Angeles City Council members](#) Mary Martinez, Kevin de Leon, Gil Cedillo and the head of the Labor Federation of Los Angeles, Pion Herrera.

MCOOP calls for the immediate resignation of these individuals who have fallen far short of their oath to watch over the welfare of our community. An apology is not enough to remedy the damage caused by inciting violence based on gender, skin color, and race. Their apology does not change what they had said when speaking candidly, believing that their words would not be shared. The people that they were representing have been betrayed and the trust is now lost.

For us, the people of the Indigenous Nations of this continent called America, these acts are not unknown actions. The pain that this has caused cannot be ignored. Words hurt even more deeply when they come from people close to us. We cannot expect indigenous children to feel proud of their roots, language, and culture when those so-called "leaders", who they should be looking up to, are mocking their community. They all must resign!



Research Questions

1. What are the different spaces, networks, and strategies that new generations of Indigenous Latinx women and queer youth build outside hometown associations and transnational organizations?
2. How are different forms of indigenous governance challenging heteropatriarchy in contemporary *Oaxacalifornia*?



Oaxaqueño Youth Encuentro (OYE)



OYE committee 2022



Legacy Circle

Charmen Goehring



Mooneen Lecce Giving Circle

Sharon Schuster



Sharon Schuster



Sharon Schuster

(818) 888-1376

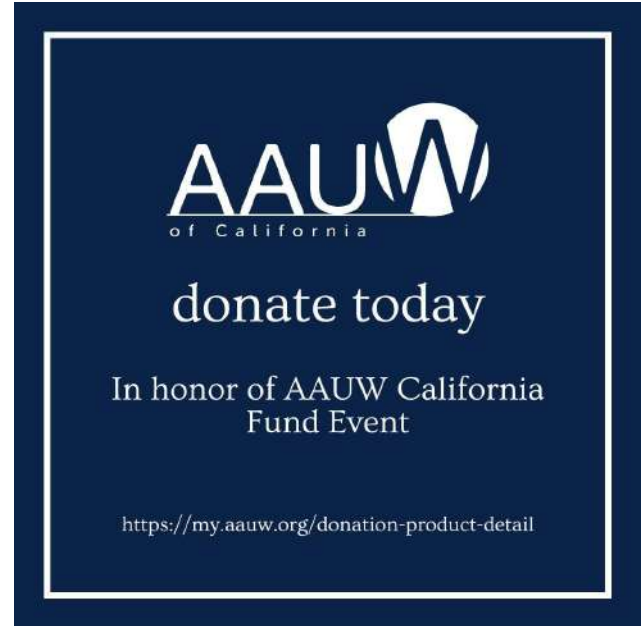
sharon@shuster.org

Mooneen Lecce Giving Circle Fund #4229



AAUW Fund

- Are you inspired by these amazing women? We are tenacious and trailblazing—advocating for women into the future.
- You may schedule one of these speakers to attend a branch or IBC event.
- We encourage donations towards our annual goal of \$525,000. We're close at \$405,437 ytd.
- Donate now! State that donation is in honor of an AAUW Fund Event.



How Does AAUW Fund Help Your Branch?

- Provides guidance and support for branch fundraising activities done on behalf of AAUW Fund.
- Plans AAUW Fund events and programs to educate members about the Fund.
- Encourages giving to the AAUW Fund.
- Schedules fellowship and grant recipients to speak at branch meetings and the Fund events.



Click [HERE](#) to schedule a speaker

AAUW Fund Opportunities

9110 AAUW Greatest Needs	Allows AAUW to respond rapidly, in our communications and advocacy, to critical issues affecting women as they emerge. Not restricted to fellowships or specific projects.
2504 NCCWSL	National Conference for College Women Student Leaders Scholarships provide access for a broader and more diverse audience to be a part of the leadership training, inspiration and networking opportunities provided during this event.
4229 Mooneen Lecce Giving Circle Special Projects	The Mooneen Lecce Giving Circle honors the memory of longtime AAUW member, Mooneen Lecce who believed deeply in volunteerism and charitable giving. When you become a member of this trailblazing group of philanthropists, you join other Circle members in selecting strategic, innovative gender equity projects where your gift will have the greatest impact.
4504 Dianne Owens Honorary	Given in honor of Dianne Owen's outstanding contribution as AAUW California State President 2020-2022 <u>LINK</u> to donate



KEY DATES

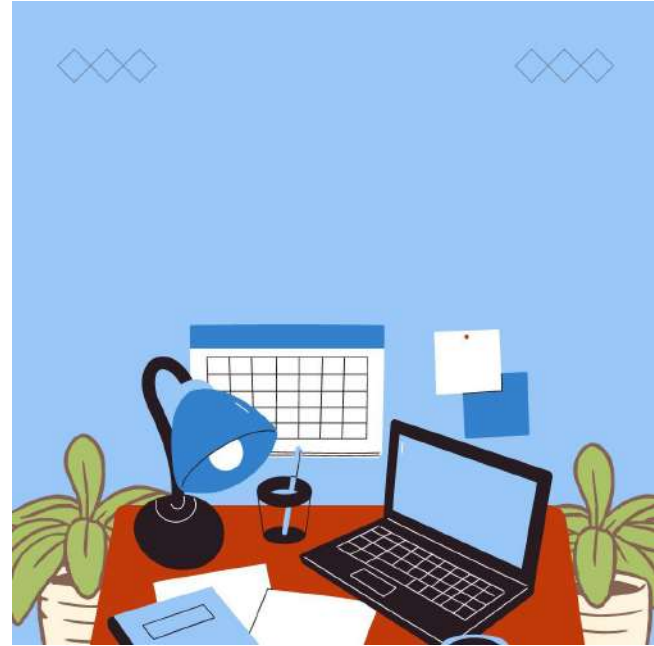
AAUW Fund Donations

- December 31 - Deadline for this year's donations

Named Gift Nominations

Click [HERE](#) to nominate

- Feb 1, 2023 - Deadline for State Named Gift nominations
- March 1, 2023 - Deadline for Branch Named Gift nominations (one for each \$750 donated)



The Success Of This Event Was A Team Effort

AAUW Fund Committee

- Karen Vanderwerken, Chair
- Judy Horan, Charmen Goehring, Deanna Arthur, Elizabeth Bathgate, Jan Cook, Sharon Westafer

AAUW Communications Committee

- Randa Blanding, Julika Barrett, Dawn Johnson, Linda Slater

Sandi Gabe, President AAUW California



Katrine Sun Breese

