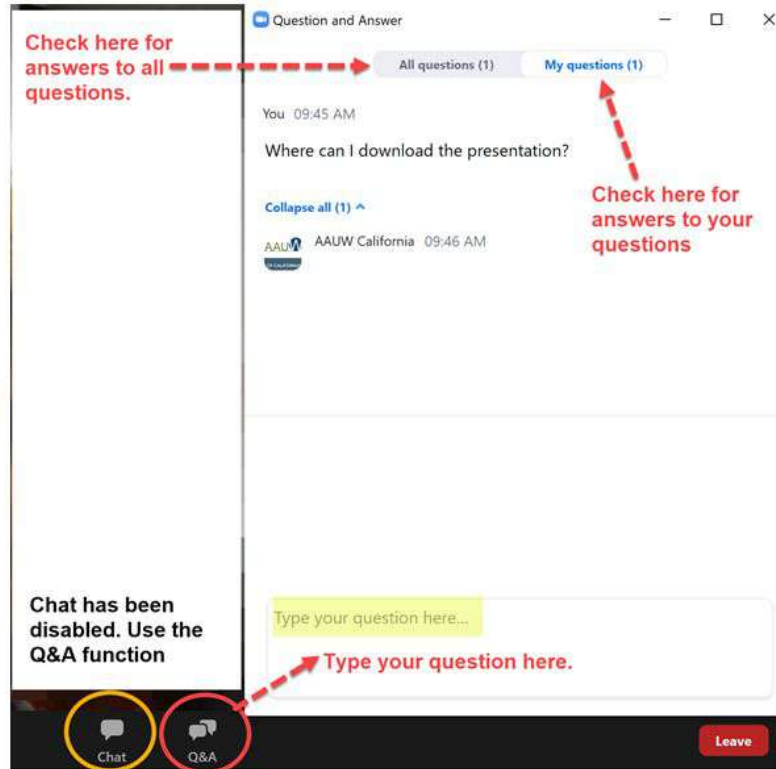# Welcome

Presentation materials:
- Download the presentation from the AAUW California website home page.
- The meeting recording, a summary Q&A document and example documents will be posted following the meeting.

Questions:
- Use the Q&A function to pose a question. We'll stop periodically to answer general questions.
- Chat has been disabled.

Check here for answers to all questions.

All questions (1)   My questions (1)

Question and Answer

You 09:45 AM

Where can I download the presentation?

Check here for answers to your questions

Collapse all (1)

AAUW California 09:46 AM

Chat has been disabled. Use the Q&A function

Type your question here...

Type your question here.

Chat   Q&A   Leave

2

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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

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Nadeeka Karunaratne Ph.D Candidate

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

University of California-Los Angeles

Education

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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?

Significance

-Shift campus interpersonal violence practice to center students' healing needs

-Reimagine dominant approach to studying campus dating violence

-Healing is transformational

# Women on the Frontlines of Liberation Struggles

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.

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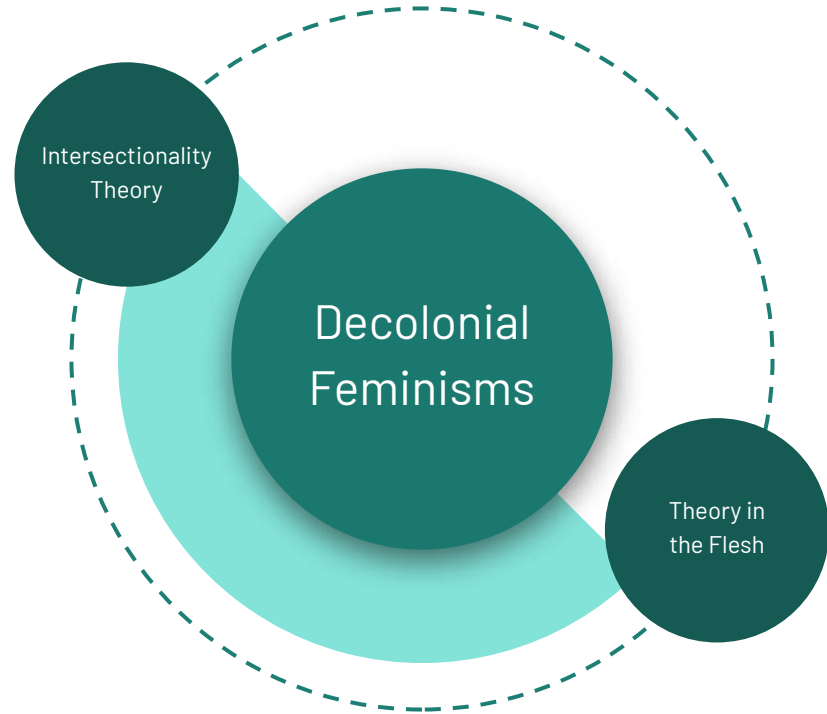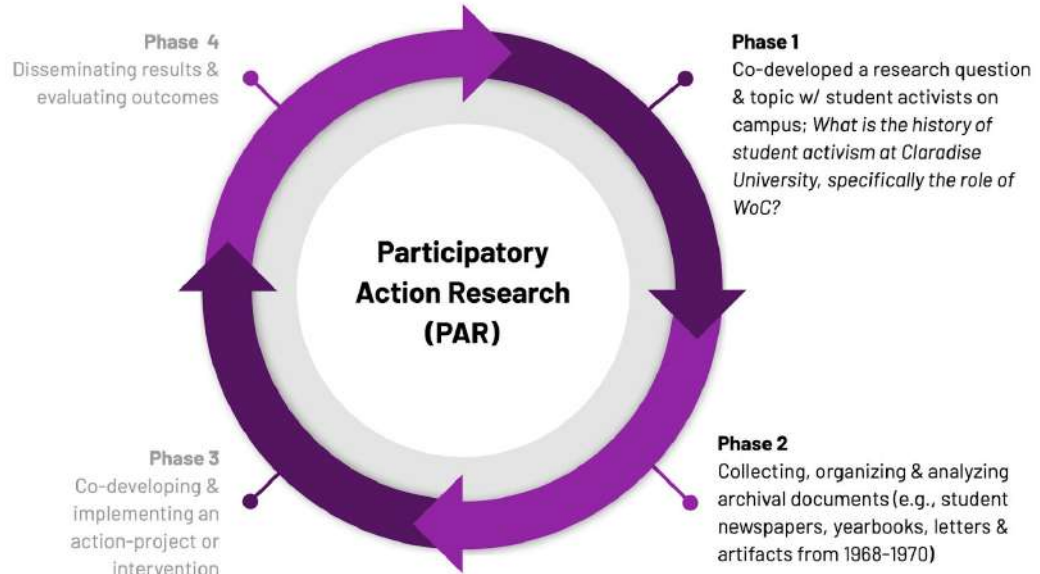
(Anzaldúa, 1999; Anzaldúa & Keating, 2002; Collins, 1990; Crenshaw, 2014; Davis, 1990; Dent et al., 2022; Fernández et al., 2022, 2020; hooks, 1994; Lugones, 2007, 2010; Moraga & Anzaldúa, 1981; Sandoval, 2000; Silva, Fernández, & Nguyen, 2022; Vergès, 2021)

Intersectionality Theory

Decolonial Feminisms

Theory in the Flesh

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Archival Participatory Action Research

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)

Phase 4
Disseminating results & evaluating outcomes

Participatory Action Research (PAR)

Phase 1
Co-developed a research question & topic w/ student activists on campus; *What is the history of student activism at Claradise University, specifically the role of WoC?*

Phase 2
Collecting, organizing & analyzing archival documents (e.g., student newspapers, yearbooks, letters & artifacts from 1968-1970)

Phase 3
Co-developing & implementing an action-project or intervention

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

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WoC Activism at "Claradise University"

Black Students Union (BSU), Mexican-American Students Committee (MASC), 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 situations, the organizations presented four demands which they termed "non-negotiable." University administrators, meeting with the organizations' 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.CH. 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 triumviral 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

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Faheema Eissar, M.S.

Development Economics

University of San Francisco

Economics

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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

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

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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 doman." (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

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	
	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	
TRANSPORTATION Transit & freight systems that are connected, shared and electric	**EXECUTIVES IN RESIDENCE** Best-In-Class Coaching And Advice	**TRANSPORTATION ELECTRIFICATION PARTNERSHIP**	**DIVERSITY & INCLUSION PROGRAM**	**ENVIRONMENTAL** GHG reduction, renewable energy generation, water savings and waste diverted
CLEAN ENERGY Integrated energy generation and storage systems	**INVESTMENT PREP AND ASSISTANCE**	**ENERGY INNOVATION PROGRAM**	**GREEN JOBS WORKFORCE DEVELOPMENT TRAINING & FELLOWSHIP PROGRAMS**	**SOCIAL** Employment for minorities and the previously excluded, Increased female employment
	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**	**ECONOMIC** Engagement with disadvantaged communities, jobs created, hiring from workforce development programs
	BUSINESS SUPPORT SERVICES & ACCESS TO HIGH-VALUE RESOURCES			

Background

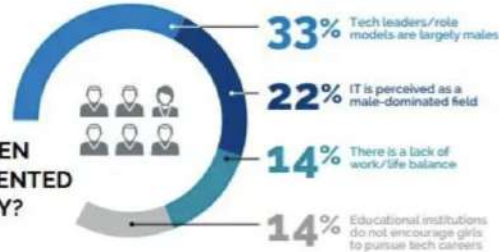

THE FUTURE TECH WORKFORCE IS HER≀

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.

Connecting
Women Leaders
in Technology
—ISACA

WHY ARE WOMEN UNDERREPRESENTED IN TECHNOLOGY?
Top 4 answers

33% Tech leaders/role models are largely males

22% IT is perceived as a male-dominated field

14% There is a lack of work/life balance

14% Educational institutions do not encourage girls to pursue tech careers

8 in 10 women report their supervisors are male

9 in 10 women are concerned about the number of women in the tech field

1 in 5 organizations very committed to hiring and advancing women in tech roles

1 in 5 organizations not at all committed to hiring and advancing women in tech roles

TOP 5 BARRIERS EXPERIENCED BY WOMEN IN TECHNOLOGY

48%	Lack of mentors
42%	Lack of female role models in the field
39%	Gender bias in the workplace
36%	Unequal growth opportunities compared to men
35%	Unequal pay for the same skills

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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

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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

LACI

Hollenbeck Middle School

Vox Collegiate

Edwin Markham Middle School
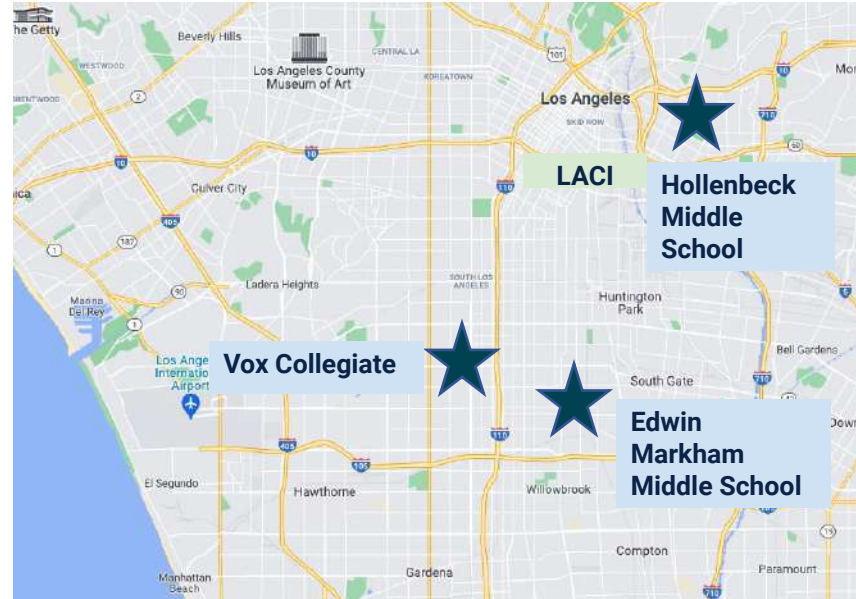
School Demographics

Low Income

% Not Low Income
8.0%

% Low Income
92.0%
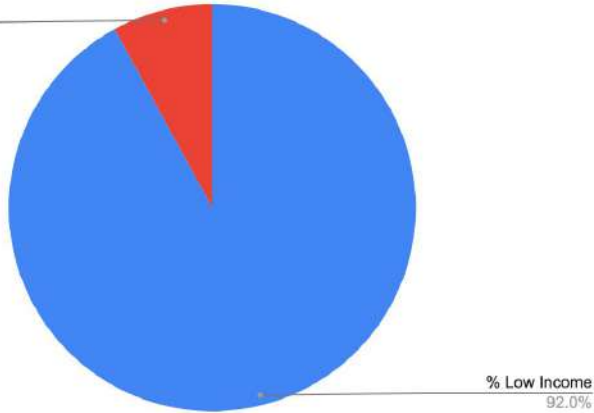
Race / Ethnicity

Other
1.0%

Black
20.6%

Latinx
78.4%
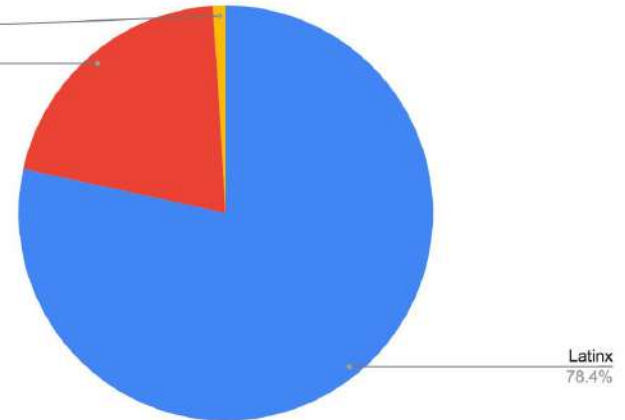
Outcomes

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

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

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What?

Spatial and temporal dynamics of taxonomic and functional diversity of microorganisms
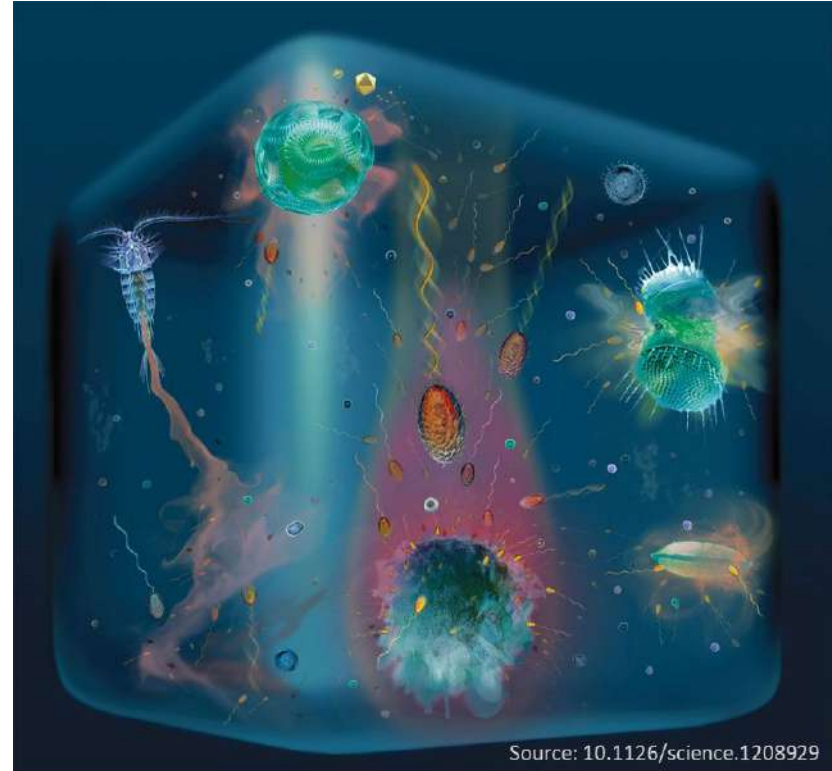
Source: 10.1126/science.1208929

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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
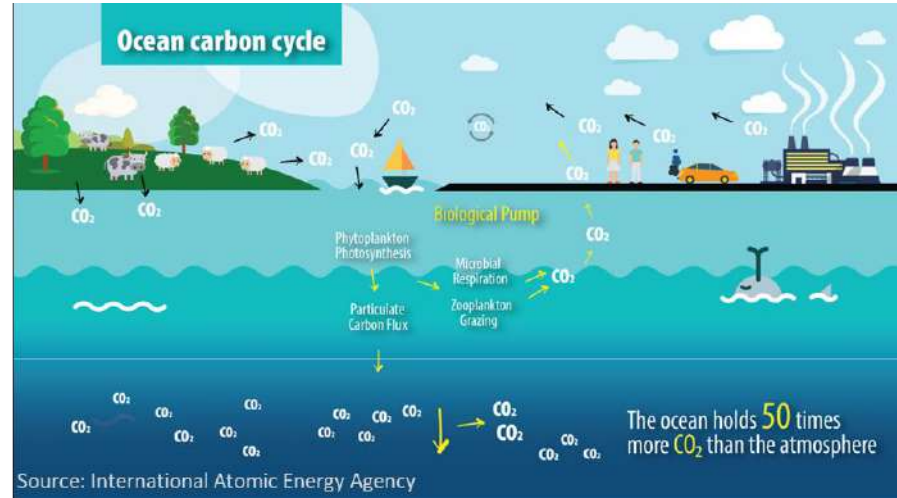
How?

Genetic tools!
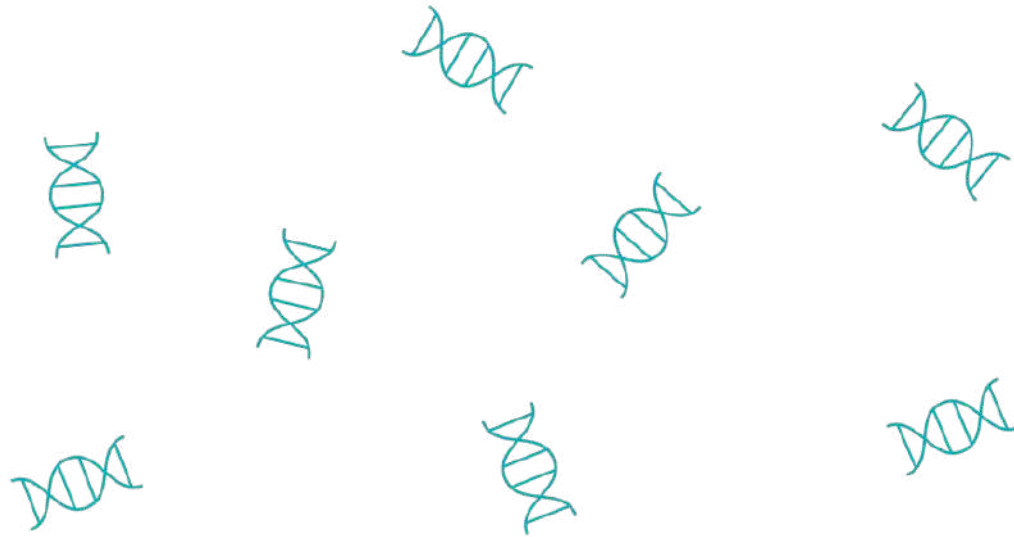
Why?

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

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◀   ▶

Thank you!

Contact:

Laiza Cabral de Faria

lc_724@usc.edu

faria.lc@usp.br

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

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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

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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

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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."

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

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
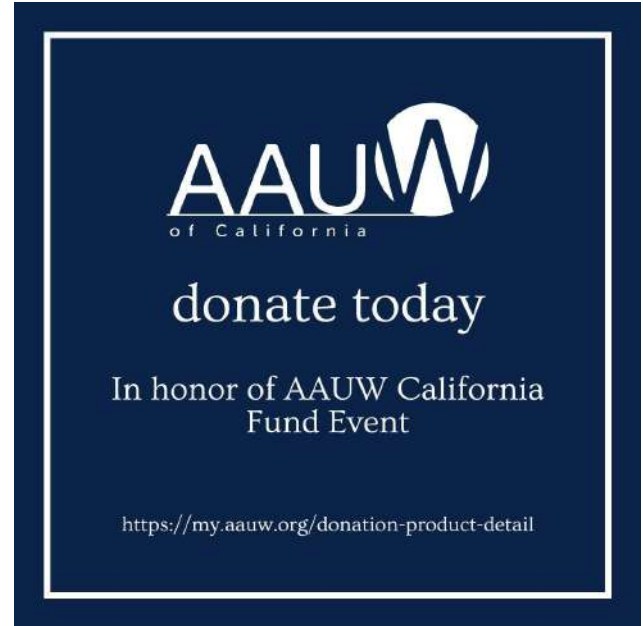
Sharon Schuster

(818) 888-1376
sharon@shuster.org

Mooneen Lecce Giving Circle Fund #4229

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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.

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donate today

In honor of AAUW California
Fund Event

https://my.aauw.org/donation-product-detail

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.

In the 2022-23 academic year, AAUW awarded over

$6M

in fellowships and grants.

Click HERE to schedule a speaker

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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 LINK to donate

KEY DATES

AAUW Fund Donations
- December 31 – Deadline for this year's donations

Named Gift Nominations
Click <u>HERE</u> 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)
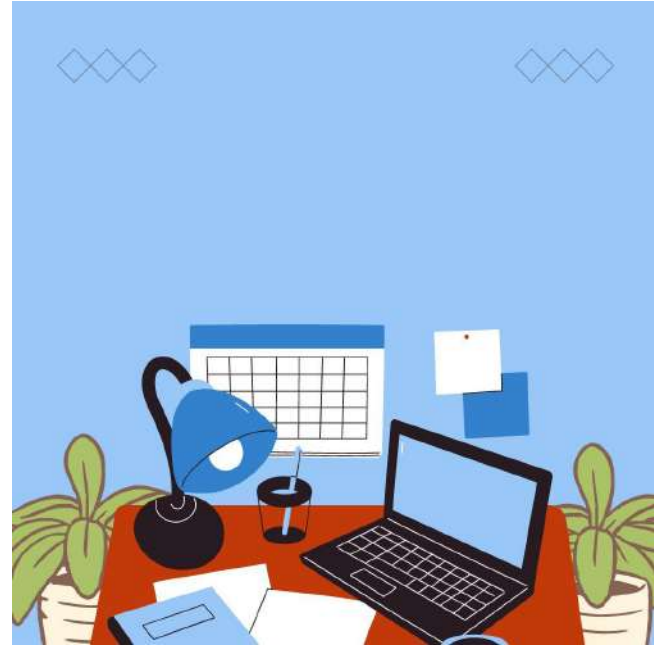
The Success Of This Event Was A Team Effort

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

THANK YOU!

AAUW of California

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Katrine Sun Breese