Message from the Director

Forging CCREC’s Future

As our newsletters over the past several years recount, CCREC and its affiliated scholars and community-based partners forge creative linkages between research and efforts to achieve equitable solutions to the difficult challenges confronting the least advantaged communities. CCREC seed grants support innovative research and community-university partnerships across the state, and CCREC’s campus events and travel grants build capacity among U.C. graduate students, faculty members, and researchers who pursue engaged scholarship. CCREC also incubates regional scale ‘signature’ projects that integrate the research resources of multiple U.C. campuses and the knowledge production resources of multiple community organizations to design strategic interventions aimed at sustaining equity-oriented change and development over the long haul.

Since its founding in July 2010, CCREC has emerged as an inter/national leader in helping to define the growing field of collaborative research. The significance of our work investigating the distinctive ethical issues in this field is recognized in our two major grants totaling almost $600,000 from the Spencer Foundation, one of the preeminent research funds in the country. Publications from this project will begin appearing in the spring and will continue beyond the life of the Spencer support, which extends to the summer of 2015. These publications will brand CCREC at the forefront of the ethics of collaborative research, and they also will make substantive contributions to research ethics in general.

CCREC also has nurtured the formation of two large scale ‘signature’ projects, one addressing young adult leadership and organizational capacity-building issues in the Central California region, and the other addressing the broad spectrum of urban issues through an Oakland-based collaboration to transform the food system and build leadership.

Dr. Timothy K. Eatman has a deep commitment to engaged scholarship that is rooted in a long history of equity-oriented work.

Our success will depend, as always, on our collective strengths and vision. Your support makes CCREC stronger and makes it possible for CCREC to support the university, the state, and the field.

~ Ron Glass
CCREC Director

partners involved contribute their own extensive experience, and have led the way in shaping the collaboration. Both of these projects conceive of themselves as making ‘generational’ scale interventions, and involve long-term formal commitments among the partners. At the same time, CCREC’s meta-level documentation and study of the development of these projects will make ground-breaking contributions to understanding collaborative research itself.

Since its founding, CCREC has also been examining a variety of data-related issues in collaborative community-based research. Discussions with computer science and engineering researchers, social scientists, artists, and others working around issues of data aggregation, curation, search analytics, visualization, user-driven interface development, and so on, developed the capacities and relationships needed for a strategic scale project. The research and policy issues surrounding data and public schooling provided an opening; the life opportunities for millions of young people are being determined on the basis of an exceptionally narrow data set, and a larger and more context attentive data set might yield better explanations of school achievement. This could give the communities disadvantaged by the now dominant narrow calculus the kind of understanding of the complex factors affecting school achievement that could warrant improved policies and yield better outcomes.

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Message from the Director

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A new $357K planning grant from the National Science Foundation will support this multi-research center project, led by Rod Ogawa, director of the Center for Educational Research in the Interests of Underserved Students and CCREC Governance Council member.

These achievements have been only a portion of CCREC’s work. Our 15 seed grants have enabled valuable research collaborations on a wide range of issues, from tribal participation in the decisions of the Integrated Regional Water Management boards, to the possible health risks of green cleaning products to the low-wage workers who use them all day, to the civic engagement practices of Oaxacan immigrant youth and young adults in the San Joaquin Valley, to the effects of peer-counseling and adult education on recidivism. All of our seeded projects have made impacts, and some have led to publications and additional grants.

Yet none of these accomplishments, or many others that I could name, insure CCREC’s continued operation. As a Multi-Campus Research Program Initiative of the University of California Office of the President, CCREC must compete every five years for a sustaining grant. In late summer 2014, we will need to submit our new proposal, which will be forged collaboratively, so we will be reaching out to you, our networks of Fellows, Associates, Research Centers, community organization partners, policy makers, newsletter readers, and others already touched by our work. Our success will depend, as always, on our collective strengths and vision. Your support makes CCREC stronger and makes it possible for CCREC to support the university, the state, and the field.

As we take stock of what we have done, continue to implement the vision in our original proposal, and forge the future of the Center, I want to acknowledge that NONE of what has been accomplished could have been done without the amazing work and dedication of those working day-to-day for CCREC. We are fortunate to have the steady coordinating guidance of CCREC Assistant Director Samara Foster, and we are blessed with some stellar doctoral student researchers, Sheeva Sabati, Emily Borg, and Ethan Chang, and one amazing webmaster, Bardia Keyoumarsi. These are the actual people who bring the work of the Center to life, and who help make possible all the rest.

Ron Glass

Ron Glass, Ph.D.,
CCREC Director/PI
Associate Professor of Philosophy of Education

CCREC Highlights

At the beginning of our fourth year of operations, CCREC continues to support, increase the visibility, and improve the practice of equity-oriented collaborative research.

Developing A Comprehensive Regional Approach to Data Set Integration to Support Data-Intensive Research in Education in Silicon Valley

This NSF funded project is a collaboration among multiple research centers: Silicon Valley Educational Research Center, Center for Educational Research in the Interest of Underserved Students, Center for Collaborative Research for an Equitable California, Center for Statistical Analysis in the Social Sciences, Institute for Storage Systems and Data Management, and the Data and Democracy Initiative of the Center for Information Technology Research in the Interest of Society. CCREC Fellow and Governance Council Member Rodney Ogawa is PI, and Co-PIs are Doug Bonett, Scott Brandt, Ron Glass, and Carlos Malzahn.

This project will lay the social, intellectual, and technological groundwork to develop a comprehensive, regional data set to support data-intensive research in education in Silicon Valley, California. Despite unprecedented access to data and the use of sophisticated methods of data analysis, research has yet to offer detailed and comprehensive answers to the most fundamental educational questions which reflect the most pressing educational challenges confronting the nation, including: a) What are the multiple causal vectors that explain the academic achievement of youth in the U.S.? b) What are the multiple causal vectors that contribute to the achievement gap between low-income, racially, culturally, and linguistically diverse students and their more academically successful White and Asian peers?

Ethical Issues in Equity-Oriented Collaborative Community-Based Research

CCREC was awarded a second major grant from the Spencer Foundation in the amount of $273K to sustain CCREC’s work on the ethical and epistemological issues unique to equity-oriented collaborative community-based research through the summer of 2015. This new grant will enable CCREC to produce a book that examines these issues philosophically, a case book to train early career researchers, a special issue of the journal Theory and Research in Education, to hold a conference of leaders from major professional organizations, and to provide an ethical framework for engaged scholarship.

Collaborative Research Training Institute - Save the Date!

Join CCREC on August 22-24, 2014, at UC Santa Cruz for a three-day intensive training opportunity to introduce graduate students and early career scholars to theories, methods, ethics, and democratic aspects of collaborative research. Through seminars, roundtables, and hands-on workshops, participants will develop skills and knowledge to begin engaging in equity-oriented community-based collaborative research.

Topics will include:

- Why collaborative research? Why Equity-Oriented Collaborative Community-Based Research (EOCCBR)?
- Building collaborative relationships with community members, community-based organizations, and academic faculty and researchers
- Collaborative methodologies
- Interpretation of findings in a collaborative context
- Publishing and dissemination of findings in a collaborative context
- Equity-orientation of research
- New media and collaborative research
- Public learning processes (community organizing/mobilizing)
- Ethics and epistemology
- Data and democracy
- Feedback & support on your projects/ideas (this includes the opportunity to advance your own ideas & current projects within a community of interdisciplinary colleagues, peers and experienced collaborative researchers, both academic & community-based)
- Examples of EOCCBR

Digital Media, Community-Based Research, & Democracy Conference - Save the Date!

Join CCREC on November 14th and 15th, 2014, for the Digital Media, Community-Based Research, & Democracy Conference at the Chaminade Resort in Santa Cruz. The conference will provide a variety of opportunities to engage with scholars across the disciplines and to put your ideas to work. Topics will include:

- Civic engagement in the digital era (issues of equity; political mobilization/community organizing; public space vs. public sphere; policy)
- Using digital media in the community-based research process (from starting projects to the dissemination of findings)
- Using digital media to make data meaningful to communities
- Ethical issues
- Workshops based on participant interest

Highlights Continued on Page 6.
An educational sociologist by training, Dr. Eatman studies publicly engaged scholarship (also known as collaborative or community based research), with particular interest in the potential for such actionable research to address inequities within higher education and better foster the democratic values of diversity, inclusion, and civic engagement in society. Dr. Eatman also serves as Faculty Co-Director of Imagining America: Artists and Scholars in Public Life (IA), a national consortium of over a hundred US institutions of higher education dedicated to catalyzing a network of publicly engaged artists, designers, scholars, and community members. IA advances work in the cultural disciplines that amplifies and connects to the historic civic missions of higher education. Dr. Eatman has been recognized with awards and international honors for his contributions to promoting equity within higher education, and most recently served as a scholar-in-residence at the University of South Africa in Pretoria in 2013. Dr. Eatman has served on the CCREC Advisory Board since the fall of 2012.

Engaged scholarship is more than a research interest for Professor Timothy K. Eatman; it connects back to the formations that guide his personal values and his path to the academy. Both his mother and father are career educators, and Eatman’s father also serves as a pastor. They established a K-12 school affiliated with their church in Harlem, New York, thirty two years ago. He recounts how education was always integrated into his family’s spiritual community work with the church. As Dr. Eatman explains, his parents really understood the importance of developing “the life of the spirit as well as the life of the mind,” which, as he points out, “is often sidelined within the dominant ethos of the academy.” For Professor Eatman, then, his family experience and upbringing are not only part of his foundational entree points into publicly engaged scholarship, but also inform his broader approaches, motivations, and work within the academy.

Professor Eatman saw higher education as a place of possibility within which he could catalyze positive changes in society, allied with a large network of scholars doing similar work. However, learning about the multitude of stark, systematically constructed, community deflating inequities facilitated through institutions of higher education was disheartening and almost debilitating for Eatman. During his doctoral studies in Educational Policy, Professor Eatman recalls spending hours in the University of Illinois library stacks, digesting facts about the misuse of higher education to create “hierarchies to diminish certain persons and communities and to pump up others out of scale.” Citing the Morrill Land Grant acts of 1862 and 1890, Professor Eatman explains how the historical foundations of American higher education illustrate a “connection between the university and the community,” but that these connections have often been “misshapen, out of balance and exploitative” in that the policies maintained status-quo socio-economic relations under the rhetoric of broadened access.

Professor Eatman holds firm, however, that “these same institutions of higher education were places where discourses were presented that helped to shift societal thought; and I’m a part of that as well.” As an engaged scholar, Professor Eatman is excited about conducting and supporting scholarship that shifts, “the ways we think about community engagement” within the academy. Eatman describes how CCREC and Imagining America are doing similar work in that they both recognize that “diverse knowledges need to be valued in order for us to take seriously the continuum of knowledge creation.” Part of this, therefore, means addressing the structural inequities that have and continue to exclude marginalized groups not only within the academy, but within the society as a whole. As Professor Eatman describes, such a shift requires new frames and paradigms:

“You can’t do it if your posture is one way, if the knowledge only flows from the university. There’s a beautiful example of an avenue here in Syracuse named University that was recently transformed into a two-way street. Previously, University Avenue had been a one-way street leading to, you guessed it—the university. I think the metaphorical significance of this change is very powerful. Knowledge does not live at the university. Knowledge must flow in multiple directions to be most useful and impactful. When we talk about community-engaged work, it is two-ways; it has to be. It has to result in some public good impact, it has to pivot on democratic principles, it has to be grounded in definitions that are lucid and meaningful, it has to lead towards innovative ways of thinking across disciplines.”

Continued on the next page.
Dr. Timothy K. Eatman

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Imagining America: Artists and Scholars in Public Life, the consortium that Dr. Eatman co-directs, seeks to reframe common conceptions about “what counts” as knowledge creation by also centering the cultural disciplines. “We believe that there’s something very powerful about art and its sundry formats, the range of humanistic fields and design fields, that really needs to be emboldened, not only within the society but within the academy.” In supporting a network of scholars and activists working in the humanities and arts, Imagining America seeks to “make some actionable claims on the idea that these fields add to knowledge-making in very robust ways.”

A musician himself, Professor Eatman explains that part of the power of art is its depth of expression that words alone cannot always achieve: “It opens up a whole other level of consciousness” that allows you to “tap into knowledge” in distinct ways. Dr. Eatman says that it’s a shame that in the academy, as well as other contexts, these forms of knowledge creation are not legitimated because they “somehow are not in the mainstream of knowledge-making.” Imagining America calls for an understanding and acknowledgement of “the richness that comes out of the cultural disciplines even more” in ways that, as Eatman earlier described, connect the life of the spirit to the life of the mind.

To do this, however, Dr. Eatman emphasizes that cultural change is needed within the academy. “Universities can handle policy change. These are smart people that can come together and decide the particulars of the changes that they would need in order to acknowledge more forms of scholarship or to think about the importance of interdisciplinarity in more sophisticated ways. It’s about changing the mindset and dominant culture of the academy, and that’s hard work.” So while its critical to develop policies that will support engaged scholarship, which has been one focus of Professor Eatman’s publishing and scholarship, it’s also about reframing normative and persistent frames of thinking about epistemologies of knowledge. As Professor Eatman describes, this is especially threatening in higher education “because our mentality in the academy is that of the ‘ivory tower.’” So if that’s our dominant metaphor, we’ve got a lot of work to do to challenge this idea of celebrating being removed from the community.

As a social scientist by training, Professor Eatman has a penchant for “collecting and analyzing survey data and explaining the variance on dependent variables.” However, while statistics “may provide us with important skeletal information for our questions,” qualitative inquiry and the methodologies that are available through the cultural disciplines like arts, humanities, and design fields put “flesh on the bones.” Eatman assures that, while we need our skeletons, we also need to see the “form, the nuance, the power, the emotion, and the other ways that demonstrate the inter-dependence of our experience, of the human experience.” For Dr. Eatman, then, institutional change is not just about policy, it’s about persuasion; hence the important role of the arts and the cultural disciplines within engaged scholarship.

For Professor Eatman, institutional transformation within higher education is also linked to a real sense of urgency. Professor Eatman talks about the pervasive problems within our educational system and the contradictions he faces as a scholar within the School of Education: “So I’m an educator, I’m a faculty member in education, and I can throw a stone at the headquarters of the same school system that I can’t even put my own kids in.” When Dr. Eatman and his wife moved from Ann Arbor to Syracuse and learned that the high school graduation rate was 47% in the public schools, they quickly decided that they would find an alternative option for their daughters and feel fortunate to have the means to do so. He says, “We’re not putting our brown girls in that public school system. But what about the thousands of children, or generations of families, who are not getting what they need?”

Professor Eatman urges, “In order for us to take publicly engaged scholarship seriously, we’ve got to understand the implications throughout not only higher education, but K-12, or really P-20. And we have to be able to provide lucid, compelling narratives and examples that demonstrate why the persuasion piece is needed.”

Professor Eatman describes his duty within the academy as a “duty to the human family” to “open the floodgates” so that all people can have the opportunity to a quality education and to realize their gifts and talents. Professor Eatman carries a consciousness that his scholarship is not just about himself. As the first member of his family to earn a Ph.D. and a tenured faculty member at a Research-1 institution, Professor Eatman recalls that his grandparents couldn’t even legally hold a library card, and states that, “it’s not lost on me.”

It is clear why Dr. Eatman considers himself a “cradle to community” engaged scholar, one of several typologies developed in a recent book chapter he authored entitled, “The Arc of the Academic Career Bends Toward Publicly Engaged Scholarship.” Professor Eatman was curious to know, “who are publically engaged scholars? What do they think they want to do for their professional careers? How do they negotiate their relationship with the academy and the community? What types of scholarship do they produce and how do we capture the myriad of knowledge production that is not relegated merely to articles and books?” Through surveys and interviews, Professor Eatman has been asking these and many other questions in conversations with engaged scholars throughout the country. He’s also been exploring ideas about the future infrastructure needed to support this work by asking questions such as, “What kinds of graduate programs are necessary to support engaged scholarship? What are the courses and methodologies that need to be taught? And when provosts are writing job letters of hire, what are the criteria that make room for and attract engaged scholars?”

Dr. Eatman sees a growing movement around engaged scholarship. He is contacted frequently to give presentations on his work and sees this as a “really powerful blessing.” Professor Eatman talks about how policy is one way to begin to “operationalize the principles” of engaged scholarship. Creating policies that codify engaged scholarship into the promotion and tenure system, “provides a basis for engaged scholars to be able to craft the pathways of their careers in ways that allow them to expand that continuum of knowledge creation, so that they can situate themselves as scholars all working with the dynamism and rigor of excellent scholarship.” This means taking the work of engaged scholarship seriously, both to bolster it within the academy and to think about engaged work in critical ways: “That does not mean that just because you are doing something with the community that it’s excellent a priori; that’s out. We can bring critique to bear on engaged work, and we must.” Engaged scholarship has the potential to solve critical social problems and produce “research that matters,” but it must be done in ways that are academically rigorous and ethically sound.

Building the institutional structures to develop new scholars with solid methodological training and support the careers of those already working collaboratively with communities puts us on the path to changing the culture of academia and holding higher educational institutions accountable to the public good.

(See http://ccrec.ucsc.edu/sites/default/files/Tim%20E_graphic%20only.pdf for the complete graphic.)
Featured Fellow: Heidi Ballard
Using Public Participation in Scientific Research to Link University and Community Efforts
~ By Sheeva Sabati

For some scientists, amassing enough data both over long periods of time and across great distances, can be critical to predicting the spread of invasive species in oceans or to quantifying how much pollution has impacted our ability to see the stars. Under the burgeoning field of Public Participation in Scientific Research or PPSR (also referred to as “citizen science”), such projects are made possible through collaborative efforts with community members who volunteer to participate in various stages of scientific research projects. Whether collecting data through crowdsourcing models that implement smartphone technology or interpreting the results as part of a participatory action classroom inquiry, PPSR projects have the ability to facilitate contextualized learning opportunities in topics relevant to communities, such as the environment or public health. At the same time, PPSR also opens up possibilities for scientists and community members to pursue different questions and create knowledges that are unique to those that can result from more traditional scientific research.

For CCREC Fellow Heidi Ballard, PPSR encapsulates the intersection of her primary research interests in education, community engagement, and scientific research. As an Associate Professor in Environmental Science Education at the University of California, Davis, Professor Ballard studies PPSR projects as educative processes for participants, while also paying attention to how local ecological knowledges can contribute to understandings about ecosystems. Dr. Ballard has also utilized PPSR as a research approach in her own research endeavors, spanning a variety of projects throughout her career. Her interests in PPSR are thus twofold; both as a scientist engaged in PPSR community collaborations, and as a researcher interested in understanding how PPSR can inform science education practices.

Dr. Ballard’s first formalized involvement with PPSR dates back to her dissertation work. Ballard worked with Latino migrant forest workers and a Native American tribe in the Pacific Northwest to develop a participatory action research project. With Ballard, they researched and monitored their own harvesting and management practices of a non-timber forest product. The research drew upon the intimate knowledges of people who were both working and living with the land, and resulted in the development and implementation of more sustainable harvesting practices.

In addition to respecting and honoring the knowledges and expertise of research partners throughout the research process, Ballard experienced the way in which participatory models bring issues of power and expertise to the forefront of the research process, issues which are often overlooked through conventional research approaches. Ballard maintains that addressing power structures, as they manifest through race, gender, class, immigration status, and others, “need to be explicitly addressed” in PPSR. Dr. Ballard reminds us that we must ask, “what are the dynamics?” in any research setting, underscoring the ethical dilemmas that often arise in participatory research that seeks to engage community members through collaborative methods. She published these findings in Environmental Education Research, uniquely integrating the fields of participatory action research and environmental education.

Before receiving her doctorate in Environmental Science, Policy and Management at the University of California, Berkeley, Professor Ballard taught as a high school biology teacher for five years. She also received two Masters of Arts degrees, one in Science Education from Stanford University and another in Botany from Miami University of Ohio. As an educator, Dr. Ballard emphasizes her vision that, “science education is a life-long, life-wide, and life-deep practice.” In this way, PPSR projects enable science education to expand beyond traditional contexts such as schools, and allow us to think about museums, television programs, or our own communities as sites of science learning.

Professor Ballard’s research seeks to document these various impacts of PPSR, both in terms of their contribution to improve practices in environmental and science education, and the impacts on conservation and natural resource management, among others. Currently, Professor Ballard is studying the learning impacts of the UC California Naturalists program for both older and younger adults, which is funded through the National Science Foundation’s Informal Science Education Program. She is also studying Northern California’s environmental PPSR programs in order to identify effective structures and processes for environmental science education.

Ballard teaches undergraduate courses in environmental education, courses for science teacher credential/MA students, and a graduate seminar in Participatory Action Research methods. Professor Ballard aims to bridge research and practice in these courses by inviting researchers and community members as guest speakers to share their experiences conducting PAR, or placing her environmental education students with local organizations as interns. In this way, Professor Ballard integrates the knowledges and experiences of experts from across the community in the education of U.C. Davis students.

Dr. Ballard has been a Fellow and a Governance Council member of CCREC since the inception of the Center. She has also been involved in the early developmental stages of one of CCREC’s signature collaborative research projects, Growing Equity From the Ground Up.

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CCREC Highlights
Continued from Page 2.

Build Community and Capacity for Engaged Scholarship on your UC Campus

CCREC is now accepting proposals for UC campus events. The primary focus of the grant is to highlight engaged scholarship and build community and capacity among campus faculty and graduate students.

From small gatherings to larger events, what will help you on your campus? Hold a CCREC sponsored event or series of events on your campus to make your work and engaged scholarship more visible across the UC. Potential events include:

- “meet & greet”
- brown bag sessions
- panels/symposia
- workshops
- conferences
- institutes

Grants of up to $1,500 will be awarded and may include limited logistical support (i.e., web registration and flyers).

The primary applicant must be a CCREC Fellow, but joint proposals are encouraged. For larger grants, more full-bodied partnerships are expected.

Events should be multi-/trans-disciplinary and preference will be given to proposals that address multiple CCREC focal areas (economy, education, employment, environment, health, housing, and nutrition) and issues of equity in California.

Contact CCREC staff at 831-459-1991 or ccrec@ucsc.edu for additional information and application instructions.

Seeding Innovative Collaborative Research Projects in California

Grants of up to $20,000 are available to support the crucial early stages of collaborative research projects that show significant promise of securing extramural funding for their implementation phase. These seed grants are intended for UC faculty working at the intersections of CCREC issue areas and utilizing collaborative research methods. The next RFP will be released in January.

See http://ccrec.ucsc.edu/grants-projects/planning-and-development-grants for additional information. To find out more about previously funded projects, see http://ccrec.ucsc.edu/grants-projects/funded-projects.

Increasing Young Adult Civic Engagement in Central California

The inaugural Signature Project, centered on young adult civic engagement in Central California continues to move forward. A project retreat in August at UC Santa Cruz and subsequent planning meetings with UC faculty and community partners under the leadership of CCREC Fellow Robin DeLugan (UC Merced) led to further development of the project design emphasizing a fellowship program, data hub, and public learning processes in the Stockton, Merced, and Salinas regions. A brief concept paper has been developed, commitments from community partners are secured, and the project is now actively seeking funders.

CCREC Welcomes a New Fellow: Adrián Félix

Adrián Félix (pictured below) joins CCREC as a Fellow. Dr. Félix received his Ph.D. in Politics and International Relations from the University of Southern California in 2010. From 2011-2013, he was a UC President’s Postdoctoral Fellow in the Department of Latin American and Latina/o Studies (LAST) at UCSC. His research focuses on México-U.S. migration, migrant transnationalism and racial/ethnic politics and identity. His work has been published in the American Quarterly, American Behavioral Scientist, Harvard Journal of Hispanic Policy and Latin American Research Review. He is currently working on a book manuscript tentatively titled Transnational (After)life: The Political Life Cycle of El Migrante. Dr. Félix is also a lead researcher on the Young Adult Civic Engagement project in Central California (YACE), a CCREC signature project.

For information about joining CCREC as a Fellow or Affiliate, see http://ccrec.ucsc.edu/join-ccrec.

CCREC Welcomes New Staff

Ethan Chang has joined the CCREC team as a new Graduate Student researcher. Ethan is a first year doctoral student in the Cultural and Social Contexts of Education program in the Department of Education at UC Santa Cruz. Ethan is interested in the relationship among education, ethics, and equality of opportunity. Ethan taught special education at Waialua High and Intermediate School. He holds a B.A. in Government from the University of Redlands and a graduate certificate in special education from the University of Hawaii at Manoa.

Amanda Lashaw joins CCREC as a Research Associate. Her research interests include political anthropology, U.S. urban education, NGO/nonprofit studies, progressive identities, ethics and reform, critical social theory, ethnographic methodology, optimism, hope and affect. She is currently writing about the ways that professional education reformers establish the moral authority of a movement for educational equity. She earned her Ph.D. from UC Berkeley, in Social and Cultural Studies in Education.
Featured Fellow: Heidi Ballard

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Partnering with a network of well-established food and environmental justice, health equity, and faith-based organizations in Oakland, CA, as well as the internationally recognized UC Santa Cruz Center for Agroecology and Sustainable Food Systems (CASFS), Growing Equity from the Ground Up seeks to enhance and amplify the efforts of these existing community organizations through the establishment of an urban gardening, farming, community organizing, and policy advocacy training program. Apprentices will not only learn to transform the food system, but will use food as a platform to advance equity and the inter-related issues impacting the least-advantaged communities within Oakland.

As a university educator and researcher, Dr. Ballard brings her interest in PPSR methods, educational evaluation and curriculum development to the Growing Equity project. Ballard is not only excited about the ways in which research will be integrated into the training of the apprentices to inform their knowledge base as food-community activists, but is also interested in documenting and researching the apprenticeship model as an educative process. Such research would enable an understanding of the pedagogical and curricular components necessary to eventually scale-up the Growing Equity project as a model for similar co-constructed urban farm, garden, and food-justice training programs nation-wide.

When reflecting on her involvement with CCREC, Professor Ballard sees it, “as a way to practice what I preach. I participate in a lot of discussions nationally and internationally with scholars and communities who wish that they could change the way that research is done at universities, to be more inclusive and respectful of local people’s knowledge, and more relevant to their needs, but it usually feels like a losing battle. CCREC is really a miraculous thing, because it is actually a multi-university effort to institutionalize community-based participatory research, within a major research university system. I feel really lucky to be a part of this effort.”

CCREC Fellows make a difference across the state through collaborative research

CCREC Fellow, Adrián Félix, Assistant Professor of Latino and Latin American Studies at UC Santa Cruz, has recently issued a policy brief through the Center for Latino Policy Research at UC Berkeley: “Dreams of Citizenship Naturalization Nightmare: New Naturalization Norms Needed.” The policy brief can be accessed at http://escholarship.org/uc/item/62p083rr.

CCREC Fellow, Helene Moglen, Professor of Literature at UC Santa Cruz, gave a keynote address (with Sheila Namir) at the UC Santa Barbara Interdisciplinary Humanities Center last spring: “Fighting For Words: A Creative Writing Workshop for Veterans.” Professors Moglen and Namir are now teaching a creative writing workshop for veterans under the auspices of the Santa Cruz Commons Project (http://ccrec.ucsc.edu/santa-cruz-commons-project).

CCREC Fellow, Beth Rose Middleton, Assistant Professor in the Department of Native American Studies at UC Davis, has made significant progress on her project called “Integrated Regional Water Management (IRWM) Tribal Collaboration Effectiveness Study.” Initially funded with a $15,000 Research and Development grant from CCREC, her project has garnered tremendous support from the UC community. Since the project’s inception, she and her community partners have earned an additional $5,295.50 in funding. The project has drafted a final report on “Recommended Best Practices for Tribal Collaboration in IRWM,” which was presented at a project completion celebration on December 6, 2013 at UC Davis. Contact Danielle Dolan (danielle.dolan@gmail.com) for additional information.

CCREC Fellow, Elizabeth Marlow, Executive Director and Co-founder of the Gamble Institute, received a grant in the amount of $130,118 from the Alameda County Innovations in Reentry Funds to support an 18 month pilot study of the Street Scholars Peer Mentoring Program. Twenty-five formerly incarcerated students will be served by this program. The outcomes include academic achievement, substance use recovery, and recidivism rates. The Street Scholars Program was developed with a Planning and Development Grant from CCREC.
CCREC Mission

CCREC fosters a more equitable California by addressing the interconnected crises in the economy, education, employment, environment, health, housing, and nutrition.

CCREC links university researchers, community-based organizations, and policy-makers in collaborative projects to achieve creative solutions to the problems in our communities.

CCREC prepares a new generation of engaged scholars by coordinating and focusing University of California system-wide efforts to support collaborative research that makes a difference in our communities.

Join CCREC

CCREC is currently accepting applications for fellows, affiliates, and partners. Join us in making a difference in California’s communities and beyond!

Check out our website for more information at ccrec.ucsc.edu/join-CCREC.

Become a CCREC Funding Partner

Please help us continue our important work by becoming a funding partner.

Contact Ron Glass at rglass@ucsc.edu or 831-459-5188 or visit ccrec.ucsc.edu/donate for more information.

CCREC is generously supported by a Multi-Campus Research Program Initiative (MRPI) grant from the University of California Office of the President. Additional support is provided by the Spencer Foundation and UCSC’s Division of Social Sciences Office of the Vice Chancellor for Research, Anthropology Department, Computer Science Department, Education Department, Latin American & Latino Studies Department, Sociology Department, and the School of Engineering.

What is Collaborative Research?

CCREC uses “collaborative research” as an umbrella term for research methods that actively engage communities and policy makers in the research process from start to finish.

This means that university researchers, community-based organizations, and policy makers will work together in framing the problems to be tackled and the questions that need to be answered; they will work together to undertake the research and interpret the results for their significance for community and policy change; and they will work together to disseminate the research findings and advocate for change. While there are a variety of disciplinary approaches currently used by CCREC Fellows and Affiliates (such as, community based research, community based participatory research, engaged scholarship, participatory action research, and translational research), CCREC prefers the term Equity-Oriented Collaborative Community-Based Research (EOCCBR) to refer to the kind of work that the center supports through its programs and other activities. Three elements are central to EOCCBR:

Equity-Oriented • Collaborative • Community-Based

CCREC Advisory Board

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