Convener and Host:
U.C. Center for Collaborative Research for an Equitable California (CCREC)

Co-Sponsors:
Data and Democracy Initiative - Center for Information Technology Research in the Interest of Society (DDI-CITRIS)
Ontario Institute for Studies in Education, University of Toronto

GENERATING KNOWLEDGE AND BUILDING DEMOCRATIC POWER WITH COMMUNITY-BASED RESEARCH & DIGITAL MEDIA

AN INVITATIONAL CONFERENCE
NOVEMBER 14-15, 2014

CHAMINADE RESORT • SANTA CRUZ, CA •
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Conference Program

Friday, November 14, 2014

8:00am - 10:00am  Registration (Location: Conference Lounge Area)

10:00am - 10:10am  First Welcome / Logistics (Location: Santa Cruz Room)
  • Samara Foster, Assistant Director, CCREC

10:10am - 10:25am  Ceremonial Opening (Location: Santa Cruz Room)
  • Reverend Daniel Buford, Minister of Prophetic Justice, Allen Temple Baptist Church, Oakland, CA

10:25am - 10:45am  Opening Talk (Location: Santa Cruz Room)
  “Our Bodies and Our Bodies of Knowledge: Movement Making and Digital Media”
  • Ron Glass, Director, CCREC

10:45am - 11:15am  Provocations to Wide Awakeness 1 (Location: Santa Cruz Room)
  • Mary Brydon-Miller, Professor and Director, Center for Action Research, University of Cincinnati
  • Ron Moss, Assistant Director, Gamble Institute, Oakland, CA

11:15am - 12:15pm  “World Café” Small Group Discussions 1 (Location: Santa Cruz Room)

12:15pm – 1:30pm  Lunch (Location: Sunset Restaurant)

1:30pm - 2:15pm  Provocations to Wide Awakeness 2 (Location: Santa Cruz Room)
  • Tim Eatman, National Co-Director, Imagining America, and Associate Professor, Syracuse University
  • Catherine Bracy, Director for Community Organizing, Code for America

2:15pm – 3:15pm  “World Café” Small Group Discussions 2 (Location: Santa Cruz Room)

3:15pm – 3:30pm  Break / Afternoon Snack (Location: Conference Lounge Area)

3:30pm – 4:30pm  Small Group Report-Outs (Location: Santa Cruz Room)

4:30pm – 6:00pm  Room Check-in / Break

6:00 – 7:00pm  Dinner (Location: Sunset Restaurant)

7:00pm – 8:00pm  Keynote Provocation 1 (Location: Natural Bridges Room)
  “Lessons from Occupy”
  • Megan Boler, Professor, Ontario Institute for Studies in Education, University of Toronto

8:00pm – 9:30pm  Reception & Gallery Walk of Graphic Visualizations (Location: Seascape Room / Patio)
Conference Program (continued)

Saturday, November 15, 2014

7:30am – 9:00am Breakfast

9:00am - 10:00am Keynote Provocation 2 (Location: Santa Cruz Room)
“Mutual Recursion: What Happens When Politics Becomes Code?”
• Warren Sack, Professor of Digital Art and New Media, University of California Santa Cruz

10:00am – 10:15am Break / Morning Snack (Location: Conference Lounge Area)

10:15am - 10:45am Provocations to Wide Awakeness 3 (Location: Santa Cruz Room)
• Gustavo Fischman, Professor of Education, Arizona State University
• Sammy Nuñez, Executive Director, Fathers and Families of San Joaquín, Candidate for the School Board, Stockton, CA

10:45am – 11:30am “World Café” Small Group Discussions 3 (Location: Santa Cruz Room)

11:30am – 11:45am Small Group Report-Outs (Location: Santa Cruz Room)

11:45am – 12:15pm Room Check-out / Break

12:15pm – 1:30pm Lunch (Location: Sunset Restaurant)

1:30pm – 3:00pm Gallery Walk Activity (Location: Santa Cruz Room)
Conference Summaries / Synthesis / Reflections
• Samara Foster, Assistant Director, CCREC
• Julie Gieseke, Map the Mind

3:00pm – 3:15pm Break / Afternoon Snack (Location: Conference Lounge Area)

3:15pm – 4:15pm Closing Plenary (Location: Santa Cruz Room)

4:15pm-5:00pm Closing Circle (Location: Santa Cruz Room)
“Generating Knowledge and Building Democratic Power with Community-Based Research and Digital Media”
• Ron Glass, Director, CCREC
• Rev. Daniel Buford, Minister of Prophetic Justice, Allen Temple Baptist Church, Oakland, CA
"Generating Knowledge and Building Democratic Power with Community-Based Research and Digital Media" brought together the Faculty Fellows, Affiliates, and Community Partners of CCREC along with a selected group of invited guests for discussions of praxis and theory, seeking to begin building a body of knowledge around three themes:

1. Knowledge production through collaborative research
2. Democratic mobilization / knowledge mobilization
3. Digital media

Given inequitable access to and control of new technologies, how can those in universities and other dominant institutions create alliances to enhance grassroots models of knowledge production and dissemination?

What are models of engaging social and digital media that enable marginalized communities a voice within policy debates?

How can the access to and affordances of digital media support community-based knowledge production and knowledge mobilization?

What are the needs of community-based projects with respect to digital, social media and communications?

What technological, digital and web-based resources exist that can support the aims and goals of community-based research?

What are examples of social movements effectively using digital media upon which to build?
Provocations to Wide Awakeness
The conference was structured around a series of “Provocations to Wide Awakeness” meant to provide insights, questions, and challenges to help us engage deeply in the themes of the conference. The notion of “wide awakeness” comes from Maxine Greene, a theorist and activist who was always searching for ways to create experiences that would wake people up to both the realities of oppression and suffering and to the transformative possibilities of human being.

Only when we are “wide awake” can we hope to mitigate the negative effects of dominant ideologies and see more clearly the potential spaces for interventions that create a more just society.

(See home.comcast.net/~stauer/greene.html for a piece by Maxine Greene.)
“World Café” Dialogue Structure
For this gathering, we engaged in the “World Café,” a method for structuring intimate, deep, and meaningful discussions within large groups. It is a creative process for collaborative dialogue, sharing knowledge, and creating possibilities for action.

Graphic Recording
The conference proceedings were recorded graphically in real time to capture ideas as they were expressed and to help with identifying themes, patterns, and relationships among the ideas of the group. The visual recordings of the discussions were used throughout the process through “gallery walks” and as a reference point and tool to keep the conversation moving forward. The collection of graphic visualizations provides a record of the conversation that is available digitally.

Julie Gieseke, of Map the Mind (mapthemind.org), was the graphic recorder/co-facilitator. With over 25 years of experience, Julie uses creative methods that engage the deep knowing that exists in each of us individually and in the group collectively.
Ceremonial Opening

Reverend Daniel Buford, Minister of Prophetic Justice, Allen Temple Baptist Church, Oakland, CA

How can new digital tools, that often promote isolation, individualism, and social disconnection, help to “fill the spaces” between online and grassroots communities?

To what extent is our work tied to the humanity of those of our own species, to our ancestors and our history, to justice?

3 Ways to consider these questions:

1. The Tipping Point by Malcolm Gladwell
   - Concepts of connectors and connectivity, and six degrees of separation
   - Mindfulness amidst digital connectivity
   - Wide-awake in relation to our six degrees of separation and the possibility of connection

2. Tao mentoring: Cultivating collaborative relationships in all areas of your life by Huang and Lynch
   - Usefulness in emptiness—the cup, the glass, and the vase each define their function as containers made by the empty space within them.
   - The usefulness as organizations is the space between organizations and how we might fill these spaces.

3. The Prophet by Khalil Gibran
   - Strings on a lute or guitar create music because the strings are separated.
   - The better we can attune ourselves to one another, the better music we can make.
   - If we are going to quiver together, we need to determine how to close the six-degrees of separation between the various components of our work.
Opening Address

“Our Bodies and Our Bodies of Knowledge: Movement Making and Digital Media”
Ron Glass, Director, CCREC

Why are we here?

CCREC’s mission is to situate research with the least advantaged communities so that they might better struggle for justice across the multiple, interconnected inequities in the economy, employment, education, public health, food systems, environment and housing. CCREC aims to foster research processes that are embedded within public learning processes that generate and mobilize knowledge such that communities become organized and able to exercise democratic power. This kind of equity-oriented collaborative community-based research (EOCCBR) seeks to disrupt dominant hierarchies of knowledge and power, and seeks to make truth matter in a public sphere shaped by lies, misinformation, and distorting ideologies.

This intention for EOCCBR presents profound challenges to how both universities and community organizations are configured. The real and urgent problems of everyday life in marginalized communities cannot be domesticated into discrete issues, each to be labeled, contained, and solved by interventions designed to be measured as evidence of “what works.” Most often, these interventions focus on changing the victims of oppression themselves, as if they were the source of their own misery, and, meanwhile, the foundational inequitable structures that create the actual oppressive conditions of life receive scant attention.

We know that the structural issues that produce un-/under-employment, that maintain millions in poverty, that force the children of the poor into shameful schools with the least prepared teachers and the fewest learning resources, that destroy the environment and produce unhealthy food, that inflict the violence of a carceral state on the least advantaged, that disenfranchise communities of color — we know that these structural issues must be investigated and transformed at a systems level. We cannot solve crises in the economy and employment without addressing education and transportation issues. We cannot solve education and transportation issues without addressing economic opportunity, public health, and nutrition. Treating problems in isolation from one another is bound to fail.

Yet funders and long-standing traditions maintain barriers among the issues and insist on simplistic logic models of change that leave the fundamental underlying structures of inequity and oppression intact. The disciplinary structures and focal narrowness of university departments guarantee that scholars will never be able to understand injustice. The single-issue orientation of community based organizations guarantees that they will never overcome the limits that harm their constituents and against which they struggle so valiantly.
Opening Address (continued)

I just returned this morning from a meeting in Washington, DC, on “The Future of Evidence.” Leading progressive funders and think tank researchers and policy makers examined how to generate and mobilize evidence that will help us “get better at making things better” – and yet racism was mentioned only once (and then in a question and not from a speaker), and other ideological structures like sexism, colonialism, and capitalism did not receive a single mention. Even while we were being exhorted to figure out how to investigate and document population and community level effects of these programs, no one brought up that it is already predictable that such effects will be minimal as long as we do not change the fundamental systems that produce the oppressive inequities that are supposedly being remediated through such programs. And when our improved evidence affirms these limited results, who will bear the blame? Again this is predictable: either those professionals who have dedicated themselves to doing what they can from within the existing structures, or those who are meant to be the appreciative beneficiaries of these programs, will be blamed and then further stigmatized and penalized.

We are here at this conference to break these habits, to think and act outside the bounds of what we have been doing for so many years. We are here to strategize how we can both meet the immediate needs in our communities, and build capacity for system and structure level transformations. We are also here to explore the affordances and constraints of digital media, as tools to strengthen our research, to make community dialogues more inclusive, to more broadly disseminate the truths we uncover, and to connect and mobilize publics to exercise power.

I recognize that the power of digital media is multi-directional.

On the one hand, the purchase and use of these technologies supports global capitalism, and channels our communications and social networks through narrow apertures that have been shaped to serve the dominant. These technologies literally open our own lives to invasion and surveillance. They provide the dominant discourses and modes of social relation with ever more channels of access to our ways of being. The very manufacture of these technologies reinforces old colonial relations that extract resources from the global South for the benefit of the most advantaged, all the while continuing to concentrate economic and environmental damage in low income communities of color.
Opening Address (continued)

On the other hand, these new media may provide mechanisms and tools to enrich participation and democratic engagement. They may provide a way to challenge the global reach of the dominant media, which can simultaneously invade nearly every corner of the world with the same message and images, repeated ad nauseum across all channels all day and all night. Might these media enable us to network local and regional power to achieve sufficient force to counter the mega-wattage of the dominant?

We are here to build a body of knowledge, to know better (more systematically, more thematically, more connectedly) what we already know. We begin with our bodies, with the lived experiences we have undergone and incorporated into our understandings and practices. And as you can see from the bios of the participants, this is indeed a very deeply experienced gathering. Few of us are beginners at whatever we are doing. We are battle tested; our ideas and practices have been honed and sharpened against the anvil of our convictions as they are hammered by defenders of the status quo. But the hard-won knowledge of our experience needs to be critiqued and extended in light of the experience of others so that our conceptual frameworks and our practices might be more strongly warranted and more effectively mobilized in the struggle for justice.

We begin with our bodies in another way. The knowledge we seek and draw upon is not just cognitive and conceptual, it is emotional and has more full-bodied origins and outlets. What we know in our bones or sense in our gut but cannot yet say, what years of resistance and tenacious clinging to the cultural and spiritual wellsprings of meaning in our communities have taught us – these are bodily knowledges that must inform our strategies of intervention.

We even want to begin with our bodies in our approach to digital media. After all, the first digital media were our hands, and certainly we know many ways to communicate with these digits! These bodies are our most primary mode of communication. It is through our bodies, our lived relations with one another and the world, that all knowledge comes into being.

So we begin with our bodies in another sense, by using hands to illustrate our conversation, to represent the knowledge we are generating together. We are fortunate to have Julie here with us to help us “see” what we are saying. Throughout the conference, these graphic images will re-present to us our growing knowledge so that we can know it better, go deeper, reach farther, make it more systematic, more connected, more actionable.
CCREC’s aim in this gathering is to start with our bodies, our experiences and our understandings, to build a body of knowledge that can be shared with others and that can help us strengthen our work.

Many academics, funders, government agencies, and ordinary folks generally believe that bodies of knowledge are produced by scholars and contain truths that are timeless and universal. Scholars are trained to derive research questions from a peer-reviewed published literature, to develop evidence through disciplined inquiry that follows specific methodologies, to argue rationally and with careful attention to certain logics to warrant conclusions, and to seek focused criticism to eliminate error. Such bodies of knowledge have their force and point, but we have to remember that in some regards they also are implicated in the oppressions we seek to overcome.

We therefore seek to generate knowledge that relies on a broader range of methodologies and evidence, and that is integrated into processes of democratic organization and mobilization. Knowledge is power, for sure, and speaking truth to power for sure is a necessary task for scholars and activists alike. But knowledge and truth do not exert their force through their compelling evidence and logic alone. At the moment of decision in legislative chambers and agency boardrooms, we need the knowledge and truths of our communities to matter, and that means that we need to not only reconstruct the process of building bodies of knowledge but we need to situate that work solidly within political processes committed to equity. The power of our knowledge and truths must be backed with the power of our bodies as we occupy the spaces that sustain the dominant systems. The power of our knowledge and truths must be backed with the power of our bodies to be there with and for one another, as we stand in solidarity to demand and make a world transformed for justice.

We seek to make research and truth seeking integral to public learning processes that at the same time organize and mobilize communities to assert their needs and rights to an equitable society.

This is not an easy task. Even here, in this small community, it will not be easy to enact our values. We have to listen across and through differences of class, race, gender, language, and age. We have to seek understanding even when the language being spoken is unfamiliar, and perhaps even threatening. We have to build relationships of respect, and learn to trust one another. We have to
Opening Address (continued)

open ourselves to the limits of our own knowing, and to the possibilities of our own transformation through knowing better what we already know. This is risky business, with no guarantees. There will be breakdowns in communication and relationships. There will be tensions and disagreements. There will be heartache and pain. Our struggles for justice are both internal, in relation to our own psychologies, identities, and practices (and those of our communities), and external, in relation to the structures of domination. We are all broken by oppression, and yet we have within us deep sources of wholeness and well-being.

But by being these bodies, in this space, in this time, with all of our powers and all of our frailties; by being here vulnerably and wholly with one another; and committing ourselves to what we can learn and do together, we can hope to build a body of knowledge that enables each and all of us to move closer to our goal of creating a just democracy.

As activists and scholars, as sisters and brothers, mothers and fathers, as people who feel deeply the unnecessary suffering of oppression, as human beings who have an inalienable power to transform ourselves and our world, we can use these two days together to discover new paths toward generating knowledge and building democratic power through community-based research and digital media.

Thank you all so much for being here, and for joining us in this challenging dialogue.
Provocation to Wide Awareness

Mary Brydon-Miller, Professor, University of Cincinnati, and Director, Center for Action Research

Ten Meditations on Ten Metaphors in Ten Minutes:

1. **Confluence of rivers**: Allow for civilizations to emerge. This notion of confluence provides a metaphor for our coming together today to create a new stream.

2. **Mushrooms**: world’s largest organism, which occupies 4 square miles. Dense connections underground erupt to create golden mushrooms. They can be delicious or poisonous. We need local knowledge to keep us safe from poisonous mushrooms.

3. **Charlie Parker at Massey Hall in 1953**: Jazz looks easy but requires years of commitment. Each jazz singer has a distinct voice that melds together to create harmony.

4. **Scorpion pose**: requires strong core muscles. We require a strong ethical core to center our values in our work and ensure their full expression.

5. **Water boiling competition**: coordinating efforts, resourcefulness, and trusting your teammates. Essential aspects of collaborative research.

6. **Confronting the Wizard of Oz**: Todo reveals the true Oz. Caution against someone gaining power by pretending to be someone they are not.

7. **Indiana Jones**: The last challenge is to step off a cliff, take a deep breath, and jump. This process is similar to community research; colleagues serve as supports to help get you across.

8. **Natural beauty**: chronic insomnia can inhibit “wide awakeness.” We must stop and appreciate beauty around us.

9. **New perspectives**: It is important to see things from multiple points of view.

10. **The road less travelled**: Frost warns us and advises. Mary took the road less travelled—collaborative research. This has brought joy, beauty, and made all the difference.
Ron Moss, Assistant Director, Gamble Institute, Oakland CA

- Social media: is used to connect people and foster interaction; allows us to respond
- Connecting with people outside our geographic community is important. Example: college/prison program in Illinois that sought to learn from Gamble Institute
- Social media networking allows us to share our research and highlight the academic successes of the population we serve and to garner support.
- Tensions: How do we stay true to our mission to provide relevant services and reduce recidivism?
- Caution against focusing on Facebook “likes” rather than advocacy development
- Are we exploiting the people we serve by using their stories for publications?
  - Reconstructing narratives—transform the images of formerly incarcerated students
- Street Scholars is developing a Freirean relationship of academic reciprocity.

Examples:
1. Youth helps a nursing student at the University of San Francisco reconstruct her views about formerly incarcerated.
2. An ex-con and a former addict share Street Scholars’ philosophical framework to graduate students and change the narrative as educators.

“I am experienced and battle tested. Knowledge is power, but education is freedom.”
Provocation to Wide Awakeness

Tim Eatman, National Co-Director, Imagining America, & Associate Professor, Syracuse University

Affirm
Creating spaces where spirits and hearts meet minds as in the adage: “Ameliorative work manifests in climates of affirmation.”

Wrestle
Wide awakeness requires wrestling with questions of purpose seriously.

Act
Act as you affirm, act as you wrestle with questions of purpose.

Knowledge
Knowledge making and using digital media to visualize and to imagine new ways of thinking about our work.

Engage
Draw on 5 senses of engagement (hope, history, passion, empathy, planning)
We are in the middle of a shift from a world organized by hierarchical institutions to a world organized by networks and multi-directional, decentralized, distributed power structures.

Structures have changed the way we use money, share information, what national security means, and what global threat is. Yet, government structures have not changed in response.

For example, Ms. Rita in New Orleans, a citizen concerned about responsible redevelopment, spent hours with pen and paper documenting blight. Code for America helped by using technology to map blighted properties in the community. This system was later adopted by the Mayor’s office.

Principles of 21st Century Government
• Design for people’s needs
• Make it easy for everyone to participate
• Don’t do everything alone
• Choose the right tech for the job
• Make data easy to find and use
• Use data to make better decisions
• Organize for results (change management; need to be able to work in 21st century)
"A network is potential energy, engagement is kinetic" – Larry Rosenthal #EOCCBR #Research4Equity #EngagedScholarship #ccrecDigitalMedia
“Lessons from Occupy”
Megan Boler, Professor, Ontario Institute for Studies in Education, University of Toronto

Communications Revolution
• “Creative Utopia:” Occupy leveraged a “hunger for conversations” and provided opportunities for conversations across difference, cross-cultural dialogue, and calls to wide awareness and consciousness raising efforts.

Changing the Terms of Discourse
• Occupy has forever changed discourse of economic greed. Terms “1%” and “99%” have assumed shared meaning.

Structure of the Social Movement
• Horizontal leadership: non-violent direct action, participatory democracy; notion of “We are all leaders”
• Roles within Occupy (note: despite a commitment to horizontal leadership, women tended towards “inferior” roles)
  • The Administrator - strategizing, metrics, and curating; strategic adaptation of social media toward embodied beings’ patterned days (e.g., sending announcements during lunch)
  • The Connector – utilizing Facebook to network and engage publics
  • The Documentarian - witnessing, archiving; this role becomes “our soul”
• Consensus-based decision making

• Tension between anarchists, experienced activists, and newer activists was evident through the observation that “reform” was a bad word, but “revolution” was a good word
• Criticism that Occupy transformed social movement into “Slacktivism” & “clicktivism”
• Criticism that Occupy ignored issues of the poor and people of color
Blurring Binaries
• Older concepts and frameworks don’t necessarily make sense anymore, especially in our efforts to understand how democracy is conceptualized and enacted today.
  • Social bleeds into political (e.g., Daily Show, Facebook)
  • Melding of private spheres and public spheres
  • Personal is political (again/still!)
  • “Connective” replaces “collective”
  • Local becomes global
  • Online and offline: not a meaningful distinction. We need to understand online and offline as a “both/and” distinction, where processes bleed into one another.

Using the Master’s Tools to Dismantle the Master’s House
• Opportunities for using corporate tools, such as Facebook, Twitter, YouTube; various digital technologies, and fiber optic infrastructures, for radical purposes
  • Facebook newsfeed can connect, mobilize, allow strategizing
  • Witnessing - ensuring that citizen journalists document what happens and are able to circulate what they witness.
  • Opportunities and possibilities for video evidence to monitor police and other official activity and help exonerate people. However, it’s dangerous for people of color to videotape police, and video posts on Facebook and other social media can be used to prosecute people.

“Not only do we need to be continually empowered to choose ourselves, to create our identities within a plurality, we need continually to make new promises and to act in our freedom to fulfill them, something we can never do meaningfully alone.”
- Maxine Greene

“There is no such thing as a single-issue struggle because we do not live single-issue lives.”
- Audre Lorde

“Revolution is not a one time event.”
- Audre Lorde
The Data & Democracy Initiative (DDI) is a loose coalition of UC faculty, staff, and students building tools to foster public engagement for the people of California and the world.

Making digital media is an important form of politics. If constructed correctly, software can provide everyone a place at “roundtables.” However, currently, software may actually be the source of problems rather than the solution (e.g., Facebook privacy controls, HealthCare.gov).

Warren Sack insists that in contemporary world, these rules are computational, written in code, executed by computers.

Example 1:
Legal institution’s computer code is legal code. In the past, computers helped humans make decisions, but now computers have become the primary decision makers in place of humans.

Example 2:
Colorado social services management system has made many mistakes with determining if applicants meet welfare and eligibility requirements because computer code serves as the judge.

Alternative Possibilities:
• Write your own code, your own open-source software to enhance democracy and freedom.
• Create an internet experience that is owned by everyone, but doesn’t own you, where power is in your hands, not in a corporate database. For example, Firefox web browser is a nonprofit, non-compromised enterprise.

Alternative Programs and the Value of Prototypes:
• Metavid: Designed to address the limitations of C-SPAN website (broadcast of Congress) and to provoke other people to do something (i.e., the utility is not necessarily the website itself), metavid.org is an open video, open content, open technology website that offers an easily navigable and free portal into video and audio of congressional hearings. Metavid is embedded with democratic values of transparency and openness. As a result, CSPAN lowered their prices and made video archive live. This shows how prototypes can encourage industry and government to improve productions.
• Wikimedia Foundation: When a scientist appears in front of the President’s Council of Advisors on Science and Technology (P-CAST), their testimony is not peer-reviewed and is automatically sent to the president. “Peer for P-CAST” is an interface that provides access to testimonies and information regarding the background of speakers and allows scientific peers to review testimony.
Gustavo Fischman, Professor of Education, Arizona State University

Knowledge produced by CCREC and the participants of this gathering matters. Yet, there are big challenges for us to collaborate and make an impact.

How can we coordinate and collaborate in effective ways?

How can we increase the access, engagement, and transformational qualities of the knowledge produced by this network?

Open access publishing, particularly digital formats, may be one avenue to increase access to and better mobilize the knowledge produced by community-university collaborative research.

Networks are crucial, but we also need Ubuntu:

“It is the essence of being human. It speaks of the fact that my humanity is caught up and is inextricably bound up in yours. I am human because I belong. It speaks about wholeness, it speaks about compassion. A person with Ubuntu is welcoming, hospitable, warm and generous, willing to share.”

-Desmond Tutu

“From 'lets give access' to 'lets use this knowledge to go beyond access'”
@Gefischman #Research4Equity #EOCCBR
Provocation to Wide Awakeness

Sammy Nuñez, Executive Director, Fathers and Families of San Joaquin, Candidate for the School Board, Stockton, CA

Context of struggle:
• The first lesson we learn is about struggle, our true strength comes from struggle.
• Policies have hurt our communities over time, and we can’t trust outsiders; historical context of “kill the Indian, save the child.”
• Our work starts with community, understanding struggle and pain and healing. I cannot be a partner to you if I have not healed myself first.
• Success begins with seeking familial and ancestral knowledge, which translates into wisdom, and brings success. A tree without its roots, will not give life, is not sustainable, and it will not transform.

Connecting the divide between the academic world and the community:
• We must partner in reciprocal and authentic ways on a campaign to fight for dignity and justice.
• It is important to respect local knowledge.
• Academics need to show up in non-traditional ways.

Wide-awakeness:
• People sleep with eyes wide open; we see it in the community and see it in academia too.
• Wide-awakeness: to move beyond survival into seeing our sacredness, create authentic relationships, to be fully present with you in the struggle.
• We must keep each other wide awake, never let each other slip up and encourage each other to keep showing up even in the face of adversity and hate.
• We need people to be a movement. At the root of “clients,” is “lie.” We want the community to rise up. “I rise up, I stand up for my family and against injustice!”

Authentic collaboration:
• If you just see a problem when you come to our community, please leave.
• We have to be in this collective mission, to have reciprocal relationships, to see sacredness in each other.

Research for Equity
CCREC Facebook
"3 rules of community organizing: show up, pay attention, speak the truth" -Sammy Nuñez @FathersandFamsj #EOCCBR
11:11 AM - 16 Nov 2014
Next steps to consider:

• Humanize hack-a-thons: maximize tech savvy to address equity-oriented needs
• Create resource bank within this network.
  • Create process of mapping how people could contribute. What are community needs/assets? How can individuals’ skills address these needs?
  • Reciprocity: trading resources to meet needs
• Need to ensure we place a value on community assets that exist already
• “Bring together our technological expertise and our community expertise, our dignities, and fully show up.”
• Could we imagine roles as in Megan Boler’s keynote (e.g., the witness, administrator, documentarian, connector, provocateur)?

• Address academic constraints and incentive structure to make this work “count”
• CCREC is convener and should invite more community partners to the table to reshape and reimagine the conversation.
• We need space for addressing and bridging disconnects between research and community.
• A small group is able and willing to follow up on ideas from this weekend.
• Where are the projects? Where are the things that we can begin to build together?
• We have an organizing challenge.

We agree to continue the discussion!
Ron Glass, Director, CCREC

Tim Eatman talks about “Weaving the ‘We.’”

We need to learn to build new communities, communities of purpose, out of communities that we are already in. We need to recognize within ourselves the communities that already exist. Defining communities only by race, class, and gender is in part shaped by the dominant structures, and we should resist our communities being defined in those ways.

Commitment to struggle for justice is a kind of community. When we learn to accept ourselves and others that are in this community with us, when we connect to history, we begin to discover something new about ourselves and the people here with us.

We take seriously the charge to CCREC to build this community, to build scholar-activists and activist-scholars so that our work can be transformative. We all could be elsewhere. There are many urgent needs that each of us has in other parts of our lives, but we are here and thank you for joining us.
Participants

Ray & Angela Arzate
Fathers and Families of San Joaquin

Karl Baumann

Karl Baumann is a digital artist, filmmaker, and scholar. His current work explores immersive, playable, and mobile media to navigate the complex layers of urban spaces and civic participation. Karl has an M.F.A. in Digital Arts and New Media (DANM) from UC Santa Cruz. He is an Annenberg Fellow in the Media Arts Practice (MAP) Ph.D. program at the University of Southern California. Karl is currently working with the Mobile and Environmental Media Lab (MEML), the World Building Media Lab (WBML), and Media Activism and Participatory Politics (MAPP).

Linnea Beckett

Linnea is a Ph.D. Candidate in Education at UCSC with an emphasis on Social and Cultural Context. Her research interests include critical pedagogy, feminist and decolonial theory, intersecting issues of race, class, gender, language, and the nation in education, popular education, learning in community settings, and digital storytelling. Linnea worked for CCREC from 2010 to 2013 as a Graduate Student Researcher. Her current research engages critical and feminist theory to examine a school and community popular education effort that uses digital stories as curriculum to incite critical dialogue in and action around issues the community members face everyday.

Chris Benner

Dr. Chris Benner is a Professor of Community and Regional Development in the Human Ecology Department at UC Davis. His research examines the relationships between technological change, regional development, and the structure of economic opportunity, focusing on regional labor markets and the transformation of work and employment patterns. Significant book publications include: *Just Growth* (2012, with Manuel Pastor) which helps uncover the subtle and detailed processes, policies and institutional arrangement that might help explain how certain regions around the country have been able to consistently link prosperity and inclusion; *This Could Be The Start of Something Big* (2009, with Manuel Pastor and Martha Matsuoka) which examines new regional movements around community development, policy initiatives, and social movement organizing; and *Work in the New Economy* (2002), an examination of the transformation of work and employment in the information economy, providing an original analysis of growing volatility in work demands and increasingly tenuous employment relations. He received his Ph.D. in City and Regional Planning from UC Berkeley.
Megan Boler
Megan Boler is Professor of media and education at the Ontario Institute for Studies in Education, University of Toronto. Her books include Feeling Power: Emotions and Education (Routledge 1999); Democratic Dialogue in Education (Peter Lang 2004); Digital Media and Democracy: Tactics in Hard Times (MIT Press, 2008); and DIY Citizenship: Critical Making and Social Media (eds. Ratto and Boler, MIT Press, 2014). Funded by Canadian Social Science and Humanities Research Council for the last ten years, her previous research “Rethinking Media Democracy and Citizenship” examined the motivations of producers of web-based challenges to traditional news. Her current funded research “Social Media in the Hands of Young Citizens” is a mixed-methods study of women participants’ experience in the Occupy Wall Street movement, including interviews with women in seven North American cities. Her web-based productions include the official study guide to the documentary The Corporation (dirs. Achbar and Abbott 2003), and the multimedia website Critical Media Literacy in Times of War.
More at: www.meganboler.net.

Catherine Bracy
Catherine Bracy is Director of Community Organizing at Code for America. Until November 2012, she was a product manager and director of the Obama campaign's technology field office in San Francisco, the first of its kind in American political history. In that role she was responsible for organizing technologists to volunteer their skills to the campaign's technology and digital efforts. Prior to joining the campaign, she ran the Knight Foundation's 2011 News Challenge and before that was the administrative director at Harvard's Berkman Center for Internet & Society. She is on the board of directors at the Citizen Engagement Lab and the Public Laboratory.

Melissa Brough
Melissa Brough is a postdoctoral researcher for the Connected Learning Research Network at the Digital Media and Learning Research Hub. As a scholar and practitioner, her work focuses on the relationships between digital media, citizen engagement, youth empowerment, and social change, emphasizing community-based research. After working in the non-profit and media sectors, she completed her Ph.D. in communication at the University of Southern California's Annenberg School. Her dissertation on youth engagement in the digital age was based on a study carried out in Medellín, Colombia on a Fulbright grant.

Mary Brydon-Miller
Mary Brydon-Miller, Ph.D., directs the University of Cincinnati's Action Research Center and is Professor of Educational Studies. She is a participatory action researcher who conducts work in both school and community settings. Her recent scholarship focuses on the development of new frameworks for understanding research ethics in community settings including chapters in the Handbook of Social Research Ethics and the Handbook of Action Research. She is currently co-editing the SAGE Encyclopedia of Action Research and has co-edited three earlier volumes related to action research and special issues of the journal Action Research on ethics and action research and arts-based action research. Other publications include work on participatory action research methods, feminist theory and action research, refugee resettlement, elder advocacy, disability rights, and academic writing in the social sciences. She is a member of the Responsible Conduct of Research Education Committee of the Association for Practical and Professional Ethics and a faculty member of the Poynter Center's Teaching Research Ethics workshop.
Reverend Daniel Buford
Reverend Daniel A. Buford heads the Prophetic Justice Ministry at Allen Temple. He is a founding organizer and trainer of the People's Institute for Survival and Beyond based in New Orleans, Louisiana and has conducted Undoing Racism workshops throughout the United States, South Africa, Japan, and Puerto Rico since 1980. He is the President of the Meiklejohn Civil Liberties Institute, a peace and justice law think tank organization located in Berkeley, California.

Rene Casas
MILPA

Eugene Chan
Eugene Chan is Chief Information Officer at PolicyLink, where he leads the team that supports the technology and data operations. He works closely with the communications and program teams to build a robust web infrastructure, develop a comprehensive database system, and support networks for the staff. He believes in a world where technology and media foster greater inclusion and connection, especially among communities of color. He has roots in community development and technology grant making, serving as Senior Program Officer at ZeroDivide, a $50 million initiative to close the digital divide in California. Previous to PolicyLink, Eugene helped launch Impact Hub Bay Area, a social enterprise co-working space with locations in San Francisco and Berkeley.

Claudia Corchado
For the past eight years, Claudia Corchado has been serving as the Program Manager for Merced County's Central California Regional Obesity Prevention Program (CCROPP), a program funded by the California Endowment/Building Healthy Communities Initiative. CCROPP focuses on changing the environments in low income communities to help support access to healthy food and access to safe places for physical activity.

Aimee Crisostomo
Harder + Company

Camille Crittenden
Camille Crittenden serves as Deputy Director of CITRIS, Director of the Data and Democracy Initiative, and Executive Director of the Social Apps Lab. Prior to coming to CITRIS in 2012, she was Executive Director of the Human Rights Center at Berkeley Law, where she helped to develop its program in human rights, technology, and new media. She has written and spoken widely on these topics, as well as technology applications for civic engagement, government transparency and accountability, and the digital divide. She held previous positions as Assistant Dean for Development with International and Area Studies at UC Berkeley and in development and public relations at University of California Press and San Francisco Opera. She earned an M.A. and Ph.D. from Duke University.
Sergio Cuellar
Center for Regional Change, UC Davis

Robin DeLugan
Robin DeLugan is an Associate Professor at the University of California, Merced. She is interested in community building, collective identity and belonging. Her research on postwar nation building in El Salvador traces new attention to historical exclusions, past state violence, and how globalization (including migration) and neoliberalism affect the meaning of national belonging in the 21st century. Her research also looks at indigenous people and nation-state dynamics including contemporary migration from Latin America to California. Dr. DeLugan is co-chair of Community University Research and Action for Justice (CURAJ), a multidisciplinary regional research network that emphasizes engagement with grassroots organizations and local communities in California’s Central Valley. Dr. DeLugan received her Ph.D. in Anthropology from the University of California, Berkeley.

Danielle Dolan
The work Danielle will be sharing is the Integrated Regional Water Management (IRWM) Tribal Collaboration Effectiveness Study, which was conducted with a research grant from CCREC. Ms. Dolan was the lead researcher on the study, while a Community Development Master's Student at UC Davis. The project evaluated Tribal participation in California's IRWM program, identified barriers to Tribes' participation, and provided recommendations for improving opportunities for Tribes to participate. The project's final report, "Tribal Collaboration in IRWM," is the first outside recommendations document to ever be included in the California Water Plan. The project research changed policy and continues to impact policy decisions.

Lynn Dombrowski
Lynn Dombrowski is a Ph.D. candidate in the Informatics Department at the University of California, Irvine. Her research uses community-based participatory design methods within the domains of human-computer interaction and ubiquitous computing to explore how novel technologies might be designed and developed to contend with contemporary social issues. In her critical reflective interaction design research and practice, she explores the relationship of technology design, social change, and social justice to work alongside hunger-centric nonprofit organizations. Her dissertation investigates how notions of justice are implicated with sociotechnical based work and design with the aim of improving technical systems to support social justice causes. Previously, Dombrowski earned her MS at Indiana University in Informatics and her BS at the University of Wisconsin, Stevens Point in Computer Informations Systems.

Glenda Drew
Glenda Drew makes media for social change. Her subjects include country musicians, feminists and precarious workers. Using time-based and interactive media, she seeks to explore counternarratives. And, although she loves to collaborate with other artists, she almost entirely builds her own projects! She is currently an Associate Professor in Design at UC Davis.
Jesse Drew's research and practice centers on alternative and community media and their impact on democratic societies, with a particular emphasis on the global working class. His new book is *A Social History of Contemporary Democratic Media* (Routledge). He is currently Professor of Cinema and Technocultural Studies at UC Davis, where he teaches media archaeology, radio production, documentary studies, electronics for artists, and community media.

**Timothy K. Eatman**

Timothy Eatman, an Assistant Professor of Higher Education, teaches courses on the American Colleges and Universities and Understanding Educational Research. Professor Eatman joined the Syracuse University community in the fall of 2007 after a Postdoctoral Fellowship at the University of Michigan in the Center for the Study of Higher and Postsecondary Education. He is also the Director for Research for Imagining America (IA), a national consortium of academic and community institutions designed to strengthen the public role and democratic purposes of the humanities, arts and design, and is involved in a national research and policy project called the Tenure Team Initiative on Public Scholarship focusing on improving the rewards system in academe for faculty who practice engaged scholarship in the cultural disciplines. As the research director of IA, Eatman recently served as a scholar-in-residence at the University of the Free State (UFS) in South Africa to review and evaluate its current community engagement and service learning practices, as well as the institutional life of the university. In addition he has worked as the Associate Director for Research and Policy for the Academic Investment in Math and Science (AIMS) program at Bowling Green State University. This work emanates from Eatman’s research interests in students from groups that are traditionally underrepresented in higher education and the impact that their participation in research opportunity programs has on career trajectory.

**Nancy Erbstein**

Nancy Erbstein’s work examines how communities and regions produce and disrupt racial/ethnic, socio-economic and geographic disparities in youth well-being; for over twenty-five years it has included exploring approaches to changing youth conditions that integrate young people as mobilizers and knowledge-producers. As an Assistant Research Professor in the UC Davis Department of Human Ecology she currently collaborates with a range of community stakeholders developing ways to use online GIS to inform equity-oriented advocacy, planning and investment.

**Gustavo Fischman**

Gustavo E. Fischman is a Professor in Educational Policy and Evaluation and the director of edXchange, the knowledge mobilization initiative at Arizona State University’s Mary Lou Fulton Teachers College. Dr. Fischman is an internationally recognized scholar in the fields of comparative education and critical policy studies. His work focuses on understanding and improving the processes of knowledge-exchange between educational researchers and relevant stakeholders, including other scholars, practitioners, administrators, policymakers, and the general public. His work contributes to the understanding of education as a public good and increasing the use of educational research with a continued pursuit of rigorous conceptual and methodological investigations.
Jessy Gill
Jessy Gill is a Policy Specialist at Community Food and Justice Coalition in Oakland, CA (CFJC). Jessy received her B.A. in Anthropology-Environmental Studies with a minor in African Studies from St. Lawrence University. During her time at St. Lawrence, Jessy studied in Kenya, where she worked with the International NGO PISP (Pastoralist Integrated Support Programme) in the Marsibit region. This work spurred her interest in food and water as a basic human right. Her passion for food equity led her to work on food issues in the States. Jessy lived and worked on a farm in Vermont where she practiced sustainable agriculture and learned about local food systems. Jessy currently works on policy and relationship building at CFJC.

Courtney Gonzales
Courtney is CFJC’s Communications Specialist. She spearheads CFJC’s communications platform, developing messages that resonate with our members and relate to our work. Current messages are framed around issues of Race, Power, and Privilege, Climate Change, and Voting Rights. Courtney co-supervises CFJC’s Internship Program, where she manages recruitment, interviews, and selection of new interns. Courtney works directly with the Executive Director to develop staff trainings and has played a key role in providing technical assistance to local health departments. She also conducts regular workshops at San Francisco State University with several courses in the Health Education Department. Courtney holds a BS in Health Education, with an emphasis in Community-Based Public Health, from San Francisco State University.

Miriam Greenberg
Dr. Miriam Greenberg is Associate Professor of Sociology and the Director of the Urban Studies Research Cluster at the University of California, Santa Cruz. She is author of Branding New York: How a City in Crisis was Sold to the World (Routledge, 2008; winner of the 2009 Robert Park Award for the best book in urban sociology) and Crisis Cities: Disaster and Redevelopment in New York and New Orleans (Oxford, 2014, with Kevin Fox Gotham). Connected to CCREC’s focus on interrelated crisis, the latter book highlights how pre-existing and emerging contradictions in New York and New Orleans — namely socio-economic, environmental, and spatial inequality; uneven exposure to risk; and uneven forms of post-disaster redevelopment — helped turn discrete disasters into longer-term crises with highly unequal effects, particularly along lines of race, class, and neighborhood. Through her multi-campus UC research group Critical Sustainabilities, Greenberg explores varying discourses and practices of “urban sustainability” in California; as well as creative political responses on the part of new sustainability activists and coalitions throughout the state.

Alejandra Gutierrez
Fathers & Families of San Joaquín

Chris Hables Gray
Chris Hables Gray is an activist/academic (intellectual engagé) who studies technology and politics, now looking at the Egypt Revolution, Los Indignados, and US (Occupy, 350, Unions) as a participant observer.
Nigel Hatton
Nigel Hatton is an Assistant Professor of Literature in the School of Social Sciences, Humanities and Arts at the University of California, Merced. He received his Ph.D. in both Modern Thought & Literature and the Humanities, with a minor in political science, from Stanford University. His research and teaching interests include the interrelated histories of the development of classical, modern and contemporary fictional narrative and human rights discourses, and aesthetics as a response to and means for preventing and interrogating cultures of violence. In addition to his work at UC Merced, he has taught several literature, writing and journalism courses in the Prison University Project program at San Quentin State Prison. His graduate work at UC Berkeley analyzed black-on-black homicide in Oakland, California, through a global human rights framework in order to problematize and counter traditional methodologies marked by desensitization and dehumanization.

Sokha Lek (KAZ)
Fathers & Families of San Joaquin

Suresh K. Lodha
Dr. Lodha is a Professor of Computer Science and teaches data analytics and visualization in the School of Engineering at UC Santa Cruz. His co-authored book, "The Atlas of Global Inequalities," looks beyond income to investigate inequality through multiple dimensions, including health services, safe water, and access to education. The "Atlas of California," also a co-authored text, maps the economic, social and political trends of the state and examines linkages between cross-disciplinary variables in an effort to inform more integrative public policy initiatives on key issues facing California. Dr. Lodha is also interested in equity-oriented community-engaged collaborative research to empower society using software and technology. He received his Ph.D. in Computer Science from Rice University.

Andrew Lucero
Andrew Lucero is the Lead Case Manager at Fathers & Families of San Joaquin’s AB-109 Strengthening Families Department. He has worked in the AB-109 prison realignment program for the past two years and has successfully lead himself and other formally incarcerated individuals from a life of incarceration to productive members of their communities. He shows ex-offenders how to rise above the stigmas society has set for the formally incarcerated population. Mr. Lucero launched the first “Straight-A Guide” job training job placement program in San Joaquin County. This past fiscal year, his program successfully graduated and placed over 30 participants/ex-offenders in entry level positions. The graduates served as mentors for the upcoming cohort. Mr. Lucero believes that everyone deserves an equal opportunity and that our past mistakes should not determine our future.

Merle Lustig
Public Health Institutes / UC Santa Cruz
Justine Marcus
Justine Marcus is a researcher at Harder+Company Community Research in San Francisco, where she conducts responsive, mixed methods research in partnership with community-based organizations, nonprofits, and government agencies. She has particular interest and experience within public health, urban planning, public participation, and community organizing spaces, where she has worked on community-based participatory research – including photovoice, participatory photo mapping, and asset mapping – as well as more traditional qualitative and quantitative research. Justine is exploring creative, accessible, and low-cost ways to broadly disseminate research, such as video, e-newsletters and graphic flyers, through which grassroots organizations have the tools they need to promote and improve their work for social, economic, and environmental justice.

Elizabeth Marlow
Elizabeth Marlow, Ph.D., C-FNP, is the Executive Director and Co-Founder of The Gamble Institute, a research and resource organization for adults with incarceration experience. Since 2012, Elizabeth has been the principal investigator on a community-based participatory research study examining the impact of college education on formerly incarcerated adults. She is also a nurse practitioner at the San Francisco County Jail.

Myrna Martinez Nateras
Myrna Martinez Nateras is the Program Director for the Human Migration and Mobility Central Valley Programs of the American Friends Service Committee (AFSC). In 1998 Myrna joined AFSC to found their Pan Valley Institute (PVI) a new center with the goal of assisting immigrants becoming active players in empowering their communities. Myrna has been actively involved in several international UNESCO conferences for the advancement of policies on democracy and civic engagement programs for migrants. She was born in Michoacán, Mexico. She graduated in Philosophy and Sociology from the University of Bucharest, Rumania.

David Maxwell-Jolly
Dr. David Maxwell-Jolly recently retired as Chief Deputy Executive Director at Covered California where he oversaw the management, program development, and implementation of the California’s health benefit exchange. His departure from Covered California marked the end of a 31-year career with the State of California during which Dr. Maxwell-Jolly held a series of senior executive positions. These include Undersecretary and Deputy Secretary at the Health and Human Services Agency, Director of the Department of Health Care Services, Chief Deputy and Director of the Department of Child Support Services, and Director of the California Child Support Automated System at the Franchise Tax Board.
Connie McGuire
Connie McGuire, a CCREC Affiliated Researcher, does engaged research and learning and evaluation work with a comprehensive community initiative in Orange County. She is interested in the relationship between individual and collective healing from trauma, burnout and resiliency, and social movement building.

Michael Montoya
Michael J. Montoya, Ph.D., is a Professor of Anthropology, Chicano/Latino Studies, Public Health and Nursing Science at the University of California, Irvine. He also is faculty for the Program in Medical Education for the Latin Community (PRIME-LC) in the School of Medicine. He is the director of the Community Knowledge Project, which is an experimental space for communities of all kinds to learn and engage in action together. His award winning research examines the ways life-ways become embodied in individuals and groups. Michael has written about the social causes of chronic diseases and the problems of scientific approaches that exclude the voices of those most impacted by them. His recent book, *Making the Mexican Diabetic: Race, Science, and the Genetics of Inequality* (2011), explores diabetes sciences as only one among many ways to explain who gets diabetes and why.

Ron Moss
Ron Moss is the Assistant Director of the Gamble Institute in Oakland. At the Gamble Institute, we work with formerly incarcerated students in community college. Our research interests include evaluating whether higher education reduces recidivism rates and changes the life trajectory of the formerly incarcerated. On a personal note, I and my wife are the legal guardians of four grandkids who are my pride and joy. Academically, I am a graduating senior in the School of Social Welfare at UC, Berkeley. I am currently working on my grad school application at Cal where I intend to pursue an MSW in management and planning. Additionally, as a McNair’s scholar I hope to eventually apply for and obtain a Ph.D.

Brandie Nonnecke
Dr. Brandie Nonnecke is the Research & Development Manager of the CITRIS Data and Democracy Initiative at the University of California, Berkeley. Her research focuses on how information and communication technologies (ICTs) can be used as tools to support civic participation, to improve governance and accountability, and to foster economic and social development. She helps lead the California Report Card, an online platform that seeks to encourage collaboration between the public and elected leaders.
Sammy Nuñez
Executive Director of Fathers & Families of San Joaquin, Sammy Nuñez is a state and nationally recognized expert in the field of youth development and responsible fatherhood. As an alumnus of a fatherhood development program in Northern California and a past coordinator of a nationally recognized Male Involvement and Male Responsibility program, Sammy has the unique background of being a participant and success story of the type of services offered through grassroots youth and fatherhood development programs. With an impressive portfolio of key-note presentations, conferences and training, Sammy has an extensive knowledge and a profound understanding of working with young men and fathers.

Rodney Ogawa
Rodney Ogawa’s previous research examined how schools, as organizations, responded to institutional pressures arising from education reform policy. Specifically, he studied how school’s structural adaptations to influences from the institutional environment shaped contexts for learning and teaching. Most recently, recognizing that schools are structurally cemented in 19th century production and management models, he has focused on an application of digital technology to provide a seedbed for transforming education: the use of a comprehensive regional, cross-agency data to inform multi-sector, community-driven development, including education.

Emily Ozer
Emily Ozer is a clinical/community psychologist and professor at the UC Berkeley School of Public Health. Her work focuses on participatory research and intervention design with adolescents, primarily in SF public schools. Ms. Ozer is engaging in new projects that involve technology to scaffold youth-led research in the U.S. and international settings.

Tracy Perkins
Tracy Perkins is a Ph.D. candidate in Sociology at the University of California, Santa Cruz. She earned a B.A. in Development Studies at the University of California, Berkeley and an M.S. in Community Development at the University of California, Davis. Her research interests include environmental justice, social movements, political sociology, and agriculture. Tracy’s master’s research analyzed women’s pathways into environmental justice advocacy in California’s San Joaquin Valley. Tracy paired this research with a public arts project that uses theater, photography, oral history and teaching tools to help convey the concerns of the environmental justice movement to a broad audience. Her current research analyzes the political evolution of California environmental justice activism over the last 30 years. She has worked as a staff-member and consultant for International Accountability Project, the UC Berkeley Labor Center, International Rivers, Hesperian Foundation and Amigos de las Américas. For more information on her work, see tracyperkins.org and voicesfromthevalley.org
Gabriel Peters-Lazaro
Gabriel Peters-Lazaro is the Media Design Lead for the Division of Media Arts + Practice at the USC School of Cinematic Arts where he researches, designs and produces digital media for innovative learning. As a member of the Media, Activism and Participatory Politics (MAPP) project, supported by the MacArthur foundation and led by Henry Jenkins, he works to develop participatory media resources and curricula to support new forms of civic education and engagement for young people. He helped create The Junior AV Club, a participatory action research project exploring mindful media making and sharing as powerful practices of early childhood learning. He teaches graduate and undergraduate courses on digital media tools and tactics, digital studies and new media for social change. He received his B.A. in Film Studies from UC Berkeley, completed his M.F.A in Film Directing and Production at UCLA and is a Ph.D. candidate in Media Arts + Practice.

Farima Pour-Khorshid
Doctoral student, UC Santa Cruz, Education Department. Concentration in Language, Literacy and Culture with an emphasis in Teachers and Teacher Development.

Mike Rodriguez
Mike Rodriguez helps drive research for strategic campaigns with ROC-United. He’s interested in new approaches for reaching workers and building power in nontraditional settings.

Refujio “Cuco” Rodriguez-Rodriguez
Mr. Rodriguez is the Mental Health Services Act Division Chief and Ethnic Services Manager for the Santa Barbara County Department of Alcohol Drug and Mental Health Services (ADMHS). Mr. Rodriguez has work in the human service field for over 17 year and has extensive experience in program development and implementation. Specifically, Mr. Rodriguez has specialized in services and programing for Latino transition aged males, incarcerated young and adult men, and Latino families. Refujio is also the co-founder of a successful youth violence prevention and gang intervention program for high risk Latino men.

Mindy Romero
Mindy Romero is the founding director of the CRC’s California Civic Engagement Project (CCEP). Mindy’s scholarly work focuses on the intersection of political behavior and race/ethnicity, with an emphasis on conducting research that has on-the-ground relevancy for California’s communities. Mindy has been invited to speak on issues of civic engagement and political rights, including testimony to the National Commission on Voting Rights and the California Legislature. Her research has been cited in numerous major news outlets, including the Washington Post, Los Angeles Times, SF Chronicle, Politico and the Huffington Post.
Larry Rosenthal
Public dialogue often lacks civility and efforts toward policy consensus rarely enjoy broad democratic engagement. Today's hardened lines of political division threaten to aggravate and perpetuate social problems. The Center on Civility & Democratic Engagement (CCDE) at UC Berkeley's Goldman School of Public Policy focuses on preparing current and future leaders to successfully engage people of diverse backgrounds and viewpoints in the resolution of public policy issues. The need for more effective and successful democratic engagement is clearly seen in the paralysis and acrimony in our state and national governments and violence worldwide. Through research, teaching, fellowships/internships and public events, students and the wider public learn about the range of deep beliefs and values which drive human social behavior. Along with acquiring expertise in democratic engagement, this knowledge is essential in helping diverse stakeholders achieve productive and enduring resolutions to pressing issues facing societies today. Under the leadership of Dean Henry E. Brady, faculty director, Professor Larry A. Rosenthal, program director, Chancellor's Professor Robert B. Reich, senior fellow, and a volunteer advisory board, the Center sponsors programs and events on the UC Berkeley campus and beyond.

Victor Rubin
Victor Rubin is Vice President for Research at PolicyLink, a national nonprofit institute for policy change. He has been an urban planning researcher, teacher, and consultant for more than 30 years. Victor joined PolicyLink in 2000 after serving as Director of the HUD Office of University Partnerships. Rubin served as Director of the University-Oakland Metropolitan Forum, a partnership for community revitalization based at the University of California, Berkeley. He is a member of the California Planning Roundtable and was formerly Adjunct Associate Professor in the Department of City and Regional Planning at the University of California, Berkeley, the department where he earned his MCP (1975) and Ph.D. (1986.)

Warren Sack
Warren Sack is a media theorist, software designer, and artist whose work has been shown at SFMOMA (San Francisco), the Artport of the Whitney Museum of American Art (New York), New Museum of Contemporary Art (New York), Walker Art Center (Minneapolis), LABoral (Asturias, Spain), ZKM (Karlsruhe, Germany), the Impakt Festival (Utrecht, The Netherlands). He has been a visiting professor in France (at FMSH, Sciences Po, and Télécom ParisTech) and currently teaches digital arts and digital studies at the University of California, Santa Cruz. He has a BA from Yale College and a Ph.D. from the MIT Media Lab.
Sandra Sales  
Rural Federal University of Rio De Janeiro  

Rafael Solorzano  
Rafael Solorzano is currently a Ph.D. student at UCLA, studying social movements, masculinity and radical coalition building in the 21st Century. His work in Santa Ana, with the Santa Ana Boys and Men of Color working group and various Latin@ queer community groups, has provided him with a new lens and tools to engage various stakeholders, when working towards systems change within the juvenile justice system, educational system, and public safety. Mr. Solorzano is interested in understanding the different processes we need to establish and cultivate when we engage in radical coalition work within our multi-racial, multi-gendered, multi-class and multi-sexual orientation communities.

Eduardo Stanley  
Eduardo Stanley was born in Rosario Argentina. For over 20 years, he has covered Central Valley news with main focus on immigration, indigenous Mexican international and local political affairs. Mr. Stanley currently publishes at La Opinion and Voxxi.

Leoncio Vasquez  
Leoncio Vasquez Santos is Executive Director for the Centro Binacional para el Desarrollo Indigena Oaxaqueño. Previously, he was the coordinator of the Indigenous Interpreters Project, as well as operations manager for the Fresno-based Oaxacan Indigenous Binational Front, which he joined in 1998. He speaks three languages: his native Mixteco, Spanish and English. He immigrated to the United States from San Miguel Cuevas at the age of 14. He studied at Kings River College while working in the fields on weekends and vacations, like his farm worker parents. He also studied at California State University, Fresno. He has worked as a Mixtec interpreter in judicial courts throughout California, as well as clinics, schools, and police departments.

Miguel Vazquez  
Miguel Vazquez is an urban planner/public health official in charge of connecting the two disciplines to improve communities’ health outcomes and quality of life. He will be sharing his regional approach and the role that digital media can play to advance the incorporation of health into decision-making.

George Villa  
George Villa is a lifelong resident of Salinas. He is interning with MILPA, focusing on the Health and Social disparities of the underserved community of East Salinas, California.
Marco Villalobos
Marco Villalobos is a media rapid responder for the California Endowment’s Building Healthy Communities Initiative. Based out of RYSE Youth Center in Richmond, California, Villalobos assists California Endowment northern region grantees in navigating and producing targeted material for relevant media landscapes. In Richmond he helps strategize dissemination of the Listening Campaign: RYSE’s unique interview-centered report, carried out in collaboration with the University of California at Berkeley, which examines how local youth experience and process trauma. Villalobos is a Latino Public Broadcasting grantee (2012), a William J. Fulbright scholar (Mexico 2009-2010) and a UNESCO-Aschberg Laureate (France 2003-2004).

Michael Watkins
Michael Watkins was elected as Santa Cruz County Superintendent of Schools in November, 2006, and is now in his second term as superintendent. He held the statewide position of President of the Juvenile Court and Community Alternative School Administrators of California and currently holds the position of President-Elect of the California County Superintendents Educational Services Association (CCCESA). Michael began his teaching career with the Oakland Public Schools and from there went to work for the Alameda County Office of Education. He holds a Bachelor’s of Arts in Psychology, Life-Time Teaching Credentials in secondary and special education, and a Masters in School Administration. His work with the Santa Cruz County Office of Education began when he assumed the position of Learning Handicapped Program Specialist later becoming the Director of Special Education. Before becoming Superintendent, he served as the Director of Alternative Education where he was honored by both the Santa Cruz County Board of Supervisors and the Watsonville City Council for his work with at-risk youth and for outstanding achievements in education.
Ron Glass
Ronald David Glass is a Professor of Philosophy of Education at UC Santa Cruz. He is the Principal Investigator and Director of CCREC. Dr. Glass focuses his work on education as a practice of freedom and on ideological (trans)formation, giving particular attention to the role of education in developing a just, pluralistic democracy. He also investigates school reform in low-income, racially, culturally, and linguistically diverse communities. He has provided consultation on program development and evaluation, educational reform, and institutional strategic planning for a variety of organizations, schools, districts, and universities. Prior to being on university faculties, Dr. Glass directed the San Francisco-based Adult Education Development Project, and collaborated with Paulo Freire and Myles Horton, the world-renowned educators for democracy.

Samara Foster
Samara “Sam” Foster is the Assistant Director of Programs & Communications for CCREC, managing all of CCREC’s programs, print and digital communications, and operations. Dr. Foster holds a Ph.D. in Educational Foundations, Policy, and Practice and Research and Evaluation Methodology from the University of Colorado, as well as a BA in Political Science, an MA in Social Science, and a graduate certificate in Women’s and Gender Studies. Dr. Foster’s broad interests are in educational equity and social justice with specializations in educational philosophy and policy with a particular emphasis on feminist political philosophy and gender issues in education.

Rebecca London
Rebecca London is the Assistant Director of Research & Policy at CCREC. Prior to this, she was Senior Researcher at the John W. Gardner Center for Youth and Their Communities at Stanford University, a Research Associate at the Center for Justice, Tolerance and Community at the University of California, Santa Cruz, and Principal Analyst at Berkeley Policy Associates. Dr. London holds a Ph.D. in Human Development and Social Policy from Northwestern University’s School of Education and Social Policy, an M.A. in Economics, also from Northwestern, and a B.A. in Economics from the University of Michigan.

CCREC Staff

CCREC's Mission
CCREC is a University of California multicampus research program and initiative that links inter/transdisciplinary university researchers, community-based organizations, and policymakers in Equity-Oriented, Collaborative, Community-Based Research projects to achieve creative solutions to the interrelated challenges in the economy, education, employment, environment, food systems, housing, and public health. CCREC is committed to incubating and supporting ethically informed collaborative research, preparing a new generation of engaged scholars and community leaders, and creating institutional capacity to build this emergent field.

About the UC Center for Collaborative Research for an Equitable California (CCREC)
**CCREC Staff**

**Delphine Foo-Matkin**
Delphine Foo-Matkin is the Administration and Communications Coordinator for CCREC. Holding a B.Sc. in Biology and an Associate's Degree in Industrial Design, Delphine enjoys combining creativity with analytical project management.

**Natalie Baloy**
Natalie Baloy is a Postdoctoral Scholar with CCREC. She is working on CCREC’s "Ethical Issues in Equity-Oriented Collaborative Community-Based Research" project, funded by the Spencer Foundation. Natalie recently completed her PhD in Anthropology at the University of British Columbia. For her dissertation research, she utilized critical ethnographic methods to explore settler colonial and Indigenous relations in Vancouver, Canada.

**Emily Borg**
Emily Borg is a Graduate Student Researcher for CCREC, providing general research support. She is a second year doctoral student in the Education Department's Social and Cultural Contexts of Education program.

**Ethan Chang**
Ethan is a Graduate Student Researcher for CCREC and a doctoral student in the Education Department's Social and Cultural Contexts of Education program. Ethan is interested in the relationship among education, ethics, and equality of opportunity. He seeks to understand how marketization and privatization reforms in public schooling are understood and experienced from the perspective of historically marginalized communities, including English language learners and students with disabilities. 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.

**Saugher Nojan**
Saugher Nojan is a Graduate Student Researcher for CCREC and a doctoral student in the Education Department's Social and Cultural Contexts of Education program. She is interested in critical pedagogy, sociology of education, educational equity, and collaborative research. Saugher is a graduate of California State University, Sacramento’s Honors Program and holds a B.A. in Sociology with a minor in Psychology.

**Sheeva Sabati**
Sheeva Sabati is a Graduate Student Researcher for CCREC and a doctoral student in the Education Department's Social and Cultural Contexts of Education program. She is currently supporting CCREC's “Ethical Issues in Equity-Oriented Collaborative Community-Based Research” project, funded by the Spencer Foundation.