Collaborative Research for Action and Equity in Education:
A Conference Proposal to the American Educational Research Association
Revised Version

Primary Organizer:
    Mark R. Warren, Associate Professor of Public Policy and Public Affairs, University of
        Massachusetts Boston

Responsible Institution:
    University of Massachusetts Boston

Planning Team:
    Michelle Fine, Distinguished Professor and Co-Director of the Public Science Project of the City
        University of New York
    Ron Glass, Professor and Director of the U.C. Center for Collaborative Research for an Equitable
        California, University of California Santa Cruz
    John Diamond, Hoefs-Bascom Associate Professor of Education, University of Wisconsin,
        Madison

Expected Conference dates: February 2015

Conference venue: University of Massachusetts Boston

Amount requested: $35,000

Date submitted: June 4, 2014

Project dates: July 1, 2014 – June 30, 2015

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Abstract

This conference will bring together education researchers who conduct collaborative research with community and education activists in support of change efforts to advance equity and justice in education. The purpose of the conference is to assess and advance the state of the growing field in collaborative research methods. We use the term collaborative research as an umbrella label to include action research, participatory action research, youth participatory action research, community-based research, participatory evaluation research and other forms of engaged scholarship. What unites this field is its explicit attention to working with community, youth and/or educator activist groups pursuing change agendas focused on increasing equity and justice in education. Despite these similarities, scholars operate separately in their diverse methods, including disciplinary and interdisciplinary approaches and also qualitative and quantitative approaches. An important purpose of this conference is to explore our diversities, understand our common commitments, examine critically the "knotty" challenges of community based research, and build a field that is more internally coherent and more connected to the main body of educational research. This conference will, for the first time, bring collaborative researchers – faculty, graduate students and community engaged researchers – from diverse methods together to compare and contrast their approaches, share best practices, grapple with challenges and problems in the field, and, overall, assess and advance knowledge in the broader field.

The project involves a robust pre-conference process in which four-member working groups will consider and discuss five topic areas critical to the advancement of the field and work towards the production of working papers. Thirty-five participants (including working group members) will be invited to the conference – mostly experienced education researchers chosen to represent diverse approaches to collaborative research. In addition, the conference process will include a set of education researchers who do not practice this kind of collaborative research and another set of researchers who practice collaborative research in fields outside of education. The conference will be live-streamed to make it available to a wider audience and the videotaped material will be disseminated online for further discussion through the Urban Research Based Action Network (URBAN), an emerging network of scholars, education activists and community practitioners. The conference will produce an edited scholarly volume featuring revised versions of the conference papers and a synthetic piece suitable for publication in *Education Researcher*. The conference will be held in February 2015 at the University of Massachusetts Boston.

PROPOSAL NARRATIVE

Conference Rationale/Overview of Field

There have been increasing calls for education research to be more relevant to improving educational practice (Coburn & Stein, 2010), and, more specifically, for research to contribute to social and educational justice (Ladson-Billings & Tate, 2006). The 2012 annual meeting of the AERA had as its theme "To Know is Not Enough" (Ball, 2012) and charged education researchers to increase the relevance of scholarship to improving educational practice and equity and justice in education. In the published version of his 2013 AERA Presidential Address, William Tierney (2013) argues that producing high quality research, while essential, is insufficient to addressing poverty and educational inequality and calls for scholars to engage with those we study. In this way, education researchers can generate meaningful and contextually valid knowledge, theory policy, practice, and organizing/change strategies.

Collaborative research has a distinctive approach to answering this call. We use the term collaborative research as an umbrella term to include equity-oriented collaborative approaches in action research, participatory action research, youth participatory action research, community-based research, and other forms of engaged scholarship; in these projects researchers may utilize a variety of methods including qualitative and quantitative approaches. Often these types of collaboration work across multiple levels of the educational field (researchers, policy makers, advocates and practitioners). What unites this field, and distinguishes it from some forms of action research or other attempts to link research to practice (Coburn & Stein, 2010), is its explicit attention to working with community, youth and educator activist groups pursuing change agendas focused on increasing equity and justice in education (Oakes & Rogers, 2005; Renee, Oakes, Rogers, & Blasi, 2007). We do not limit our focus to research on/in educational institutions per se, but include education-related research collaborations in school and community settings (Tate, 2012; Warren, 2005).

This emerging collaborative approach promises research results that can be more readily translated into educational change strategies and initiatives than more typical scholarship done separately. Often community and education practitioners find that scholars who conduct research by taking more traditional approaches have not asked the questions, collected the data, or written up findings that would be most relevant to their concerns (Stoecker, 2012). In collaborative research the work of connecting knowledge to action has already been started through the way that the research is designed and conducted. In collaborative research projects, scholars and a variety of community change agents work together to identify research questions, design appropriate research, collect and analyze data, produce research reports, and design educational interventions based upon research findings (Newman & Glass, 2014). What distinguishes this approach is that researchers do not simply work with practitioners, but seek to collaborate as equal partners throughout the process, albeit with each offering different skills and playing different roles.

Since community and education activists are included in the research process, the actors that will advance these initiatives have a chance to identify and produce research that is likely to be of direct benefit to change strategies. Collaborations may utilize a variety of data collection strategies, including surveys, case studies, ethnographic research, and mixed method approaches. Part of that research process includes a review of extant scholarship and its application to the issue at hand. But it also includes the voices of those closest to the challenges and the issues people face in schools and communities – teachers, parents, young people and other participants (Stoecker, 2012). These collaborations produce advances in equity-oriented policy and practice while also contributing to theory and scholarly knowledge, as, for example, the funds of knowledge approach has created culturally relevant curriculum and pedagogy while also advancing knowledge production in research (Moll, Amanti, Neff, & Gonzalez, 1992).

The growing field in education research that takes a collaborative approach to research has led to a wide variety of education and related initiatives, such as new organizational models for community organizing and education reform (Warren, Mapp, & Community Organizing and School Reform Project, 2011), restorative justice educational policies at local and state levels (Advancement Project, 2010), lawsuits like the *Williams v. California* case that lead to state policy creating greater equity in education funding (Renee et al., 2007); culturally relevant curriculum and pedagogy using funds of knowledge (Moll et al., 1992); youth arts and media initiatives that incubate new nonprofit organizations (Fine, Roberts, & Torre, 2004), culturally relevant development projects in Native American communities (Silliman, 2008), and the expansion of educational opportunities in prisons (Fine, 2011), to name a few.

Despite the growth of activity in the field, collaborative research is quite diverse across different methods, including participatory action research (Brydon-Miller, 2001), youth participatory action research (Cammarota & Fine, 2008), action research (Greenwood & Levin, 1998; Stringer, 2009), community-based research (Strand, Cutforth, Stoecker, & Marullo, 2003), and other forms of engaged scholarship (Saltmarsh & Hartley, 2011) like community-based participatory research (Minkler & Wallerstein, 2003). Within these fields, those we identify as equity-oriented collaborative scholars share the approach of conducting research in partnership with community and education activists in support of change efforts to advance equity and justice in education; yet they tend to operate separately in their particular methodological or content subfields. The field is growing and is in need of venues like the URBAN network and this proposed conference to connect and work towards making coherent sense of these varied strands of community based educational research.

The purpose of this conference is to build a field that is more connected within and across types of community based research and more connected to the main body of educational research. This conference will, for the first time, bring collaborative researchers from diverse methods together to compare and contrast their approaches, share best practices, grapple with challenges and problems in the field, and, overall, assess and advance the broader field. This conference is an effort to synthesize research approaches across disparate subfields to build theory and meta-level research programs about when and how collaborative research work is done effectively in terms of generating knowledge, theory, policy, practice and organizing.

The development of collaborative research in education is connected to a larger movement among scholars to develop a new paradigm that connects research to equity-oriented action and to integrate community members into the conduct of research. The dominant paradigm of scholarship separates research from action and isolates educational research from other forms of social justice inquiry. This approach is often defended in the interests of scholarly neutrality (Tittle, 2004). However, it has received criticism from a variety of quarters, including questions about the relevance of much of contemporary social science to the needs of communities and the challenges facing our nation and global community (Burawoy, 2005; Hale, 2008). As we are all acutely aware, higher education in general and public institutions in particular must justify its existence to the public. We believe community based research "of use" is one strategy for making good on our responsibility to society.

Efforts at developing a new paradigm can be seen in environmental sciences, disability research and public health (CTSA Community Engagement Key Function Committee Task Force, 2011; Minkler & Wallerstein, 2003). Collaborative and participatory forms of research have also arisen within social science disciplines like sociology (Burawoy, 2005; Croteau, Hoynes, & Ryan, 2005; Nyden, Hossfeld, & Nyden, 2012; Stoecker, 2012), psychology (Brydon-Miller, 2001), operations research (Johnson, 2012), and community/urban planning (Fung & Wright, 2003; Hoyt, 2013). These new developments in collaborative scholarship draw upon a rich history of action research and participatory research (Greenwood & Levin, 1998; Strand et al., 2003). This emerging phenomenon is also part of a larger trend toward civic engagement on the part of institutions of higher education (Peters, 2010; Saltmarsh &

Hartley, 2011). There are analogous developments internationally as well (McTaggart, 1997; Watson, Hollister, Stroud, & Babcock, 2013).

This emerging field has received limited attention and analysis (Hale, 2008). While focused on education, conference discussions will seek to learn from and contribute to the development of the larger cross-disciplinary movement, especially as we appreciate that new solutions to pressing education issues are more likely to occur through cross-disciplinary approaches (Spencer Task Force, 2009).

Collaborative research promises research that is more directly relevant to community needs and is enriched by the complex incorporation of diverse voices and perspectives. However, it also features many tensions that the conference will address, such as those between the epistemological demands of scholarship and those of policy advocacy and between the ethics of responsibility to the academy and of responsibility to the community (Glass, Newman, & Sabati, 2013). There are also inequalities of education, resources and institutional power as well as distinct cultural differences between the academy and the community (Hale, 2008). Collaborations require the development of respectful and mutually beneficial relationships between scholars and community partners. This requires addressing the historical divide between the academy and communities with intentional strategies to build trust and equalize power differentials. Different forms of knowledge must be valued and balanced and differences in cultures understood and accommodated (Hale, 2008).

This conference will advance understanding of collaborative research by examining theory and practice in the field. It will analyze the contributions of this form of research to advancing equity in education and improving education and development of young people, particularly in marginalized communities. It will also critically examine the tensions involved in building collaborations and advance understanding of processes and strategies to address them.

Objectives

The conference is designed to achieve the following objectives:
- To advance understanding of the advantages and challenges of collaborative research for advancing equity in education;
- To compare and contrast various approaches to collaborative research across disciplines and stakeholders;
- To identify contexts in which collaborative research is most likely to be a productive approach to advancing equity (and when other approaches may be more useful) in terms of policy, theory, practice and organizing;
- To examine methodological and ethical challenges that arise in collaborations and suggest experientially grounded, principled practices and frameworks that can engage these issues;
- To identify and draw lessons from best practices in collaborative research;
- To develop recommendations for doctoral training and pathways for professional development in collaborative research;
- To identify institutional barriers to sustaining collaborative research partnerships and to establishing academic careers for engaged scholars; and
- To identify relevant curricula and resources for the development of education researchers and for training and capacity-building for other stakeholders in the field.

Potential Benefits

In addition to the meeting the objectives just discussed, the conference will contribute to the creation of new relationships between education scholars working in various methodologies who typically operate in

separate institutions and professional or community networks. These relationships will strengthen the field of collaborative research and advance research practice. In addition, the conference will include the participation of graduate students in the working groups and at the convening so their voices and issues will be considered and incorporated. In this way it will ensure that conference discussions and products are relevant to training the future generation of collaborative education researchers.

Pre-Conference Working Groups

We will establish five working groups in the early fall of 2014. These groups will develop thinking, online conversation and writing over a six month period in the run-up to the conference around five key themes and challenges to the field. These are areas where we believe critical intellectual work is needed to advance theory and practice in the field. The conveners of each group are noted in brackets:

- Advocacy and Neutrality [Mark R. Warren]
- Ethics [Ronald Glass]
- Participatory Research, Community Organizing and Policy Change [Michelle Fine]
- Practices of Community Collaboration [John Diamond]
- Institutional Supports for Collaborative Research [Timothy Eatman]

Along with the convener, each working group will have two additional members who are collaborative researchers in education and another member who is a leading practitioner of collaborative research outside the field of education research but in an area that affects educational experiences and outcomes (see Appendix I). A graduate student will assist each convener.

We will develop charges to focus the conversations and work of each working group (see Appendix II for initial thinking). The proposed working groups will engage in an on-line conversation (supplemented with conference calls) and prepare drafts of working papers in advance of the sponsored conference around each focus area. The national URBAN website (www.urbanresearchnetwork.org) will be used to disseminate the draft working papers across focus areas and with select other URBAN participants to begin conversation and cross-fertilization of ideas prior to the conference.

The Conference

The conference will be held in February 2015 at the University of Massachusetts Boston, an urban public research university with a rich history of community engagement. It will feature working sessions held consecutively in a plenary format with all participants attending all sessions.

Working group members will gather together at the conference to present and discuss their work; they will be joined by ten to fifteen additional scholars. Some of these additional participants will be leading scholars of collaborative research in education, in order to more fully represent the diversity of the field. Others will be scholars who will be sympathetic but nonetheless pointed critics who do not themselves engage in collaborative, action-oriented research (see Appendix III).

The conference will be limited to 35 participants so it can meet in plenary and develop a sustained discussion. The conference will be held in February of 2015 to allow sufficient time for the working groups to develop a rich and deep engagement around their topics prior to the meeting.

The conference will be videotaped and streamed in real time through UStream or a similar platform. Members of the Urban Research Based Action Network (URBAN) across the country will be invited to watch the proceedings and comment in real time through a blog. Graduate students will monitor the blog and periodically summarize comments to contribute to the discussion during the conference proceedings.

Post-conference Discussion and Dissemination

The URBAN network will post the conference working papers and the video-recording of the conference on its website and distribute them among its one thousand members to further discussion about how best to develop collaborative research that can lead to community action and education change. A special section of the network's website will include a facilitated blog for members to contribute their feedback about the report. The Education Research node of URBAN will organize a special on-line discussion the report. In addition, the Center for Collaborative Research for an Equitable California (CCREC) has developed its relationship to URBAN and will use its website and network to expand and enrich the discussion. We will encourage other centers and networks to do so as well.

Local nodes of URBAN will be encouraged to hold local gatherings of scholars, education and community practitioners, graduate students, and other stakeholders to watch sessions of the conference and further the discussion. We will encourage video-taping of these discussions, and they will be made available on the network's website as well.

Products/Deliverables

The working papers will be revised based upon the conference discussion as well as the post-conference on-line discussion hosted by the URBAN network. We plan to prepare these revised papers for publication in an edited volume (preferably) or a special issue of a journal. We also expect the planning team to develop a paper that reviews and indicates key findings across the working papers to be suitable for publication in *Education Researcher* or another venue. An additional product will be the video recording of the conference, which will be used to gather further feedback after the conference and serve as an online resource for scholars and education and community activists.

In addition, the working papers will help set the agenda for two larger URBAN-hosted conferences to be funded through a grant from the Spencer Foundation. This conference process will gather a broader network of scholars, joined by graduate students and a select group of community and education leaders with experience in collaborative research. These participants will engage with conceptual frameworks and elaborate principles of practice that could be translated into communities, schools, and universities to enable the field to have more clearly defined methods and standards and more effective outcomes.

We believe that these three linked conferences will make substantial progress toward developing and consolidating the field of collaborative (action) research, and enrich not only the theoretical discussion of this approach but also advance its practice and strengthen its achievements. We expect that the combination of these activities will produce a robust engagement of the larger field of collaborative research participants and serve to attract and build the capacity of education researchers to enter this field.

Leveraged Resources
As just described, the conference will draw upon the resources of the Urban Research Based Action Network (URBAN) located at the Community Innovators Lab (CoLab) at MIT. Mark R. Warren is one of the national co-chairs of URBAN and was the founding chair of the Education Research Node. Launched in 2012, URBAN now has over one thousand member affiliates, including faculty, researchers, graduate students and community practitioners and education activists across the country and across disciplines. One hundred and thirty scholars attended the URBAN meeting at the April 2013 AERA annual meeting. The network has local nodes that include education researchers in Boston, New York, Los Angeles, the Bay Area, and Philadelphia. The network will be a source of intellectual resources for the paper-writers. URBAN's website (www.urbanresearchnetwork.org) will provide a platform at no cost through which to disseminate findings and foster continued discussion of conference themes.

Qualifications of Planning Team Members

<u>Mark R. Warren</u> (CV attached)
Mark Warren is a sociologist and Associate Professor of Public Policy and Public Affairs in the McCormack Graduate School of Policy and Global Studies at the University of Massachusetts Boston. Mark was the founding chairperson of the Grassroots Community and Youth Organizing Special Interest Group in AERA and is a founding co-chair of the Urban Research Based Action Network, an emerging multidisciplinary network of scholars, educators and community leaders and activists whose mission is to promote research collaborations that produce knowledge relevant to equity-oriented change in communities and schools. Mark co-led a multi-year collaborative research project with Karen L. Mapp, fifteen doctoral students and six community organizing groups while he was associate professor in the Harvard Graduate School of Education. That project produced the book *A Match on Dry Grass: Community Organizing as a Catalyst for School Reform* and other publications. Mark is the author or editor of 3 other books and numerous articles on organizing and educational and social change.

<u>Michelle Fine</u>
Michelle Fine is a Distinguished Professor of Psychology and Education at the Graduate Center, City University of New York. She is a founding faculty member of the Public Science Project which offers summer institutes for education and psychology faculty, graduate students, educators and organizers interested in designing community based participatory projects for educational transformation and justice. Fine has written many books on critical participatory research and education policy in schools and in prison, and has been involved in a series of class action lawsuits affecting educational equity in California, Georgia, New Jersey, New York, Pennsylvania and Alabama.

<u>Ronald David Glass</u>
Ron Glass is a philosopher of education and Professor at the University of California, Santa Cruz. He is the PI/Director of a University of California system-wide research program initiative, the Center for Collaborative Research for an Equitable California (CCREC: http://ccrec.ucsc.edu). In addition, Ron is the PI on a major Spencer Foundation funded project to investigate the ethical issues in collaborative, community-based research that is establishing ethical benchmarks for this emerging field. Ron has long worked at the intersection of philosophy and struggles for justice and democracy, and he was mentored by renowned democratic educators Myles Horton and Paulo Freire. Ron earned a Ph.D. in Philosophy of Education and an MA in Philosophy from Stanford University, a C.Phil. in Philosophy of Education from the University of California, Berkeley, and an Ed.M. and a B.A. in History and Science from Harvard University.

<u>John B. Diamond</u>
John B. Diamond is the Hoefs-Bascom Associate Professor of Educational Leadership and Policy Analysis and Educational Policy Studies at the University of Wisconsin – Madison. A sociologist of education, he studies the relationship between social inequality and educational opportunity examining how educational leadership, policies, and practices shape students' educational opportunities and outcomes. His research includes a longitudinal study of urban school leadership on which his co-edited volume with James Spillane, *Distributed Leadership in Practice*, is based (Teachers College Press, 2007). A second forthcoming book *Despite the Best Intentions: How Racial Inequality Persists in Good* Schools (with Amanda Lewis) examines race and educational opportunities and outcomes in multiracial suburban high schools. Diamond has consistently worked to build collaborative relationships across educational levels and to reduce the divide between research, policy, and practice around issues of educational inequality. He served as the first Research Director for the Minority Students Achievement Network (a national consortium of school districts working to address the racial disparities in students' outcomes),

working with district leaders to study patterns of racial inequality in their schools and enact practices to reduce such inequalities. He is currently working on a project studying how district leaders, principals, and teachers interpret and use research evidence in making practice-based decisions and how links between research and practice can become stronger and more reciprocal. He is also a key advisor and participant in the Forward Madison Initiative, a multi-year collaborative partnership between the Madison Metropolitan School District and the School of Education at the University of Wisconsin – Madison. This project emphasizes closing opportunity gaps through building new educator induction processes, enhancing professional learning, and increasing workforce diversity. Diamond has received research fellowships from the Radcliffe Institute for Advanced Study and the National Academy of Education. He has also received research grants from the National Science Foundation, the American Educational Research Association, and the Institute for Education Sciences.

Appendix II:

Working Group Areas of Focus

1.   **Advocacy versus Neutrality**

Universities and academic disciplines have long advanced claims to neutrality in the public sphere and to disinterested scholarship. These value commitments can seem to be at odds with the commitment to equity in many forms of collaborative, community-based research. This working group will investigate the tensions between advocacy and neutrality, identify contexts in which advocacy-oriented research is appropriate and perhaps necessary, and elaborate the benefits of and limitations to collaborative research in this regard. It will examine the relationship between collaboration and advocacy in this type of research – where they overlap and where they diverge. In addition, it will consider ways in which collaborative, advocacy-oriented research might lead to more rigorous or credible research, distinctive advances in knowledge, and/or challenge research communities to define rigor in different ways.

2.   **Ethics of Collaborative Research**

The principles of research ethics are generally founded on views about the autonomy, rationality, and inviolable rights of persons, and thereby require researchers to obtain fully informed consent for their research and demonstrate that participants weighed for themselves the risks and benefits. Much research also attempts to provide participants with anonymity, and to treat their participation and the information they provide confidentially. However, equity-oriented, collaborative, community-based research can present challenges to these fundamental tenets of research ethics and their associated transactional model of researcher-research subject interaction. This approach also troubles the ethical dimensions of epistemology and related university commitments to disinterested research and neutrality in the public sphere. This working group will examine this constellation of issues, seek to articulate ethical frameworks that can guide respectful collaborative research, and develop the implications of these considerations for the operations of institutional review boards, community organizations, and others.

3.   **Participatory Research, Community Organizing and Policy Change**

A commitment to participatory research for community organizing and policy change has become a growing aspiration in and around the contemporary university. And yet how to design such work, how to reimagine collaboration, and how to reconceptualize dissemination remain enormous challenges. Constructs including expertise, bias, collaboration, dissemination, social media, networking and impact are undergoing significant reconstruction. To begin, collaborative research facilitates local knowledge

production from often excluded standpoints, which both strengthens the warrant for truth claims and demonstrates respect for community funds of knowledge and ways of knowing. The affirmation of the "expertise" among marginalized groups can conflict with university-centric epistemological standards and practices. The "right to research" for historically marginalized groups, advanced by Arjun Appadurai, is only now traveling into academic conversation. This working group will examine this set of issues and provide guidance for collaborative researchers working in the university and in the community. We will examine the kinds of collaborations that strengthen policy research, organizing, and campaign-driven and school-based projects, analyzing the distinct forms of expertise, knowledge, methods and products that may be viewed as affordances of the work.

4.   Practices of Collaborative Research

Collaborative research is conducted through the building of respectful, reciprocal relationships between researchers and a variety of community and education stakeholders. How are effective collaborations built when there are profound inequalities in education, resources and institutional power among collaborators? How are the divides in cultural expectations and incentive structures in the worlds of research, practice, and community activism addressed in collaborative research? What are the ways in which differences in location and role either disrupt or strengthen collaborations? This working group will consider theory and practice that identify strategies to address the historical divide between the academy and communities with intentional strategies to build trust and equalize power differentials.

5.   Institutional Supports for Collaborative Research

Scholars who practice collaborative research normally do so within the existing institutional structures and norms of the academy, in terms of peer reviewed publications, tenure and other reward structures, and status hierarchies. This working group will examine how these norms and structures inhibit collaborative research, consider what avenues exist within these structures to practice this kind of research, and identify the kinds of changes that would need to take place to support and advance faculty work in collaborative research. It will also consider standards with which to evaluate collaborate research for publication and for tenure and promotion and identify the benefits to universities and academic communities that come from recognition and promotion of community engaged scholarship.

Appendix III:

Potential Working Group Members and Conference Participants

Collaborative Education Researchers:
- Timothy Eatman, Syracuse University and Imagining America
- Jeannie Oakes, Ford Foundation
- Mary Brydon-Miller, Action Research Center, University of Cincinnati
- Julio Cammarota, Social Justice Education Project and University of Arizona
- John Saltmarsh, New England Research Center for Higher Education, University of Massachusetts Boston
- Budd Hall, UNESCO co-Chair in Community-Based Research and Social Responsibility in Higher Education, University of Victoria
- Ben Kirschner, University of Colorado, Boulder
- Luis C. Moll, University of Arizona
- Peter Kiang, University of Massachusetts Boston
- M. Brinton Lykes, Boston College
- Angela Valenzuela, Texas Center for Education Policy, UT Austin
- Eve Tuck, SUNY New Paltz
- Charles Payne, Urban Education Project and University of Chicago
- Shawn Ginwright, Cesar Chavez Institute for Public Policy, San Francisco State University

These scholars all do equity-oriented, collaborative research in education but they do so in different ways: Action Research, Participatory Action Research, Youth Participatory Action Research, Policy-oriented advocacy research, community-based research, research on engaged universities, and approaches influenced by indigenous and feminist methodologies. These scholars also collaborate with a diverse array of participants, including community residents, youth, parents, teachers, educational systems, higher education, and policy advocates and they do so in African American, Latino, Native, Asian-American, and international communities.

Collaborative Researchers outside Education:
Jose Calderon, Pitzer College
Gregory Squires, George Washington University
Jackie Smith, University of Pittsburgh
Meredith Minkler, University of California Berkeley
Charles Hale, University of Texas Austin

These scholars conduct collaborative research on immigration, community development, fair housing, public health, social movements, and transnational populations. Calderon and Squires are leaders in URBAN and would be certain to accept the invitation to participate.

Researchers (Not directly collaborative):
Hiro Yoshikawa, New York University
Anthony Bryk, Carnegie Foundation for the Advancement of Teaching
Kris Guitierrez, University of Colorado Boulder
Russell Skiba, Indiana University
Gary Orfield, Civil Rights Project, UCLA
Rena Lederson, Princeton University

Budget Notes

Personnel - Salaries
$9,454 is budgeted to pay graduate assistants to help organize the conference and assist in producing the edited volume: 407 hours calculated per the university's established rate plus fringe.

Operational – Services
$2,000 is budgeted to pay the costs of videotaping and live-streaming the conference.

Supplies
$482 is budgeted for printed materials and various other materials (e.g. flip charts) to use at the conference.

Participant Costs
$23,030 is budgeted for travel and meals, as follows:

Travel: to cover 2/3s of the cost of 30 participants, including roundtrip airfare, ground transportation, hotel accommodation for 2 nights, and meals, in order to attend the conference: $20,190.

Meals: Meals to be provided to 35 conference participants and 5 graduate students, including breakfast, lunch and dinner on the first day and breakfast and lunch on the second day of the workshop: $2,840.

In-Kind
The University of Massachusetts Boston will supply conference facilities free of charge.

The Dean of the McCormack Graduate School of Policy and Global Studies at the University of Massachusetts Boston will host a networking reception for conference participants free of charge.

The University of Massachusetts Boston will provide relief for the Finance and Administration charge so that the full amount of the award will be available to support the conference.

The Department of Public Policy and Public Affairs at the University of Massachusetts Boston will provide administrative support for the project in terms of grant administration and other organizational matters involved in hosting a conference.

The Urban Research Based Action Network (URBAN) will provide its forthcoming website (www.urbanresearchnetwork.org) as a platform at no cost through which to disseminate proceedings and foster continued discussion of conference findings.

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Attachment A: Budget Worksheet (Year-1)

The University of Massachusetts Boston
Office of Research and Sponsored Programs

Proposal Information

Project Grant #		Period Start	07/01/14
Proposal ID #		Period End	06/30/15
PI Name	Mark R. Warren		
Sponsor	American Educational Research Association		
Title	Collaborative Research for Action and Equity, AERA Conference		

PeopleSoft Descriptor	Sponsor	Cost Share	Total
6REGSALARY (Salaries-Benefited)	$0	$0	$0
Summer Additional Compensation	$0	$0	$0
6SPECLSALARY (Non-Benefited Employees)	$0	$0	$0
Graduate Students	$9,454	$0	$9,454
Undergraduate Students	$0	$0	$0
6FRINGE BENEFIT	$34	$0	$34
6TRAVELNAT (Travel)	$0	$0	$0
6TRAVELFGN--Foreign Travel	$0	$0	$0
6OPERATIONAL (Operational Client Exp)	$2,000	$0	$2,000
6SUPPLIES (Supplies and Materials)	$482	$0	$482
6CONSULTANT (Consultant/Contract for Service, i.e., Procurement)	$0	$0	$0
6SUBCONTRACT<=25 (Subrecipients: Sum of first $25,000/contract)	$0	$0	$0
6SUBCONTRACT>25 (Subrecipients: Sum of excess above $25,000/contract)	$0	$0	$0
6HUMANSUBJECTS Human Subjects	$0	$0	$0
6INFRASTRUCTURE Infrastructure & Construction	$0	$0	$0
6EQUIPMENT	$0	$0	$0
6EQUIPLEASE Equipment Lease Rent	$0	$0	$0
6OTHERNONPER Tuition/Fees, Fellowships	$0	$0	$0
6OTHERNONPER NOFNA Participant Cost	$23,030	$0	$23,030
6OTHEXPENSE Other (Included in BASE)	$0	$0	$0
6OTHEXPENSE NOFNA Other (Excluded from BASE)	$0	$0	$0
TOTAL DIRECT COST	$35,000	$0	$35,000
OTHER F&A	$0	$0	$0
Enter Facilities and Administartive Rate ==>	0.00%	0.00%	$0
6FACADM Indirect Cost	$0	$0	$0
TOTAL COST OF PROJECT	$35,000	$0	$35,000

July 10, 2013

September 12, 2013

American Educational Research Association

Dear Sir or Madam:

Please accept this letter of support for the conference proposal on "Collaborative Research for Action and Equity in Education" from Mark R. Warren at the University of Massachusetts Boston.

As Dean of the John W. McCormack Graduate School of Policy and Global Studies, I fully support this significant effort to advance our understanding of how to create research collaborations that can produce innovations in educational research. If the proposal is funded, the McCormack School will be delighted to host a networking reception for workshop participants.

Sincerely yours,

Ira A. Jackson

Dean, John W. McCormack Graduate School of Policy and Global Studies

University of Massachusetts Boston