

Interdisciplinary Frontiers in the Humanities and Arts (IFHA) Program Report

Office of Research

University of California, Davis

August 2013



EXECUTIVE SUMMARY

The Interdisciplinary Frontiers in the Humanities and Arts (IFHA) program is the second grant mechanism in the Interdisciplinary Frontiers Program that is designed to establish new, globally competitive, large-scale interdisciplinary research activity at UC Davis. The IFHA program will facilitate the formation and enhancement of interdisciplinary teams to carry out joint research activities in areas of strategic importance across the humanities, social sciences, and creative and performing arts.

In late 2012 the IFHA request for applications (RFA) was released. The deadline for submissions was January 10, 2013. Proposals were solicited in the form of high-level white papers (rather than traditional in-depth proposals). Several briefing meetings and networking opportunities were organized by the Office of Research to raise awareness, facilitate introductions and answer questions. Additionally, a number of drop-in budget clinics were hosted by the Interdisciplinary Research Support (IRS) group at Office of Research, where assistance with budget construction was provided.

Thirty submissions were received and over two hundred faculty and researchers participated with representation from a wide variety of the campus' schools and colleges, UC Davis Extension and University Library. Over \$27.5 million in support was requested. Following a rigorous, multilayered review process, seven IFHA research clusters were chosen for support. The successful clusters were composed of 43 unique research cluster faculty, 26 from the College of Letters and Sciences (13 from the Division of Humanities, Arts and Cultural Studies, 1 from the Division of Mathematical and Physical Sciences, and 12 from the Division of Social Sciences), 6 from the College of Agricultural and Environmental Sciences, 2 from the School of Education, 4 from the School of Law, 3 from the School of Medicine, 2 from the College of Engineering, 2 from the College of Biological Sciences, 1 from Nursing, and 1 from the UC Davis Library.

Successful clusters were selected for funding based on the criteria outlined in the RFA. The seven clusters selected represent new collaborative efforts of UC Davis faculty to examine far-reaching interdisciplinary and multidisciplinary concepts in the humanities and arts.

IFHA PROGRAM OVERVIEW

The Interdisciplinary Frontiers in the Humanities and Arts (IFHA) program is the second grant mechanism in the Interdisciplinary Frontiers Program that is designed to establish new, globally competitive, large-scale interdisciplinary research activity at UC Davis. The IFHA program will facilitate the formation and enhancement of interdisciplinary teams to carry out joint research activities in areas of strategic importance across the humanities, social sciences, and creative and performing arts. Whilst appreciating and acknowledging that these disciplines traditionally stress the importance of individual scholarship, IFHA seeks to create communities of scholarship and catalyze a new era in collaborative research excellence for the campus. Interdisciplinary research teams are critical to crafting transformative theories and approaches to the complex cultural, humanistic and social problems facing today's individuals and societies. Interdisciplinary collaboration taps the strengths of each team member and discipline, acknowledges artistic expression and performance, provides linguistic context, and enables exploration of multiple communication and analysis methods.

The IFHA-funded clusters support the Chancellor's Vision of Excellence in that they will strengthen the ability of UC Davis humanities, social sciences, and creative and performing arts faculty to compete for major foundation, federal and philanthropic grants, and to explore partnerships with civil society, the private sector and other educational institutions. Successful IFHA clusters exhibit great potential to enhance the intellectual, artistic and social dialogue both on, and beyond, campus, and have the potential to produce significant public good. In addition, the IFHA program will create a large number of new opportunities for interdisciplinary research training at the undergraduate, graduate and postdoctoral levels across the humanities, social sciences, and creative and performing arts.

In November 2012, the IFHA request for applications (RFA) was announced. The deadline for submissions was January 10, 2013. Submission format was a 12-page white paper through which groups of faculty and staff were challenged to present a new, cutting-edge interdisciplinary approach with the greatest potential for excellence in research, creative production and impact on society.

During the submission window, four briefings were organized across campus to apprise faculty of the funding opportunity and to provide answers to queries on goals, intent, and process. The Office of Research also hosted two drop-in budget clinics, facilitated by the Interdisciplinary Research Support unit. The campus research community responded to the RFA with the submission of 30 white papers, and participation by over 200 faculty and researchers. More than \$27.5 million in support was requested, including requests for 30 postdoctoral researchers, 89 graduate students and 79 undergraduate trainees.

Following a rigorous, external peer-review process, seven IFHA clusters were chosen for support. Team members of the successful clusters include 43 faculty members and researchers from 11 schools and colleges (Summary in Table 1, note some faculty have multiple academic

appointments, further details in Appendix 3). Funding will provide support for 9 postdoctoral researchers, 23 graduate students and 13 undergraduate trainees.

Table 1: Distribution of Cluster Members by Schools and Colleges

School or College	Proposals		Awards	
	Cluster Members	Cluster Leaders	Cluster Members	Cluster Leaders
College of Letters and Sciences, Division of Humanities, Arts and Cultural Studies	69*	15*	13*	3*
College of Letters and Sciences, Division of Social Sciences	54*	14*	12*	5*
College of Agricultural and Environmental Sciences	24	1	6	0
School of Medicine	13*	1*	3*	1*
School of Law	9*	1*	4*	1*
College of Biological Sciences	6*	1	2	0
School of Education	6	0	2	0
College of Letters and Sciences, Division of Mathematical and Physical Sciences	6	0	1	0
College of Engineering	5*	0	2	0
UC Davis Extension	2	1	0	0
The Betty Irene Moore School of Nursing	2	0	1	0
Graduate School of Management	2	0	0	0
Mondavi Center for the Performing Arts	2	0	0	0
Nelson Gallery	2	0	0	0
UC Office of the President	2	0	0	0
UC Davis Library	1	0	1	0
Other	3	0	0	0
Totals	208*	34*	47*	10*

*Count is inflated by one or more cluster members or leaders who are associated with more than one college, and by a number of awards with co-leaders (a total of 7 awards were made).

IFHA REVIEW PROCESS - OVERVIEW

To provide a thorough assessment of submitted white papers and choose those that best matched the goals of the IFHA program, the review process was divided into three phases.

1. A preliminary review phase determined the eligibility of white papers. Eligibility was based on white papers meeting essential criteria of IFHA goals as outlined in the RFA.
2. The secondary phase was an external written review process that was conducted by the External Advisory Committee (EAC) in conjunction with ad hoc reviewers with domain expertise. Assessment was based on criteria described in the RFA.
3. The tertiary phase was an onsite review by the EAC at UC Davis where the committee determined which white papers were the most innovative and competitive. The EAC's deliberations involved detailed discussions of each proposal's merits, which culminated in their recommendations for funding.

Following the review process, Vice Chancellor for Research Harris Lewin discussed the review results and EAC recommendations with Provost and Executive Vice Chancellor Ralph Hexter and Chair of the Academic Senate Bruno Nachtergaele before final funding decisions were made.

(1) Preliminary Phase: Eligibility Review

The initial eligibility review phase was not based on an assessment of quality; rather, white papers were reviewed to determine that all required elements were present, and that guidelines for page lengths had been adhered to. Proposals were reviewed against the following criteria:

1. Does the IFHA Cluster clearly address how the program impacts the intellectual, artistic and social growth of the campus, promotes social justice, or produces significant public good?
2. Has the problem to be solved been clearly articulated?
3. Does the problem proposed necessitate an interdisciplinary team approach?
4. Has a clear and detailed sustainability plan been presented?
5. Have measurements of success and achievable milestones been clearly defined?

All 30 white papers submitted were judged to be eligible for review.

(2) Secondary Phase: External Peer Review

The EAC, composed of distinguished professors and members of the national academies (Appendix 1), was recruited to assess the white papers. Nominations for the EAC were sought from Deans and the Academic Senate Committee on Research. Individual committee members were chosen for their particularly broad range of research interests and expertise, and their availability. The EAC members were confirmed to be free of conflicts of interest before

appointment. The EAC was chaired by John Vohs, a distinguished UC Davis emeritus faculty member (Department of Communication).

In addition to EAC members providing reviews, external subject matter experts with domain expertise complementing the EAC were also recruited to provide reviews. Each reviewer is a recognized leader in his or her field, and was chosen to match topical research areas represented by multiple white papers. In keeping with common funding agency practice, identities of the external expert reviewers remained anonymous and were not made known to the EAC or to applicants.

White papers were assigned to reviewers based on area of expertise. Each reviewer was allocated multiple white papers and given four weeks to return completed reviews. Responses from all reviewers were compiled and responses from ad hoc reviewers were provided to the primary EAC reviewers for their consideration and presentation at the onsite panel discussion.

In addition to the (non-voting) EAC chair, 20 reviewers (6 EAC members and 14 external experts) conducted the external review phase. Each white paper received three individual reviews with at least one review by a member of the EAC. Reviewers utilized a weighted scoring sheet that was based on criteria identified on page 6 of the RFA and summarized below. Reviewers also provided relative rankings, nominally categorizing each submission as top, middle or bottom relative to white papers they had reviewed. Reviewers were also asked to provide written comments.

The principal assessment criteria considered were as follows:

1. Demonstrated potential for positive impact of the project on the multi-faceted mission of the University of California and future contribution to the field.
2. Addressed how the program impacts the intellectual, artistic, and social growth of the campus, promotes social justice, or produces significant public good.
3. Demonstrated genuine interdisciplinarity, with a strong and appropriate team with all requisite expertise.
4. Described an appropriate training component.
5. Demonstrated potential for economic impact.
6. Identified a strong plan/potential for sustainability beyond IFHA support, especially a plan for alignment with opportunities from federal, industrial or philanthropic sources.
7. Described adequate metrics of success and achievable milestones.
8. Proposed a budget that was considered adequate and appropriate.
9. Provided appropriate facilities to undertake the proposed research.

(3) Tertiary Phase: External Scientific Advisory Committee Meeting at UC Davis

The EAC convened at UC Davis for a three-day meeting May 7-9, 2013.

Scores and rankings from all reviewers were tabulated and proposals were ranked by highest mean score. Following EAC discussion on the overall quality of proposals submitted, and

taking into account the likely amount of funding available, proposals scoring below a mean of 70 (out of a possible maximum average of 100) were removed from further consideration based on their average review score. However, EAC members were given an opportunity to make a case for reconsidering any low-scoring white paper that they judged to be particularly worthy of further discussion; two of the originally triaged proposals were reconsidered based on this process. Additionally, proposals with high variability in scores were flagged for additional consideration. After a brief review of every proposal submitted, the EAC selected **fifteen** white papers for further detailed discussion.

Each of the fifteen white papers was discussed in turn by the committee. The discussion was led by the primary reviewer from the EAC, who presented external (ad hoc) reviews in addition to their own review. White papers were discussed and binned into four categories: Exceptional, High, Medium and Low Priority. Discussion focused on placing white papers in the appropriate ranking category and was coupled with an ongoing re-ranking relative to each other throughout the ranking process. Eleven white papers were categorized as having exceptional or high merit during the first ranking round.

The top eleven white papers were then further discussed and assigned to four quartiles in order of priority for funding. Proposals were first ranked within and between quartiles and finally ranked 1 through 11. The discussion of strengths and weaknesses was recorded by Office of Research staff and provided to the EAC for feedback and editing¹.

The EAC ranked three proposals in the Exceptional category, and categorized four additional proposals as ‘high priority for funding’. EAC members participated in a written blind vote to indicate their recommendations for a funding cut-off point. The majority indicated their preference to limit funding to the top seven white papers.

FUNDING RECOMMENDATIONS

Vice Chancellor Lewin discussed the EAC recommendations with Provost and Executive Vice Chancellor Ralph Hexter and Academic Senate Chair Bruno Nachtergaele. Following this consultation it was decided to make awards to the seven clusters recommended for funding by the EAC. Clusters selected for funding are listed in Appendices 2 and abstracts of the clusters are presented in Appendix 3.

POST REVIEW PROCESS AND FEEDBACK

Reviews were compiled and forwarded to all IFHA cluster leaders. Reviews consisted of all of the External Peer Review forms and comments (a minimum of three per white paper) and a summary of the EAC discussion of each white paper as recorded by Office of Research staff and reviewed by the EAC. All awardees received notification that their awards were conditional upon receipt of an amended budget and scope of work. While awards are for a period of three

¹ These summaries were shared with cluster leaders at the conclusion of the review process.

years, each year's allocation will be conditional on receipt of a satisfactory progress report and a review of advancement of the cluster's goals by Office of Research staff.

In addition, each cluster leader will be required to present a progress report of their cluster's activities at an annual IFHA symposium every fall quarter. The inaugural meeting will take place in October 2013.

POSTSCRIPT

It is expected that these awards will lead to transformative new knowledge and partnerships with civil society and the private sector that will attract large-scale funding from federal, state, foundation, corporate and other private sources. In addition, the funded IFHA clusters will create a large number of new opportunities for interdisciplinary research training at the undergraduate, graduate and postdoctoral levels. During the next three years, the Office of Research will work closely with IFHA faculty to ensure that the IFHA clusters are successful. Together with our partners in the public and private sectors we will build on our combined strengths to meet the societally relevant research challenges being addressed by the IFHA clusters.

Harris A. Lewin,

Vice Chancellor for Research

Paul Dodd,

Associate Vice Chancellor,

Interdisciplinary Research and Strategic Initiatives

Appendices

1. External Advisory Committee (EAC)
2. IFHA Cluster Awardees
3. IFHA Awardee Abstracts

Appendix 1: External Advisory Committee (EAC)

Karen Cook, Ph.D.	Ray Lyman Wilbur Professor of Sociology Stanford University
Ronald Dahl, M.D.	Professor of Public Health University of California, Berkeley
David Goldberg, Ph.D.	Professor of Comparative Literature University of California, Irvine
Peter Henderson, Ph.D.	Director Board on Higher Education and Workforce National Research Council
Michael Stoll, Ph.D.	Professor of Public Policy and Urban Planning University of California, Los Angeles
John Vohs, M.A. (Chair)	President of UC Davis Emeriti Association University of California, Davis
Thomas Weisner, Ph.D.	Professor of Anthropology University of California, Los Angeles

Appendix 2: IFHA Cluster Awardees

Theme Leader	Theme Title	Theme Faculty
Mario Biagioli Science and Technology Studies; Law; History	Innovating the Communication of Scholarship	Jonathan Eisen - Microbiology & Immunology; Evolution and Ecology MacKenzie Smith - Library and Information Technology
Ann Stevens Economics	California Community Colleges, Vocational Programs and Workforce Development: Improving the Workforce and Improving Lives	Michal Kurlaender – Education Victoria Smith – Sociology Jean Stratford - Librarian
Colin Milburn English	Gamification and Innovation in the Digital Humanities	Carolyn de la Pena - American Studies Joseph Dumit - Science and Technology; Anthropology Caren Kaplan - American Studies Oliver Kreylos – Geology John Marx – English Michael Neff - Computer Science; Program in Cinema and Technocultural Studies Kris Ravetto - Program in Cinema and Technocultural Studies Eric Smoodin - American Studies
Marianne Page Economics	Understanding the Long-Term Effects for Children in Economic Distress	Katherine Conger - Human Ecology Amanda Guyer - Human Ecology Paul Hastings – Psychology Ann Stevens – Economics Ross Thompson – Psychology
Giovanni Peri Economics	Managing Temporary Migrations: California, US and the World	Luis Guarnizo - Human and Community Development Kevin Johnson – Law David Kyle – Sociology Philip Martin - Agricultural and Resource Economics Leticia Saucedo – Law J. Edward Taylor - Agricultural and Resource Economics
Nolan Zane Asian American Studies; Psychology	Interdisciplinary Reappraisals to Enhance Health and Resilience in Immigrant Communities	Ester Carolina Apesoa-Varano – Nursing Adela de la Torre - Chicano/a Studies Robert Emmons - Psychology Mary Lou de Leon Siantz – Nursing Paul Hastings – Psychology Wendy Ho - Asian American Studies; Women and Gender Studies Lynette Hunter - Theatre and Dance Jill Joseph – Pediatrics Susette Min - Asian American Studies
Susan Verba Design	UC Davis Center for Design in the Public Interest	Angela Booker – Education Bo Feng – Communication Suad Joseph – Anthropology Kwan-Liu Ma - Computer Science Sarah Perrault - University Writing Program

Appendix 3: IFHA Awardee Abstracts

Innovating the Communication of Scholarship

<i>Cluster Leader:</i>	Mario Biagioli	Science and Technology Studies; Law; History
<i>Cluster Faculty:</i>	Jonathan Eisen MacKenzie Smith	Microbiology & Immunology; Evolution and Ecology Library and Information Science

Powerful changes are affecting traditional systems of research publication, academic credit, research quality assessment, and the meaning of “publication”: the increasing scale and interdisciplinarity of collaborations; the growing reliance on cyberinfrastructure for producing and disseminating research; the impact of Open Access models and economic dysfunction on traditional publishing; the transformation of data from evidence for research results to research output itself; new metrics of impact; new forms of misconduct and detection; doubts about peer review as quality guarantor; the impact of intellectual property on the content and timing of publications.

Directed by a cross-disciplinary cluster of faculty – Mario Biagioli (Science & Technology Studies, Law, and History); Jonathan Eisen (Genome Center, Medical Microbiology, and Evolution & Ecology) and MacKenzie Smith (University Library) – this program will analyze these changes and help shape the future of scholarly communication. In collaboration with colleagues from many departments across campus, we will focus on three sets of issues emblematic of these changes: 1) “New Models of Scholarly Communication”; 2) “New Misconduct and New Opportunities”, and 3) “Communicating with Data.”

The scholarly communication system affects scholars and scientists across all fields and levels. It also frames the policies of administrators evaluating and funding them, and of libraries confronting new forms of scholarly communication based on new technologies of discourse delivery. These trends are profoundly changing the role of the university, and we want to lead their direction. Because of its highly interdisciplinary nature, UC Davis is the ideal home for this work.

**California Community Colleges, Vocational Programs and Workforce Development:
Improving the Workforce and Improving Lives**

Cluster Leader: Ann Stevens Economics

Cluster Faculty: Michal Kurlaender Education
Victoria Smith Sociology
Jean Stratford Librarian

Do vocational education programs offered through California’s community colleges provide effective training? Specifically, do they increase the earnings and employability of workers beyond what would be expected to occur without them? This project brings together extensive data on enrollment, student characteristics and degree receipt from these colleges, linked to workers’ earnings and employment records, and an interdisciplinary approach to answer these fundamental questions. Specifically, we will use quantitative methods applied to longitudinal enrollment, earnings and employment data, and a variety of control groups to establish the causal effects of vocational programs. We will then explore variation across specific substantive programs to understand which programs, and which types of students, benefit most from vocational education. The quantitative data and results will be augmented with qualitative research aimed at better understanding program choices, experiences within particular degree programs, and potential barriers to enrollment in and completion of high-return programs. We will examine the extent to which pre-existing differences in academic preparation or skills limit the choices or chances of success in particular high-return vocational programs. Variation across substantive programs, across the state, and over time will also be analyzed to understand how vocational enrollment and degree or certificate receipt respond to or vary with economic conditions and employer needs.

Gamification and Innovation in the Digital Humanities

<i>Cluster Leader:</i>	Colin Milburn	English
<i>Cluster Faculty:</i>	Carolyn de la Pena	American Studies
	Joseph Dumit	Science and Technology; Anthropology
	Caren Kaplan	American Studies
	Oliver Kreylos	Geology
	John Marx	English
	Michael Neff	Computer Science; Program in Cinema and Technocultural Studies
	Kriss Ravetto	Program in Cinema and Technocultural Studies
	Eric Smoodin	American Studies

The video game has become one of the most significant media technologies in the world today. Games and game technologies are now used in an immense variety of contexts beyond entertainment and artistic expression, including education, public outreach, politics, business, military training, medicine, and scientific research. A term to describe the expansion of games and game technologies into all these different aspects of modern life has now become common parlance: gamification. The IFHA cluster in “Gamification and Innovation in the Digital Humanities” (GIDHies) will expand the study of games and the development of game technologies for the humanities and social sciences. The GIDHies cluster is founded on the notion that these two approaches—studying games and developing games—are interrelated and should be pursued together in order to advance the digital humanities. We aim to create a world-class research center for the digital humanities, focused initially on four overlapping research programs: Gaming Culture (the cultural aspects of games and the use of game technologies for digital humanities research); Gaming Art (games as art and the use of game technologies in transmedia artistic practices); Gaming Health (the risks and promises of games that induce healthy behaviors); and Gaming Science (how games and game technologies impact scientific research). Altogether, the GIDHies cluster will address gaming as a mode of the digital humanities and an increasingly prominent dimension of modern culture, expanding upon Johann Huizinga’s famous observation that “civilization arises and unfolds in and as play.”

Understanding the Long-Term Effects for Children in Economic Distress

<i>Cluster Leader:</i>	Marianne Page	Economics
<i>Cluster Faculty:</i>	Katherine Conger	Human Ecology
	Amanda Guyer	Human Ecology
	Paul Hastings	Psychology
	Ann Stevens	Economics
	Ross Thompson	Psychology

What are the implications of widening inequality and the labor market impacts of the Great Recession for the long-term success of today’s children? How do limited job opportunities affect the degree to which parents physically and emotionally provide for their children? How can families mediate the effects of economic hardship to ensure the best outcomes for their children? What types of policies will be the most effective at ameliorating the intergenerational consequences of our changing economic environment? Knowing the answers to these questions is crucial to the development of policies that ensure the overall long term well-being of the next generation. Current research, however, has been almost exclusively focused on economic crises’ immediate impacts on adult workers. The purpose of the Families in Economic Distress research cluster will be to bring together graduate students and expert faculty from the departments of Psychology, Economics and Human Development, to produce a comprehensive research program that focuses on understanding the full range of impacts and mechanisms experience by children whose families are hit by economic downturns.

Managing Temporary Migrations: California, US and the World

<i>Cluster Leader:</i>	Giovanni Peri	Economics
<i>Cluster Faculty:</i>	Luis Guarnizo	Human and Community Development
	Kevin Johnson	Law
	David Kyle	Sociology
	Philip Martin	Agricultural and Resource Economics
	Leticia Saucedo	Law
	J. Edward Taylor	Agricultural and Resource Economics

The research of this Cluster will further our understanding of the complex and multi-faceted phenomenon of international migrations. Temporary migrations, the policies regulating them and their social, economic and cultural consequences are the focus of our proposal. Managing migrations to maximize their socio-economic benefits, for the sending and receiving countries and for the migrants are key challenges facing policy-makers in California, the US, and the world. This cluster will produce high quality interdisciplinary qualitative and quantitative research and will stimulate new research proposals to attract funding. The interdisciplinary nature of the group is needed to study and understand different aspects of this phenomenon and provide facts and research-informed advice. The research agenda of the cluster will be organized around two themes, corresponding to two types of temporary migration. The first theme involves analyzing the demand for and the impact on the US economy and society of highly educated STEM (science, technology, engineering, mathematics) migrants and STEM foreign students. The US science and technology and higher education systems are being shaped by them. Understanding their role and impact is crucial to the US scientific leadership. The second theme focuses on the analysis of less-educated agricultural/seasonal and other temporary workers. We will analyze their role and contribution to US society and economy, their identity and role as connector with their countries of origin, and their social role in the local communities. We will also produce policy evaluations related to the proposed immigration reform bill recently approved by the US Senate.

Interdisciplinary Reappraisals to Enhance Health and Resilience in Immigrant Communities

<i>Cluster Leader:</i>	Nolan Zane	Asian American Studies and Psychology
<i>Cluster Faculty</i>	Carolina Apeso-Varano	Nursing
	Adela de la Torre	Chicano/a Studies
	Mary Lou de Leon Siantz	Nursing
	Robert Emmons	Psychology
	Paul Hastings	Psychology
	Wendy Ho	Asian American Studies; Women and Gender Studies
	Lynette Hunter	Theatre and Dance
	Jill Joseph	Pediatrics
	Susette Min	Asian American Studies

This project uses an interdisciplinary and community-based participatory research (CBPR) approach to enrich health disparities research. We propose work that is (a) more holistic in nature, reflecting the reality that biological, psychological, spiritual, and other factors interact to affect health, (b) centered on how people can effectively “resist” and proactively cope with stressors and environmental pathogens, (c) very adept at identifying cultural mechanisms and processes that may be linked to better health, (d) able to highlight important variations in cultural and ethnic groups by using idiographic methodologies (e.g., personal narration), and (e) less dependent on diagnostic categorizations and more on group formations that naturally occur in a community. Elucidating "hidden" sources of resiliency and strength at both the individual and community level is essential for fundamentally transforming the dominant paradigms of health disparities, and for effective public health approaches that are truly culturally valid and meaningful. With the limited available funding we propose to address the following objectives:

1. Create opportunities for productive, innovative, and collaborative interdisciplinary research incorporating humanistic social sciences, expressive and performing arts, social sciences, and the health sciences.
2. Conduct 3-4 deeply interdisciplinary cluster-supported pilot projects that will specifically examine how traditional movement with allied expressive skills, embedded in a cultural context, can support personal strengths and well-being among immigrants and their children experiencing specific life stressors.
3. Incorporate collaborations with Mexican-American, Hmong, and Vietnamese community-based groups in order to more broadly incorporate their value orientations, coping styles, preferences, and experiences into the design of the research.

UC Davis Center for Design in the Public Interest

<i>Cluster Leader:</i>	Susan Verba	Design
<i>Cluster Faculty:</i>	Angela Booker	Education
	Bo Feng	Communication
	Suad Joseph	Anthropology
	Kwan-Liu Ma	Computer Science
	Sarah Perrault	University Writing Program

People are confronted daily by information, artifacts and environments that are confusing, inaccessible, even potentially dangerous. Problems with public documents, graphics, and sometimes entire programs and systems—from election ballots to the voting process, from hospital signage to communication flows within and among hospital teams—raise questions about the power and process of design: How might we use design to clarify information, enhance civic participation, and empower individuals to make informed choices? What does democratic design look like?

To explore these questions and more, the UC Davis Center for Design in the Public Interest brings together a multidisciplinary team focused on the collective redesign of everyday things. Our aim is to create accessible, people-centered design outcomes both for and with a diverse cross-section of the public. These outcomes—including design tools, methods, prototypes, and best practices—will be disseminated as open-source models for others to build on in order to develop artifacts, communications and programs that resonate with broad audiences. Beginning with a core team whose expertise includes design, anthropology, communication, rhetoric, women & gender studies, education, and computer science, the Center will engage faculty and students from different disciplines, and partner with organizations at the community, state, and national level. It will provide a foundation for innovative design research and training at the leading edge of a growing movement to connect human-centered design with social good.

