Engaged Research and Scholarship

A presentation by a Working Group of the RIT Community
The Working Group

- Jane Amstey – University/Community Partnerships
- Roberley Bell – CIAS
- Jules Chiavaroli – GIS
- Ann Howard – COLA
- Stephen Jacobs – MAGIC and GCCIS
- Judy Porter – COLA
- Chandra McKenzie – K-12 programs
- Doug Merrill – CHST
- Heidi Miller - CHST
- Jim Myers – International Education and Global Programs
- Dianna Winslow – COLA/First Year Writing Program
- Tracy Worrell - COLA
Why We Came Together

• Collective interest and experience in Engaged Research and Scholarship
• Aware of programs and activities at other institutions
• Interest in researching and reviewing the current literature and practices on engaged research and scholarship in higher education
• Share ideas on best practices
• Find ways to support faculty at RIT:
  – Those who are currently involved in Engaged work
  – Those wanting to learn more and become more involved in Engaged Research and Scholarship
Carnegie Foundation For the Advancement of Teaching

• 2005 – created an elective classification: *Engaged Institution*

• Since 2006, over 165 institutions have been designated as *Engaged Institutions*
  – Cornell University
  – Drexel University
  – Duke University
  – Lawrence Technological University
  – Purdue University
  – SUNY ESF
  – Syracuse University
  – Texas Tech University
  – Tufts University
  – Virginia Tech
The Carnegie Classification Definition

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.
Ernest Boyer: Carnegie Foundation for the Advancement of Teaching

• Scholarship Reconsidered: Priorities of the Professoriate (1990)
  – Scholarship of Discovery
  – Scholarship of Integration
  – Scholarship of Application
  – Scholarship of Teaching (Pedagogy)

We need scholars who not only skillfully explore the frontiers of knowledge, but also integrate ideas, connect thought to action, and inspire students.
...[T]he academy must become more a more vigorous partner in the search for answers to our most pressing social, civic, economic and moral problems and must affirm its historic commitment to what I call the scholarship of engagement. (Emphasis added.)

The Scholarship of Engagement incorporates all of the other forms of scholarship.
Defining Features of Engagement

• **Partnership** (work “with” communities at the local, regional national and global levels)

• **Mutually beneficial outcomes**
  – Addresses a community-identified need
  – Through an intellectual activity of importance

• **Reciprocity**
  – Enhances community capacity
  – Enhances student learning and/or research studies

• **Knowledge exchange relationship**
  – 2-way, co-creation

• **Deliverables for academy and for community**
At the Heart Of Engaged Research and Scholarship

Mutually beneficial
all parties have articulated expected benefits and understand and support the expected benefits sought by others.

Reciprocity
a sense of “fairness” in the exchange of knowledge, level of effort and involvement in the work, assumption of risks and benefits, interpretation of outcomes and use of the knowledge gained.
Indicators of Quality for All Scholarly Work: Engaged Research Can Incorporate of These

• Clear Goals
• Preparation and mastery of relevant knowledge and scholarship
• Appropriate methodologies
• Significance of results
• Effective dissemination and communication through appropriate channels
• Consistently ethical conduct

Engagement Comes In Many Forms

- For instance...

**Engaged Teaching and Learning**
- community-based learning
- service learning
- global learning
- civic learning

**Engaged Research/Scholarship**
- community-based research
- public issue research
- translational research
- interdisciplinary research
Why RIT? Why Now?

• Engaged teaching, research and scholarship fits well within RIT’s distinguishing characteristics:
  – Commitment to experiential education
  – Increasing emphasis on interdisciplinarity
  – Internationalization of the curriculum and increased emphasis on study and work abroad
  – History of strong connections to the local community
Responding to Millennial Problems

• Research is more collaborative and networked because of the broad distribution of knowledge and data
• Universities are increasing their collaboration across disciplines and other sources of expertise and building infrastructure to support these working relationships
• Linking learning, research and engagement increases knowledge production, and attracts diverse sources of funding support
• Higher education around the world aims to be a leader in solving the Big Questions affecting contemporary life
• Students must learn how to live and work in a world of hyper-complexity.

adapted from Barbara Holland, 2012
The Future of Higher Education

• We have entered a decade of major change in academic culture, values, priorities, methods and operations.

• The choices we make now will influence our capacity to contribute to the quality of life in our towns and cities, our states, our nation and the world for many decades to come.

• To play our role in shaping the future, we will depend more and more upon collaboration and resource sharing and the co-creation of knowledge.

Adapted from Holland, 2014
Fit with the Proposed Strategic Plan – Consistent with Task Force Recommendations

Rochester Institute of Technology 2015-2025

Engaged with its community and fostering transformative partnerships, locally, regionally and globally, through teaching, research and scholarship

- Organizational Agility
- Student Success
- Global Engagement and International Education
- Research and Graduate Education
- Curricular Innovation and Creativity
- Diversity
Our Recommendation

• Creation of an Ad Hoc Task Force on Teaching, Research and Scholarship

• Proposed Charge:
  – Research the current literature and model programs at other institutions
  – Review relevant RIT policies
  – Foster campus-wide discussion on engaged research and scholarship through speakers and workshops
  – Recommend action steps, including adding Scholarship of Engagement to RIT’s definition
Our Colleagues are Already Doing Engaged Work
Stephen Jacobs – Golisano College of Computer and Information Sciences

• Associate Director, Center for Media, Art, Games, Interaction and Creativity - a designated Center of Excellence at RIT

• Professor – School of Interactive Games and Media
Initiative: CAROL (Culture and Arts of Rochester On-Line) 1995-2001

Connected classes local arts and cultural non-profit and created 20 web sites and the Arts and Cultural Council of Rochester’s on-line events calendar. With Gordon Goodman.

- Provided real-world experience for over 300 RIT students across campus.
- Trained staff of participating organizations
- Numerous co-ops, independent studies and Grad Capstones
- NYSCA and NEA grants to the Arts and Cultural Council
- Arts Council Volunteer of the year award for the Profs.
FOSS@RIT/FOSS@MAGIC : 2008-Present

Began with a class on developing educational games for the developing world. Now over 58,000 downloads of RIT Student games and software. Students have done work for UNICEF, Peace Corps, NASA, Sugar Labs, Girl Scouts and others. Numerous Student Conference Posters and Summer Undergraduate Research Fellowships

SkyTime OLPC Game Honored at White House “Champions of Change Event” Summer ‘13
FOSS@RIT/FOSS@MAGIC : 2008-Present

• First Academic Minor in Free and Open Source Software in the Country. Required and electives courses in both GCCIS and COLA. Most read story on UNS in March

• Seven IEEE & ACM Conference papers, Panels, Posters ‘10-’14

• Numerous articles on OpenSource.Com, Boing Boing, Linux World and others.

• Over $500,000 in gift dollars and $50,000 in hardware and software
Roberley Bell
College of Imaging Arts and Sciences

• Professor - Photographic Arts and Sciences
• Turkish Cultural Foundation Fellow (2012)
• Fulbright Scholar Istanbul, Turkey (2010)
For students to become citizens of the world they will need to actively participate in the world on both a local and global scale. Engaged Learning is a key component to their success.
The local: Bridging Neighborhoods Design charrette  April 20, 2002
Participants: 15 RIT students in collaboration with Residents of Rochester’s northeast neighborhoods

Engagement: problem solving
THE GLOBAL:
BLACK TRACES: A COLLABORATIVE SEMESTER
LONG PROJECT 2012

http://blacktraces-khas-rit.blogspot.com
Project Theme: Developing new products re-using the End of Life Tires (ELT).

The project aims at focusing on mainly urban furniture, playgrounds, and recreational areas for the renovation of the linear park along the Haliç.

22 RIT students and 20 students from Kadir Has University Istanbul, Turkey

RIT Student Presentations

Kadir Has University Student Presentation
Outcomes

The resulting projects were selected for inclusion in the 2012 Istanbul Design Fair
Tracy Worrell – COLA  Doug Merrill – CHST

Associate Professor – Communication/College of Liberal Arts

Professor and Director – Center for Bioscience Education and Technology/ College of Health Sciences and Technology
QUESTIONS?