Connecting faculty-student research to the greater community: opportunities to engage in service and deepen learning

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The College of New Jersey

The College of New Jersey

Basics of CB(P)R

- Relevant to the community
- Problem-solving focus aimed at change
- Embraces notions of sustainability
- Partners: students, faculty members, community groups

(Adapted from Hills & Mullett, 2000)

CB(P)R "Course" Models

- Introductory research methods

- Advanced research seminar

- Independent study/project

Decision: research project, course goals, and student learning objectives

Benefits of CB(P)R

- Students
  - Apply scientific method to real world
  - Increase awareness of civic responsibility, social issues, and concern for others
  - Promote responsible citizenship
  - Encourage sustained civic engagement

Benefits of CB(P)R

- Faculty
  - Develop student researchers
  - Advance research projects (course credit)
- Community organizations
  - Share college/university resources
  - Use data to support programs (e.g., develop grant proposal, expand services)

Challenges of CB(P)R

- Time (during academic year)
- Identifying projects
- Student issues
  - *Training*: research methodology, unpredictability of real-world research, interactions with diverse individuals
  - *Transportation*: logistics and risk mgt.

# Challenges of CB(P)R

- Community collaboration
  - Trust and open communication
  - Support and structure
  - Logistics
    - data collection location
    - using staff resources
    - coordinating schedules between partners

Mentored
Undergraduate
Summer
Experience

MUSE Project

- Understanding civic engagement among African-American young adults (*N* = 130)
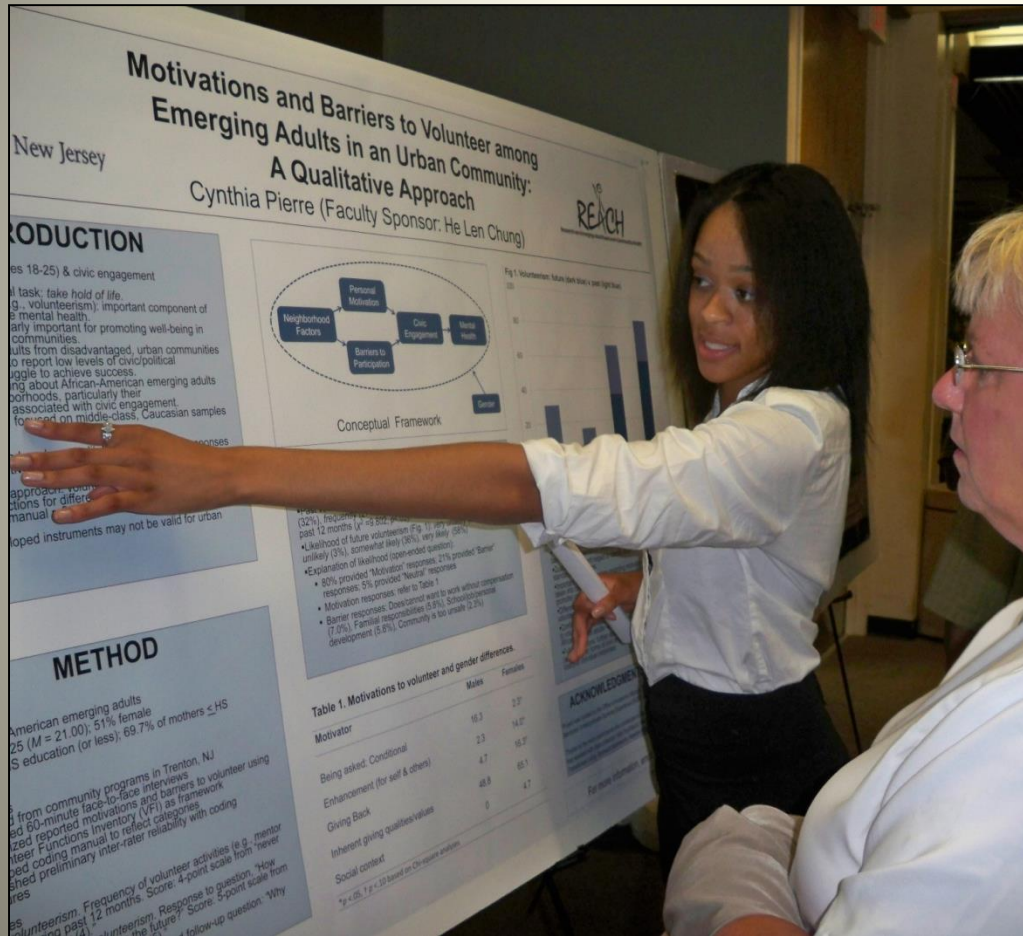- Community partners(10 sites)
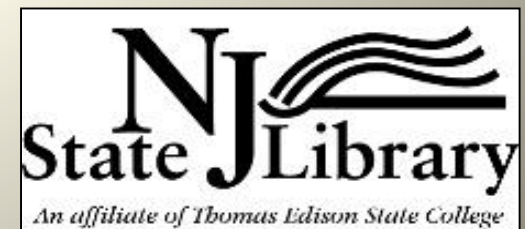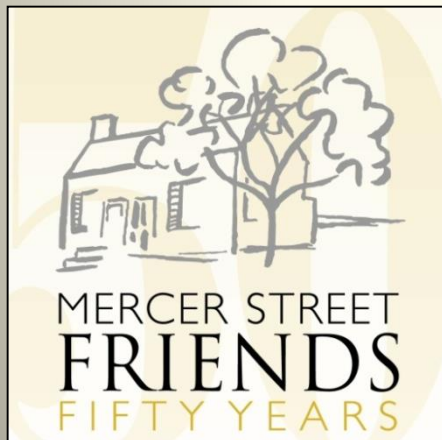
Student Role

Summer schedule → intensive experience

- Observe → conduct interviews
- Collaborate with community partners
- Enter, clean, and analyze data
- Manuscript preparation

Outcomes

- CBR SHT
- Continue CBR: Clinical Psychology PhD program
- Student co-authored papers and presentation
- Application to community issues

Alternate Model

- Advanced, multiple semester research seminar (Psychology 390/492)
- "TEAM" developmental model
  - T = Trainee
  - E = Educator
  - A = Associate
  - M = Mentor

"It is God's Will, and also Deforestation"

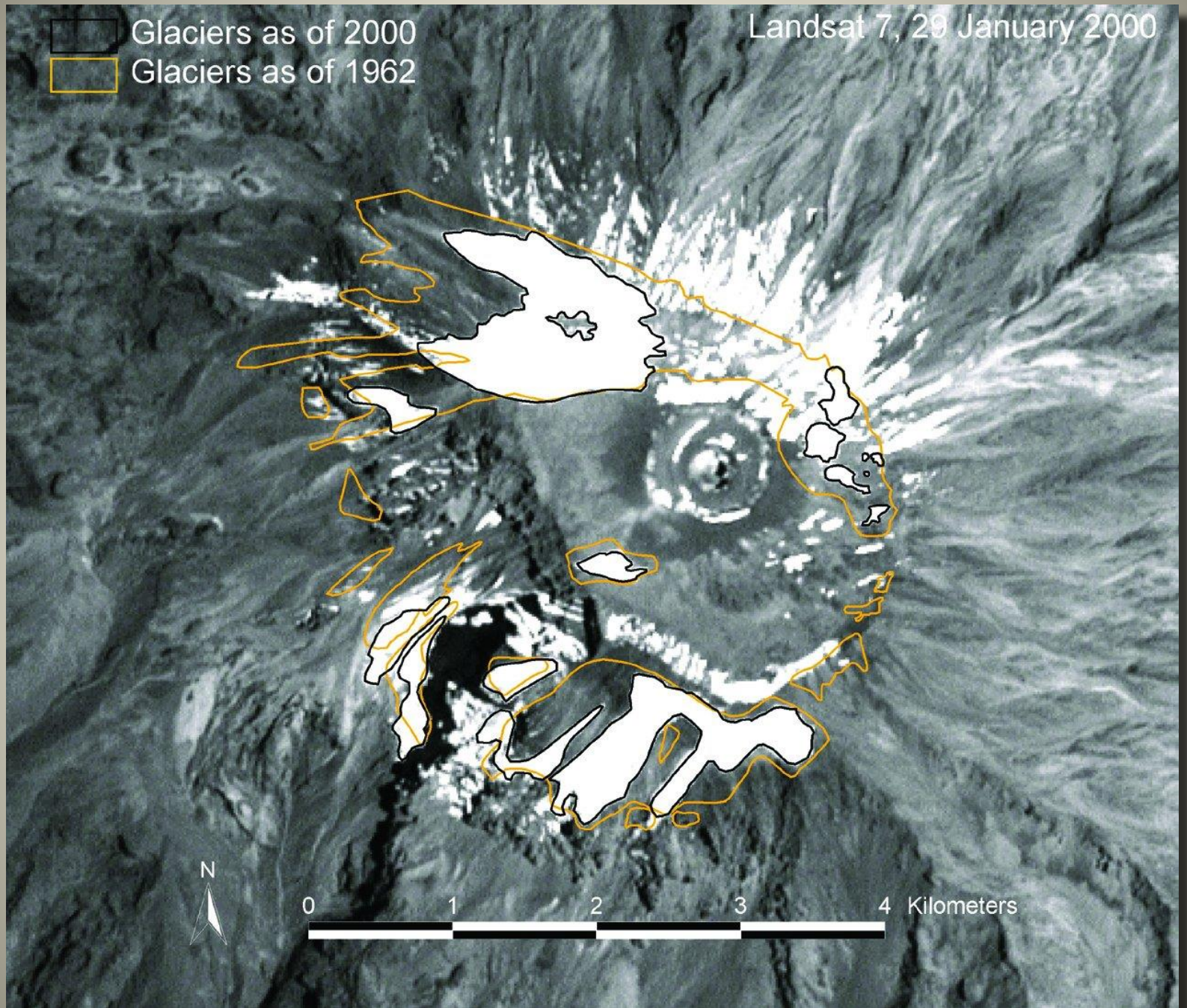## Local discourses and the disappearance of Kilimanjaro's glaciers

Dr. Matthew Bender, Beatrice Kwok, and Tamra Wroblesky

Glaciers as of 2000
Glaciers as of 1962

Landsat 7, 29 January 2000

N

0   1   2   3   4 Kilometers

Interviewing

Community and Environmental Transitions in Metropolitan Trenton: Institutionalizing Research in a Struggling Post-Industrial City

(Funded by NCUR/Lancy Foundation and TCNJ MUSE)

Multidisciplinary: Sociology, Business, Biology, Art, Communications, Nursing, Urban Planning

7 projects during Summer 2008: 7 students, 8 faculty members

Regular multi-project meetings with Trenton officials, plus MUSE gatherings

Included research on potential CBR partners, Bonner Center

Sociology Project:
Environmental Injustice in North Trenton:
The MLK/Jefferson School Annex Site

Dr. Diane Bates
and students
Tamaria Green
Regine Saintilien
Joanna Soto

Data Collected

- Review of Newspaper Articles, State and City Documents, and Community Organization Documents
- Archival data from US Census, American Community Survey, NJ DEP, City of Trenton, NJ Department of Education
- Public Meetings on MLK-Jefferson site and Trenton Public Schools
- Field observations
- Qualitative interviews with residents, community activists, officials from city and SCC,
- Expert interviews

Public Art in Trenton

Sarah Cunningham, TCNJ Art Gallery Director
and student
Michelle Nugent

West Ward Center Mural

Interactive Journalism Institute for Middle Schoolers (IJIMS)

- Premise: Exposing middle school teachers and students to interactive journalism will broaden the number and types of students attracted to the computing professions.

- Supported through a grant from National Science Foundation (NSF) Broadening Participation in Computing program – NSF CNS # 0739173

- Multidisciplinary collaboration among faculty and students from Computer Science, English/Journalism and Interactive Multimedia as well as teachers and students of Fisher Middle School.

- More information at: http://www.tcnj.edu/~ijims

Fisher Middle School

Interactive Journalism Institute for Middle Schoolers (IJIMS)

- The School: Technologically conservative, diverse population, urban rim
- Intensive Summer Program at TCNJ
  - 1 week with just teachers (language arts, math, guidance)
  - 1 week with teachers and students (not necessarily 'math' types, 2/3 girls)
- Afterschool Program at Fisher
  - Meets 1 hour / week
  - Run by the teachers
- Immersion into the process of publishing an online magazine – interviewing, reporting, image/video editing, creating info graphics and animations in Scratch
- Minimal didactic instruction, emphasis on collaboration

Interactive Journalism Institute for Middle Schoolers (IJIMS)

- Teachers **adapted** not merely adopted our curriculum and learning environment.
- Kids are motivated, entranced, eager, and developing 21st century communication skills.
- The kids are teaching other kids and teachers.
  - The kids and teachers "get" that programming and computer science are accessible. THEY WANT MORE.
  - They articulate that you don't have to be a "math type" to program.

Institutional Elements that Enabled Faculty-Student CBR at TCNJ

- Development of extensive community contacts from previous faculty research and the Bonner Center for Civic and Community Engagement

- Funding to support students' full-time research in the summer (internal and external)

- In-load credit for faculty and students to continue CBR in the academic year

- Institutional commitment to value of CBR: tenure and promotion