

PRACTICAL CITY BUILDING AS APPLIED RESEARCH

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UNIVERSITY OF
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(RE)DEFINING RESEARCH IMPACT

- There is a growing ambivalence, among scholars, university administrators, politicians, and the general public, about the societal impact of academic research.
- academics globally have been encouraged by university administrators and the governments that support public institutions to achieve multiple objectives with their research, including scholarly publishing, societal relevance and impact, and income generation from sources outside of the university
- “We write too much, too much that is irrelevant to the public good, and our thoughts are often shrouded in an academic verbalise that alienates all but the most devout member of the peer group.” (Alan Gilbert, 2011)

- “Every field work role is at once a social interaction device for securing information for scientific purposes and a set of behaviors in which an observer’s self is involved.” (Raymond Gold, 1958)
- “Most scholars are concerned with publication mainly and typically do not focus on public exposure... Their focus is on exposure and citations in academic media, that is, on scholarly impact; the incentives of academic institutions encourage this.” (Bent Flyvbjerg, 2012)

ROLE OF THE SCHOLAR: RESEARCH, CONFLICT AND SOCIAL CHANGE

Scholars take on different roles relative to the subjects they study. These roles have various impacts:

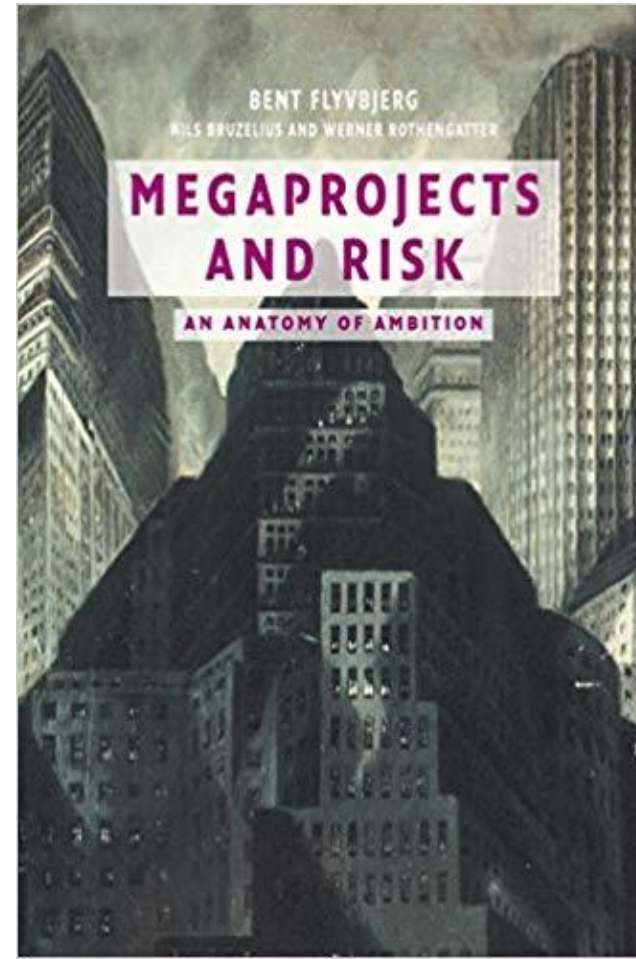
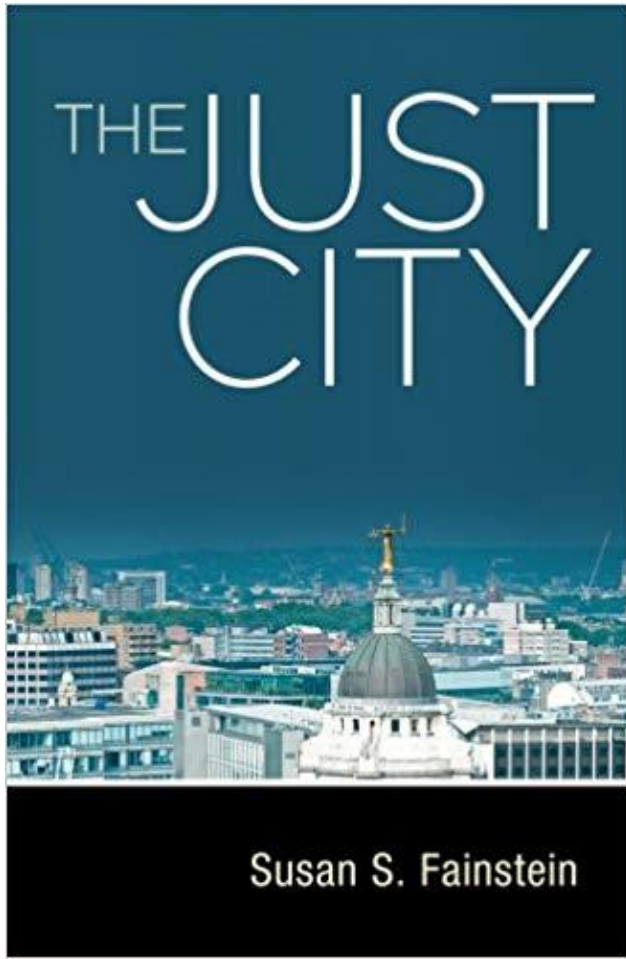
Scholarly Roles

- Scholar as independent outsider
- Scholar as public intellectual
- Scholar as Contractor
- Collaborative Scholar
- Activist Scholar

Impacts:

- Epistemology
- Access
- Funding
- Conflict
- Social Change

SCHOLAR AS INDEPENDENT OUTSIDER



SCHOLAR AS PUBLIC INTELLECTUAL



COLLABORATIVE SCHOLAR

Equity Planning in Post-Hurricane Katrina New Orleans: Lessons From the Ninth Ward

Kenneth M. Reardon
The University of Memphis

Marcel Ionescu-Heroiu
The World Bank

Andrew J. Rumbach
Cornell University

Abstract

This article describes how grassroots activists and community leaders representing poor and working class residents of New Orleans, together with planning students and faculty from three research universities, overcame racial, class, and cultural barriers to collaboration to create and promote a comprehensive Hurricane Katrina recovery plan for the neighborhoods that make up the city's Ninth Ward.

Introduction

During the past 25 years, there has been a growing acceptance of Ernest Boyer's notion of the scholarship of engagement within American higher education (Boyer, 1994). Today, more than 1,100 college and university presidents are members of Campus Compact, a national organization committed to mobilizing the assets of campuses to assist local residents, officials, and institutions struggling to improve conditions in economically challenged rural and urban communities.¹ Each year, millions of university students enroll in service-learning courses encountering what Jack Mezirow referred to as transformational learning experiences, while working with long-term community activists and leaders pursuing social justice through various organizing, advocacy, and service initiatives (see Mezirow, 1991).

¹ For more information regarding the goals, programs, memberships, and accomplishments of the Campus Compact, visit the organization's website at <http://www.compact.org>.

An Experiential Approach to Creating an Effective Community-University Partnership: The East St. Louis Action Research Project

Kenneth M. Reardon
Cornell University

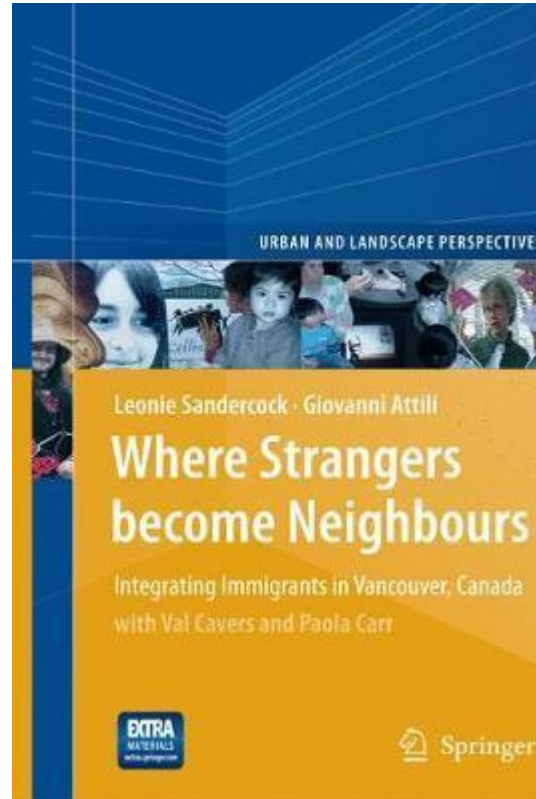
Abstract

Increasing numbers of American colleges and universities are undertaking long-term partnerships with community-based organizations and municipal government agencies committed to improving the quality of life in our Nation's poorest urban and rural communities. The most successful of these initiatives bring community leaders, municipal officials and university students together to develop innovative solutions to critical economic and social problems overcoming the significant race, class, and gender-based barriers that often make such cooperation difficult.

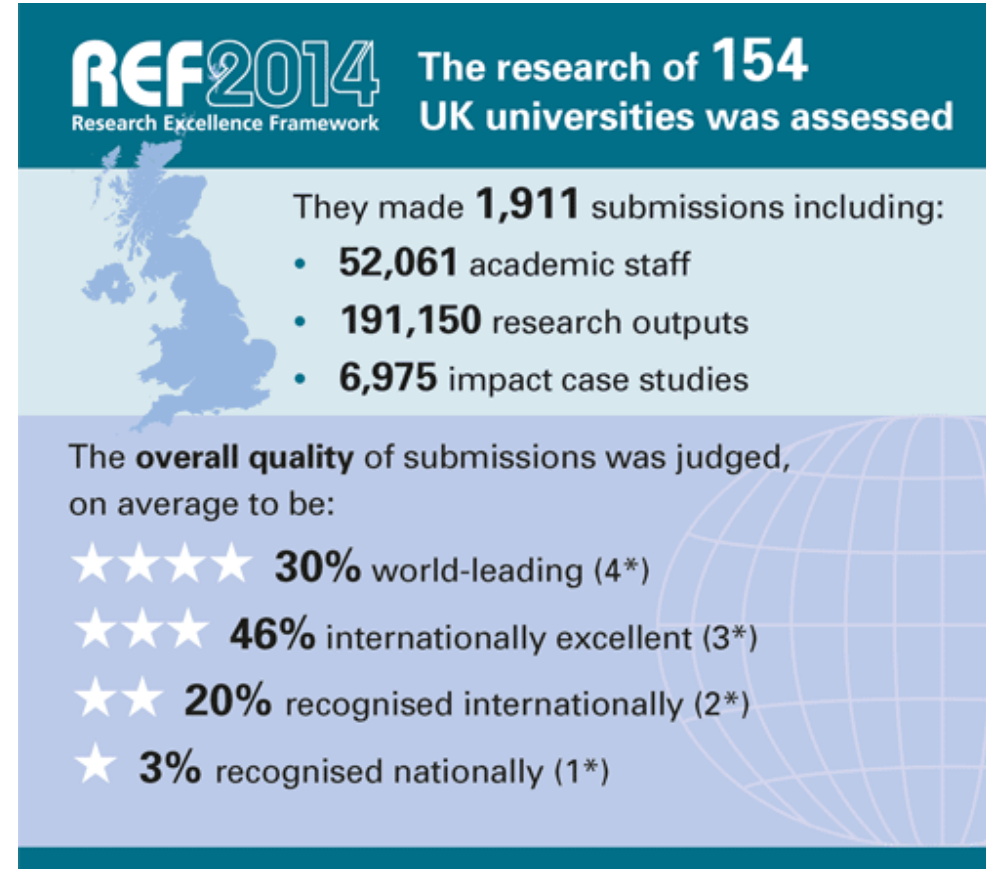
This article describes how community residents, municipal officials, and university students worked together to transcend these obstacles to create and sustain a highly-effective community development partnership that has improved living conditions in several distressed neighborhoods of East St. Louis. Participants in the East St. Louis Action Research Project described how they used David A. Kolb's experiential learning theories to recreate their partnership four times during a 10-year period to address unanticipated problems.

In 1987 State Representative Wyvetter H. Younge (D-East St. Louis) became the chairperson of the Illinois State Legislature's Joint Committee on Higher Education Finance. Soon after assuming this important legislative post, Representative Younge challenged Dr. Stanley O. Ikenberry, former president of the University of Illinois and current president of the American Council on Education, to demonstrate his administration's commitment to serving the State's urban poor. Dr. Ikenberry responded to this challenge by reallocating \$100,000 in campus funds to support East St. Louis research conducted by

COLLABORATIVE SCHOLARSHIP



INSTITUTIONAL PRESSURES AND INCENTIVES



FROM INDIVIDUAL TO INSTITUTION



- “universities are needed to help tackle the serious challenges faced by towns and cities...progress will require new partnerships.”
 - universities and city halls need to build deep links
 - universities and cities should put inclusiveness first
 - Bring a wider perspective (but beware of best practice)
 - Combine disciplines
 - Monitor progress and tell the story
 - Use the university campus
 - Understanding the roots of city challenges and innovating to solve them

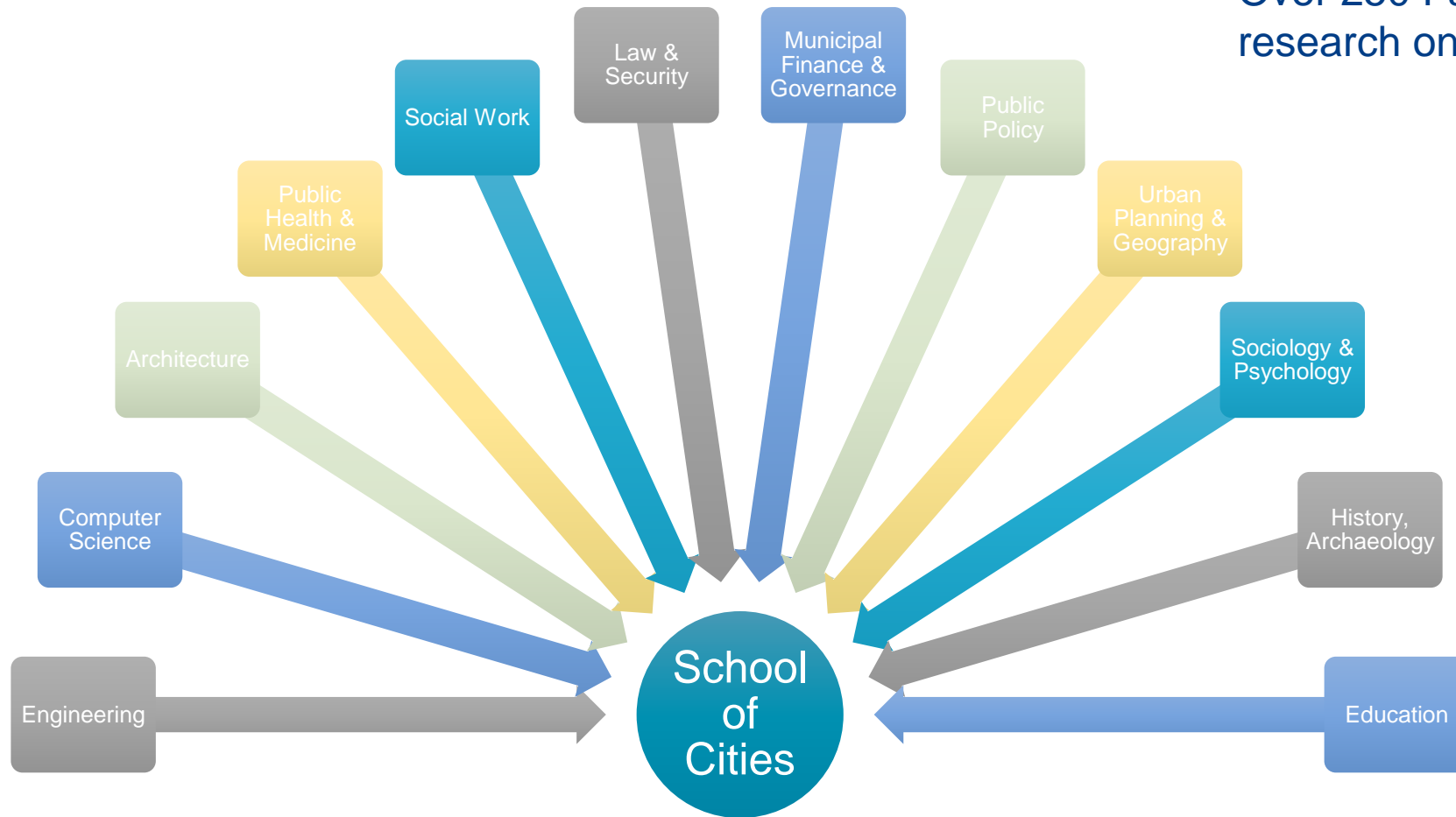
UNIVERSITY
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INTRODUCING

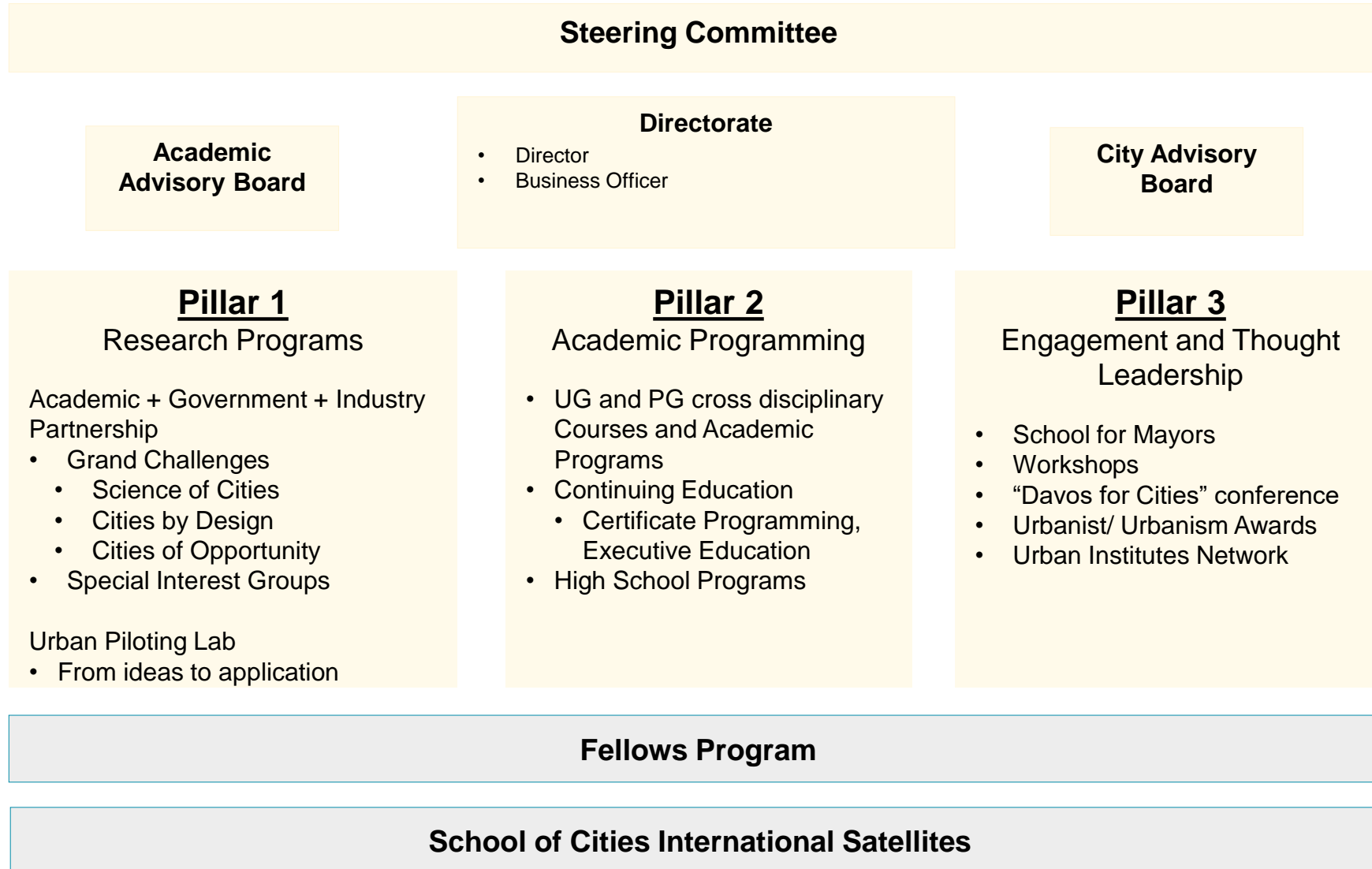
SCHOOL OF CITIES

TRANS-DISCIPLINARY

Over 250 Faculty performing research on Urban problems



SCHOOL OF CITIES STRUCTURE



MIXED USE BUILDING INCUBATOR

- Creative mixed use buildings can deliver critical public services in facilities that are better than any one partner could realize on their own.
- A form of partnership that is based on a long-term relationship
- At present, each partnership is bespoke
 - Often realized as a last resort
- Can innovative mixed use buildings be turned from a last resort to a first option



URBAN PILOT LAB



GRAND CHALLENGE RESEARCH PROJECTS



City Foods: Liveliness and Livelihood in Sustainable Cities



Sound-Sustainability Intersections in Urban Spaces



UrbEnNet



Building and Governing Climate Resilient Cities



Preparing Society for 21st Century Mobility



Smart Communities and Villages



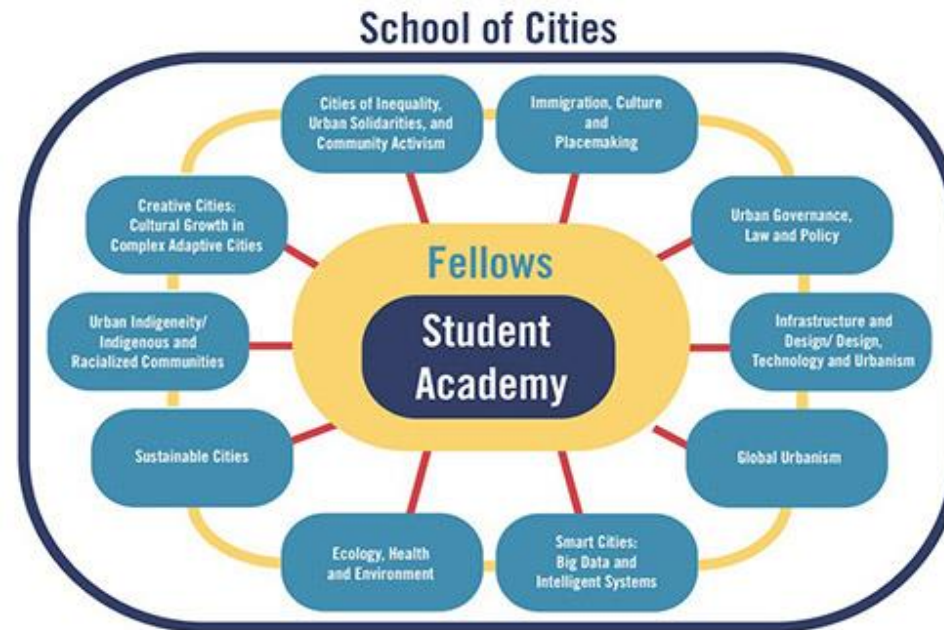
The Future of Urban Mobility



The Future of Urban Mobility

STUDENT FELLOWS + ACADEMY

Name	Project	Program of Study
Lamia Aganagic	Ogimaakwe – Facilitating Mindfulness and Fostering Leadership for Indigenous Women	Master's, Public Policy
Ramz Aziz	Toronto's AI Transformation – Building a Smarter, Richer and (hopefully) Fairer City	JD/MBA, Law and Business Administration
Rebecca Beaulne-Stuebing	Mashkiki gitigaanan omaa akiing: Indigenous Medicine(s) in the City	PhD, Social Justice Education ; collaborative specialization in Indigenous Health
Jennifer Chau Tran	The Wastebelt	Master's, Landscape Architecture
Niyosha Keyzad	Scarborough Plaza Workshop Series	PhD, English and Centre for Diaspora and Transnational Studies
Vanessa Kiley	Red Embers – School of Cities Collaborative Research Initiative	Master's, Planning
Joanna Kocsis and Rebecca McMillan	Urban Climate Resilience in Southeast Asia Partnership (UCRSEA)	PhD, Planning and PhD, Human Geography
Linxi Mytkolli	Evaluating and Redefining the Health of the Canadian Health Care System in a Changing World: How Youth can Help Build Sustainable and Healthy Communities in Canada	Master's, Sustainability Management (UTM)
Adrien Roy	Promoting and Enabling an Urban Circular Economy	Master's, Civil Engineering
Igor Samardzic	Challenging the Status Quo through Productive "Disruption"	Master's, Urban Planning
Jessika Tremblay	Toronto Smart City: A Future in the Present	PhD, Anthropology



CONCLUSIONS: UNIVERSITY AS CITY BUILDER

