Pathways and Career Aspirations of Graduate Students and Early Career Publicly Engaged Scholars: A Mixed-method Study

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Tim Eatman, Robin Goettel, and Staci Weber, Presenters
Julie Ellison, Respondent

Thursday, September 23, 2010
11:45AM - 1:15PM - Isaacson Boardroom
11th Annual National Conference
Seattle, Washington
I am a publicly engaged scholar, I think. After volunteering in a nursing home as a child, I worked there after graduating college with an art degree. Working there raised many questions for me, which lead me to study aging in graduate school. I found support in a professor who also served our community as a child psychologist. Her mentorship gave me the encouragement I needed to bridge my interdisciplinary interests in art and aging.
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SESSION AGENDA

- Introductions of presenters and research context
- Description of research study
- Dimensions of publicly engaged scholars
  - Break-out groups
- Respondent summary
- Questions and Comments
DESCRIPTION OF RESEARCH

- Defining Public Engaged Scholarship (CMAP)
- Quantitative design
  - Research questions
  - Findings
- Qualitative design
  - Findings
RESEARCH FOCUS

What are the **key elements** of publicly engaged scholarship?
What are the **key elements** of publicly engaged scholarship?
What are the **key elements** of publicly engaged scholarship?
How can we best understand the aspirations and decisions of publicly engaged scholars?
1. Instrument development
2. Participants
3. Demographics
4. Key findings to date
5. Limitations
1. Participant selection

2. Process

3. Demographics

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INTERVIEWS

1. Participant selection
2. Process
3. Demographics
4. Key findings to date
5. Limitations
INTERVIEW DEMOGRAPHICS: GENDER

Figure 1. PES study interviewees by gender.

N= 54 interviewees

Monday, October 4, 2010
INTERVIEW DEMOGRAPHICS: RACE

N= 54 interviewees

Figure 2. PES study interviewees by race.
INTERVIEW DEMOGRAPHICS: DISCIPLINE

N= 54 interviewees

Figure 3. PES study interviewees by discipline.
1. Participant selection

2. Process

3. Demographics

4. Key findings to date

5. Limitations
DEVELOPING A PROFILE TYPOLOGY

- Profile 1 – Cradle to community scholar
- Profile 2 – Artist as engaged scholar
- Profile 3 – Teacher to Engaged Scholar
- Profile 4 – Program coordinator to engaged administrator/scholar
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- Profile 7 - Pragmatist
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Profile 1 – Cradle to community scholar

SARAH

- Motivations: Personal (family, spiritually)
- Bridging worlds: Theory with practice
- Interdisciplinary
- Mentorship: Importance of a single individual
- Career aspirations: Work with an NPO and at a university as an adjunct professor
I am an artist, an activist, and a scholar. I use documentary film as a creative outlet to give people a voice. When I applied to graduate school I wanted to remain local, so I would not have to uproot my family or leave my artist community. My advisor introduced me to his work and used the term publicly engaged scholarship. I now have the language to support the work I have always done. I am a publicly engaged artist tied to the academy.
Profile 2 – Artist as engaged scholar

CYNTHIA

- Identify: (Engaged) artist and activist (wears multiple hats)
- Motivation: Tools for change and Personal
- Bridge worlds: Higher education and community
- Mentorship: Community-centered
- Sphere of commitment: Local
- Characteristics: Flexibility and Creativity
- Non-traditional age, attended graduate school w/ clear purpose
- Identified as PES after receiving the language
For years, I taught in urban city schools. When I decided to return to graduate school and become a faculty member, I could not fathom leaving secondary education all together. In order to keep one foot in the K-12 arena and another in higher education, I learned the benefits of community-based research teams. I now work with community members, local educators, faculty, and students on school reform and enhancing classroom learning.
Profile 3 – Teacher to Engaged Scholar

- **Identity**: Teacher and Change agent
- **Bridge worlds**: Higher education and K-12
- **Motivation**: PES as innate (obvious, applied, common sense)
- **Challenges**: “Ivory tower” and pull of traditional research
- **Community-based research teams**
- **“Public”**
- **Reciprocity**
After graduating college, I accepted an offer for coordinator of service learning. I loved my job, but envied the faculty members who taught their students using service learning as a form of pedagogy. Thus, I began to pursue my PhD part-time and use public need to inform my scholarship. I now teach community-based classes because I believe in the pedagogy of public scholarship. I am still untenured. Other than that, I have my dream job and would not change a thing.
Profile 4 – Program coordinator to engaged administrator/scholar

- Service-learning
- Motivation: PES as pedagogy
- Department and institution culture and commitment to PES
- Challenges: Promotion and tenure process; Better use of university resources
- Career aspiration: Tenure
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1. Participant selection

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Do these prototypes seem fitting?
Can you see yourself in them?
Who is missing?
• Have developed strong regional ties before graduate school.

• Worked in a professional capacity between graduate and undergraduate.

• Understand and appreciate collaboration and taken aback by the isolation of graduate school.

• Graduate school takes them away from the city/organization with which they have worked.

• Struggle to balance regional/organization commitments with the demands of schooling.

• define themselves as a PES through the network-- ie: the 'Publicly Engaged' title is as much about their individual work as it is about being engaged to others working similarly. They find in PAGE a language to talk about their drive as well as a peer-mentorship network of support.
Response: Julie Ellison

The Public Powers of a Generational Cohort
For years, I taught in urban city schools. When I decided to return to graduate school and become a faculty member, I could not fathom leaving secondary education all together. In order to keep one foot in the K-12 arena and another in higher education, I learned the benefits of community-based research teams. I now work with community members, local educators, faculty, and students on school reform and enhancing classroom learning.

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stories plus data yield co-created profiles and pathways: PES research methodology dynamically advances impact
meta-analysis of complex roles grounded in public cultural work
where is our knowledge coming from?

‘field testing’ reveals stress points and hard questions
epistimelogies of a generational cohort
mapping the ‘shuttle zones’
“In the center of your piece of unlined blank paper, put the thing you are for.”

Sylvia Gale
roles circle around core passion
it is stressful
diagramming roles
“In motion between... not bound”:
complex roles experienced as crossing and negotiation
“Now my roles are driving my projects.”
role aesthetics: hub and spokes formation
role aesthetics: mapping to specify agency
role aesthetics: petal formation
role aesthetics: neighborhood planning formation
arc? continuum? spiral?
role aesthetics: frictional formation
the new organizational studies:
publicly engaged, artful, multiply centered
Research Collaboratory on TTI Impact
Informed by PES Study, “Linkings” Initiative, Next Generation Engagement

impact extends to:

* promotion and tenure policy
* mentoring and hiring practices
* graduate program redesign
* infrastructures of public scholarship
* digital humanities innovation
* the new organizational studies