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

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

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



# SARAH



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

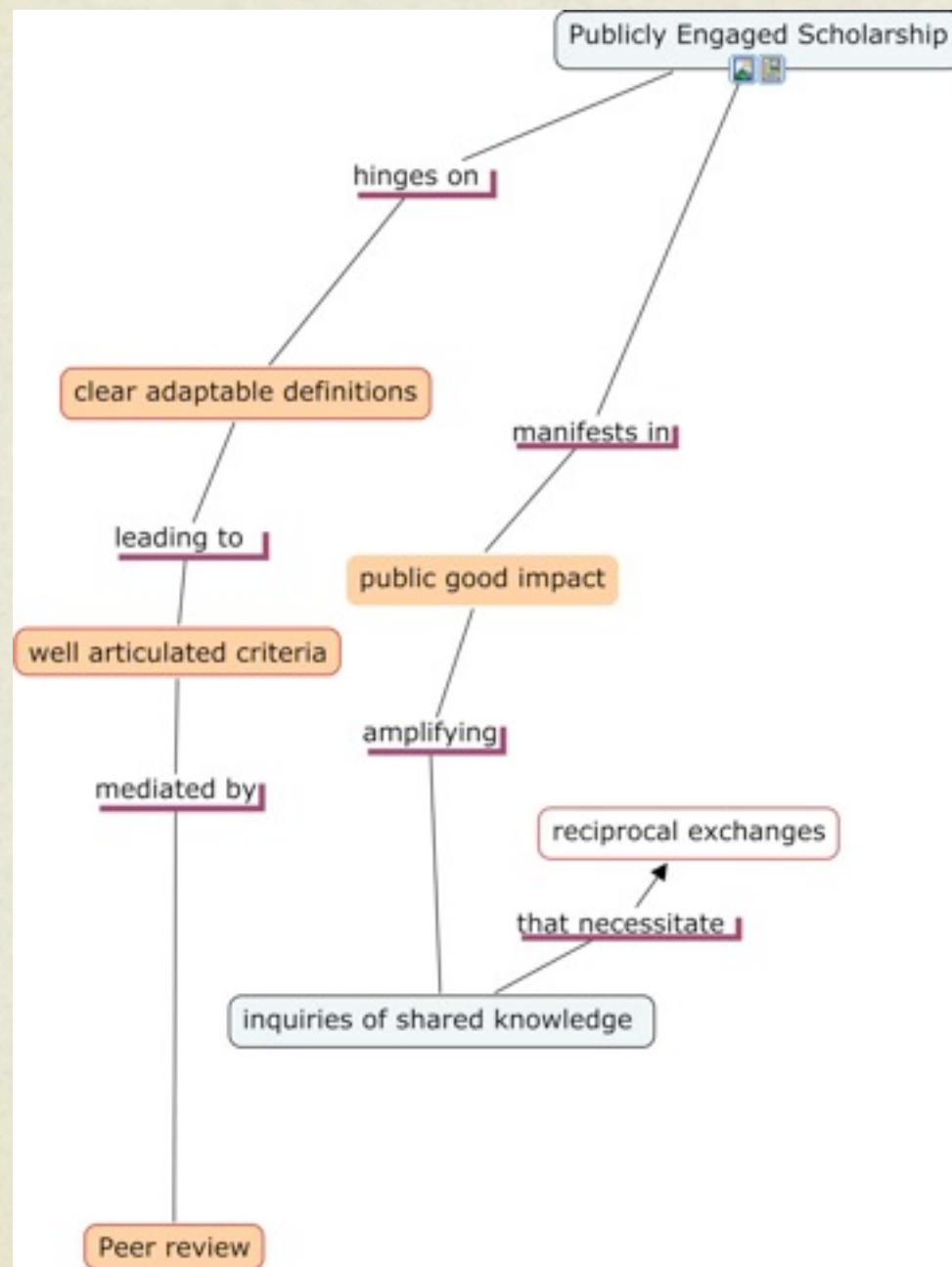


- Defining Public Engaged Scholarship (CMAP)
- Quantitative design
  - Research questions
  - Findings
- Qualitative design
  - Findings



# RESEARCH FOCUS

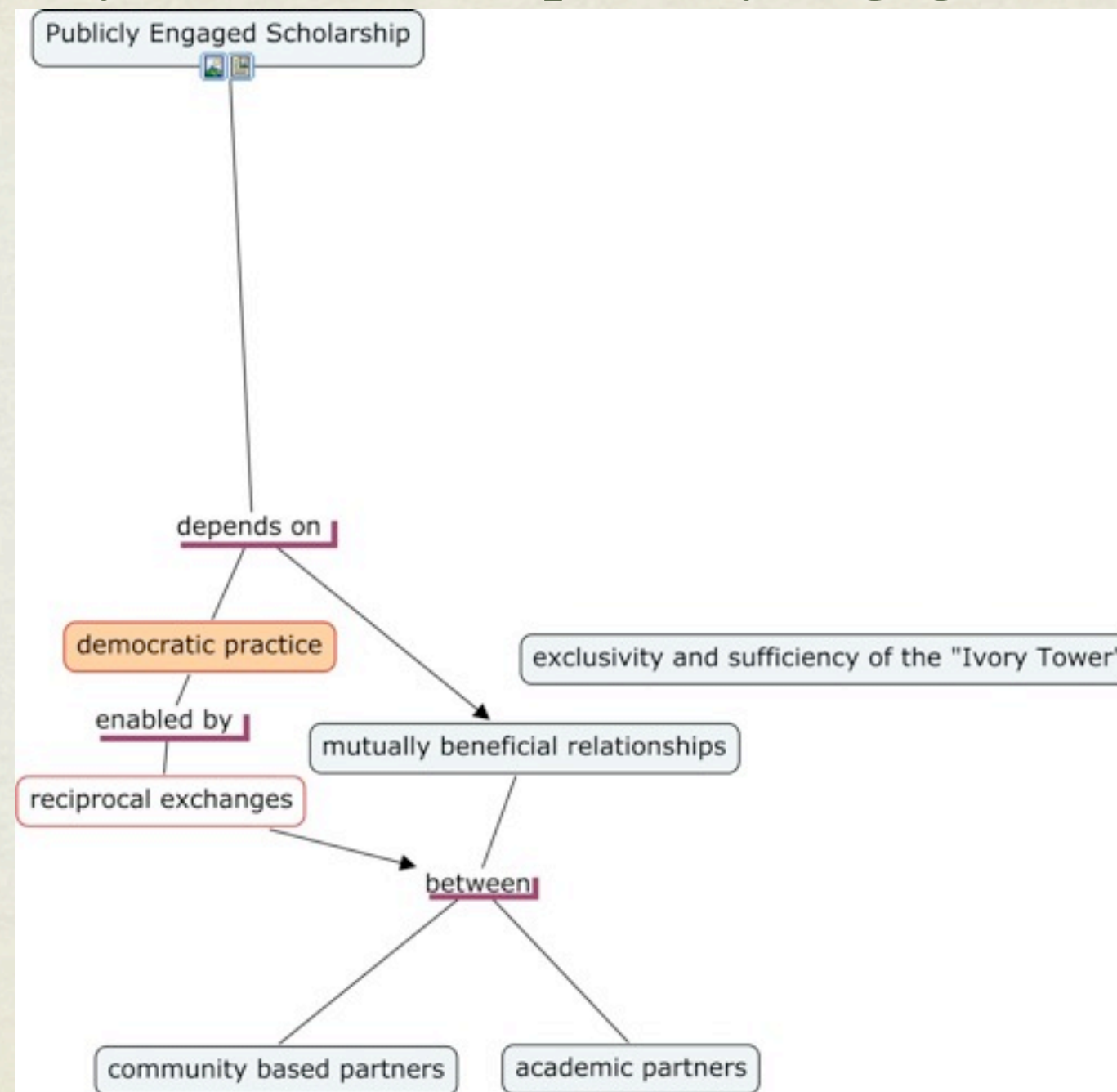
What are the **key elements** of publicly engaged scholarship ?





# RESEARCH FOCUS

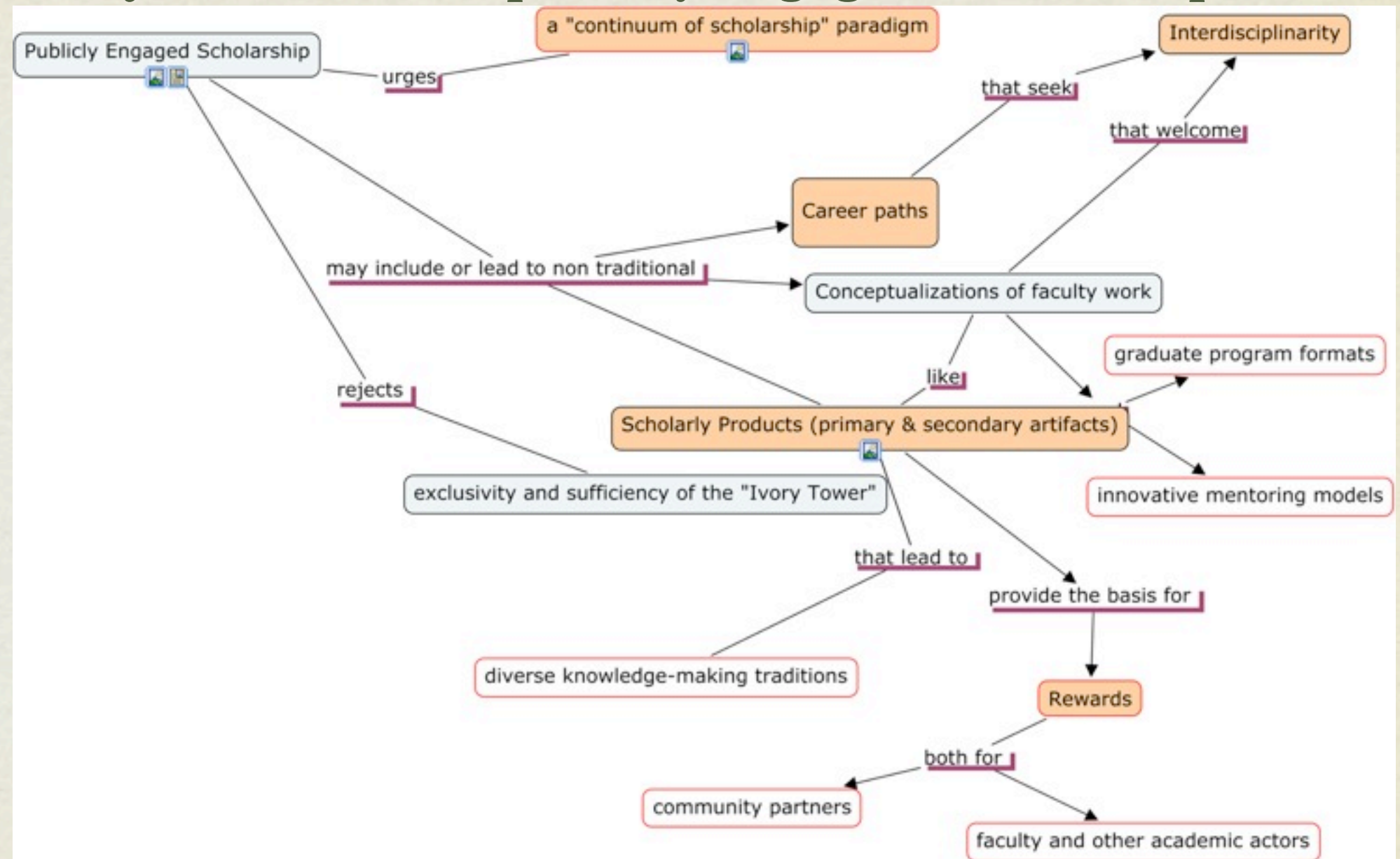
What are the **key elements** of publicly engaged scholarship ?





# RESEARCH FOCUS

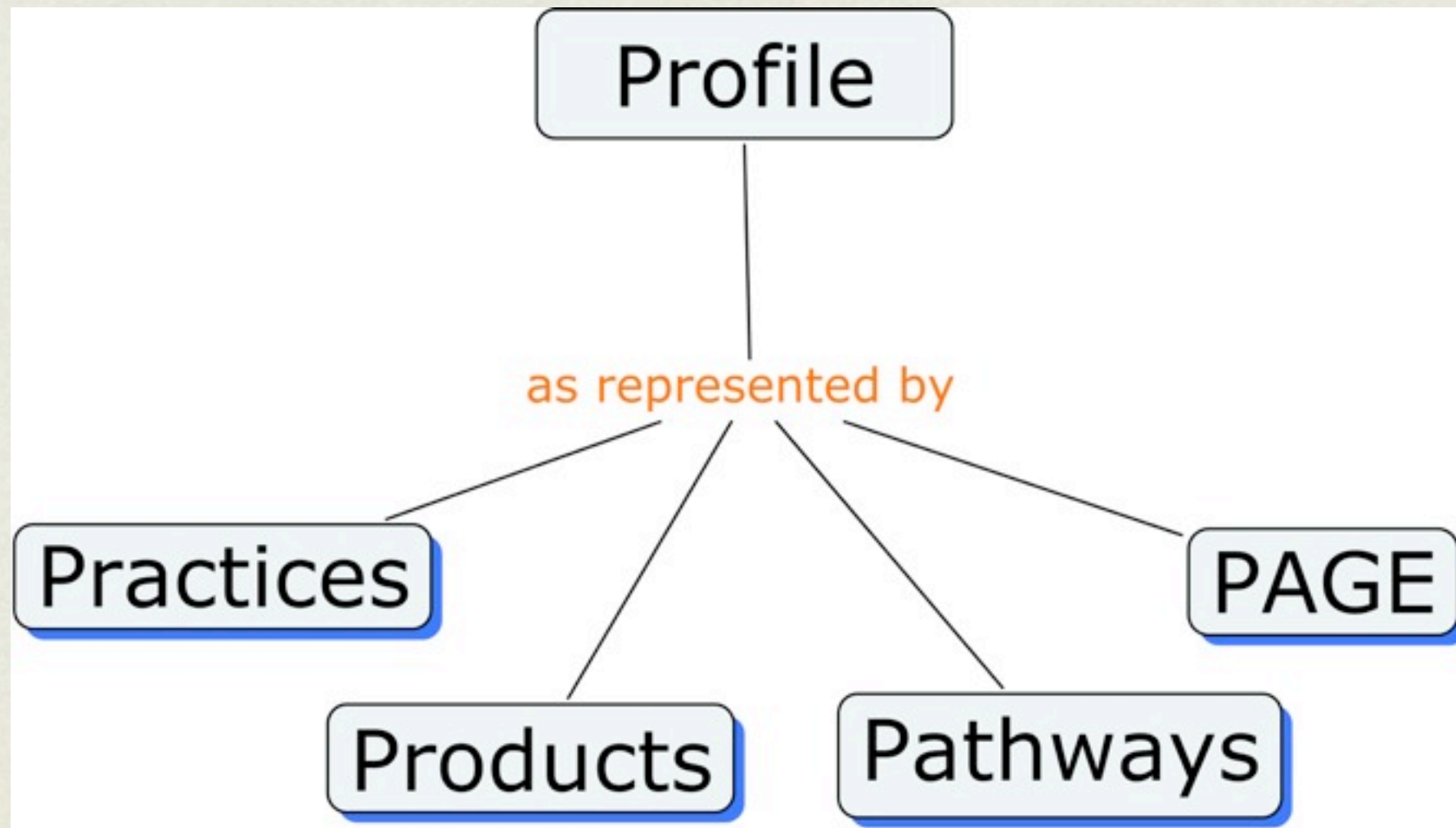
What are the **key elements** of publicly engaged scholarship ?





# RESEARCH FOCUS

How can we best understand the aspirations and decisions of publicly engaged scholars?





# NATIONAL PARTNERSHIPS



International Association for Research on  
Service-learning and Community  
Engagement



New England Resource Center for Higher Education

A RESOURCE CENTER AT THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT, UNIVERSITY OF MASSACHUSETTS BOSTON



CENTER FOR URBAN  
RESEARCH AND LEARNING



Campus Compact



National CBR Networking Initiative



THE UNIVERSITY OF NORTH CAROLINA  
GREENSBORO



THE OFFICE OF LEADERSHIP AND SERVICE-LEARNING

Action Research Center





# SURVEY



1. Instrument development
2. Participants
3. Demographics
4. Key findings to date
5. Limitations



# INTERVIEWS



- 1. Participant selection**
2. Process
3. Demographics
4. Key findings to date
5. Limitations



# INTERVIEWS



1. Participant selection

- 2. Process**

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# INTERVIEWS



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# INTERVIEW DEMOGRAPHICS: GENDER

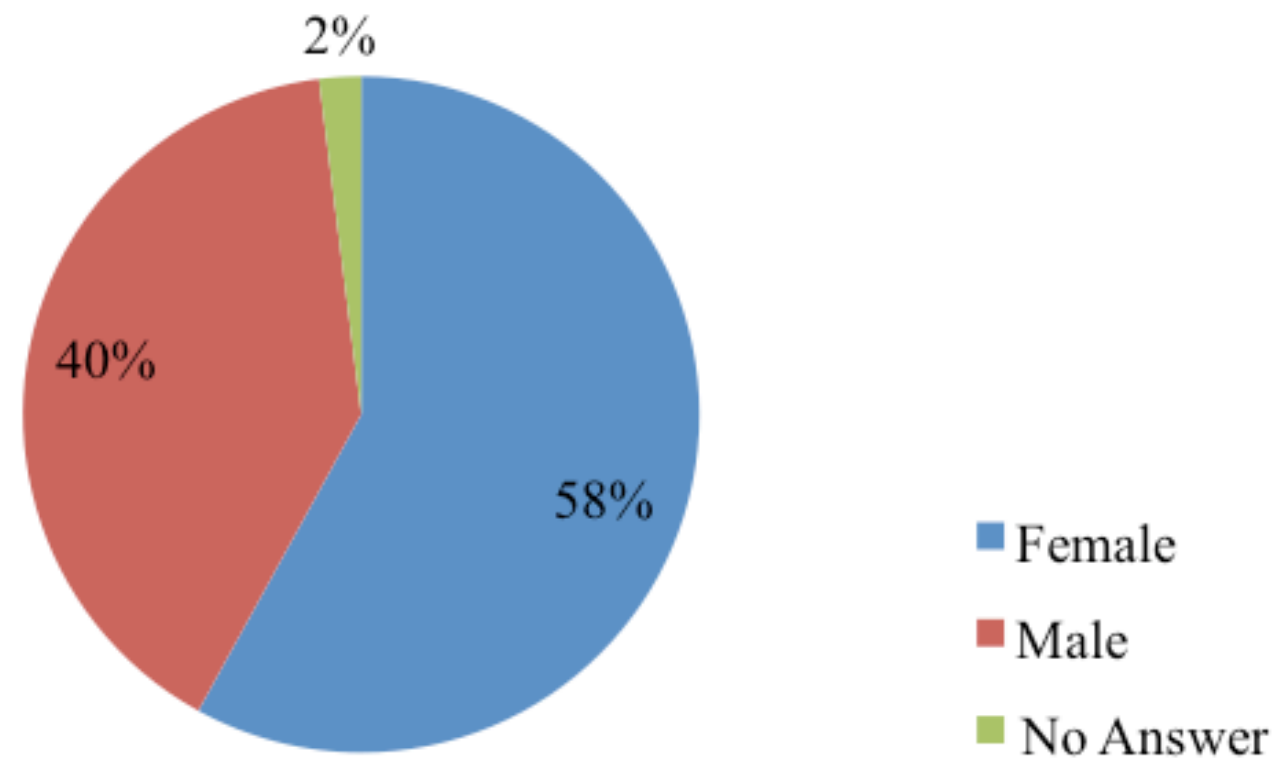


Figure 1. PES study interviewees by gender.

N= 54 interviewees



# INTERVIEW DEMOGRAPHICS: RACE

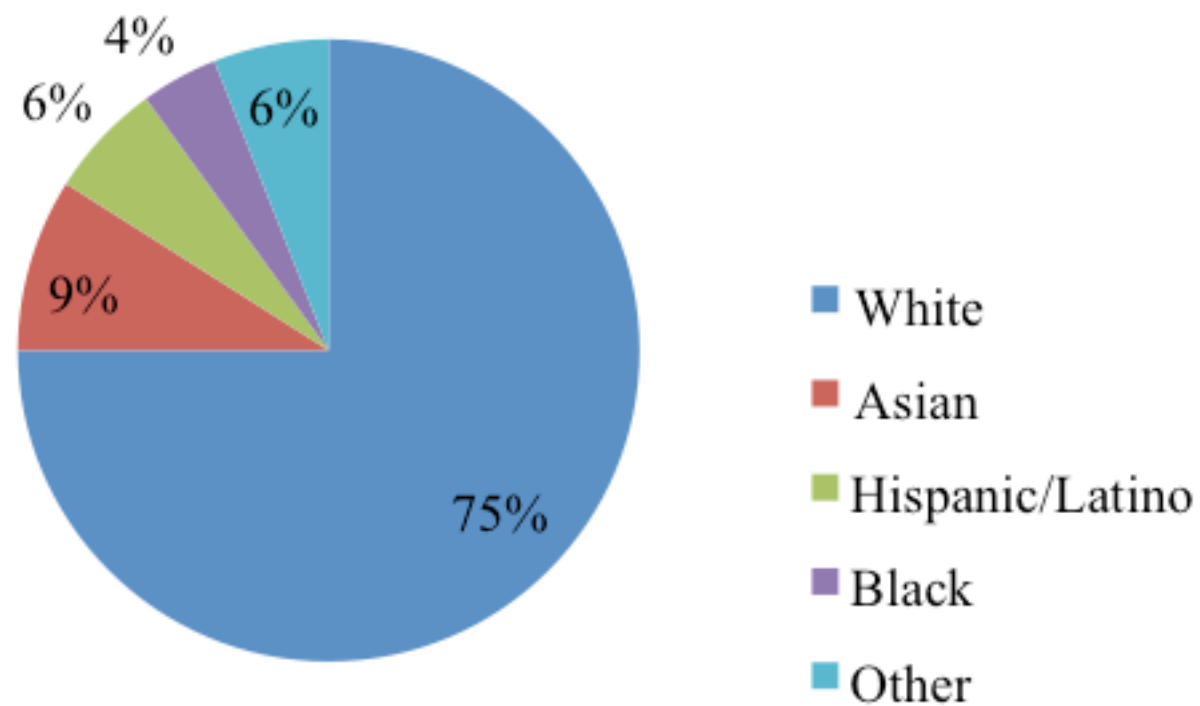


Figure 2. PES study interviewees by race.

N= 54 interviewees



# INTERVIEW DEMOGRAPHICS: DISCIPLINE

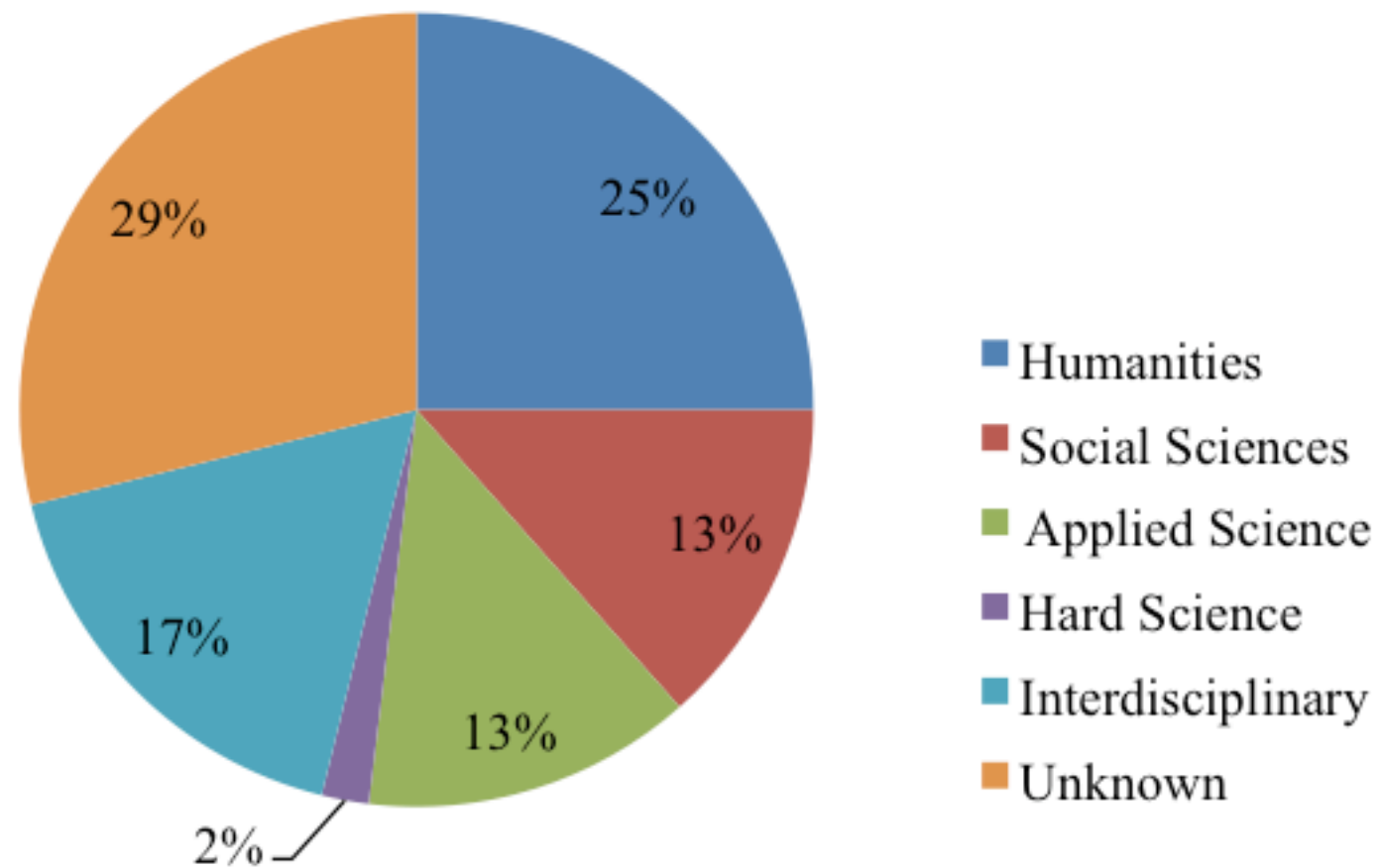


Figure 3. PES study interviewees by discipline.

N= 54 interviewees



# INTERVIEWS



1. Participant selection
2. Process
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- 4. Key findings to date**
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# 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 6 – Activist to Scholar
- Profile 7 - Pragmatist



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# SARAH



## **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



# CYNTHIA



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.



# CYNTHIA



## **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



# TOMAS



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.



# TOMAS



## **Profile 3 – Teacher to Engaged Scholar**

### **TOMAS**

- 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



# SELINDA



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.



# SELINDA



## **Profile 4 –Program coordinator to engaged administrator/scholar**

SELINDA

- 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



# DEVELOPING A PROFILE TYPOLOGY



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# INTERVIEWS



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# PRODUCTS OF PUBLICLY ENGAGED SCHOLARSHIP



Do these prototypes seem fitting?

Can you see yourself in them?

Who is missing?



# PAGE: PUBLICLY ACTIVE GRADUATE EDUCATION



- 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**





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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







epistemologies 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



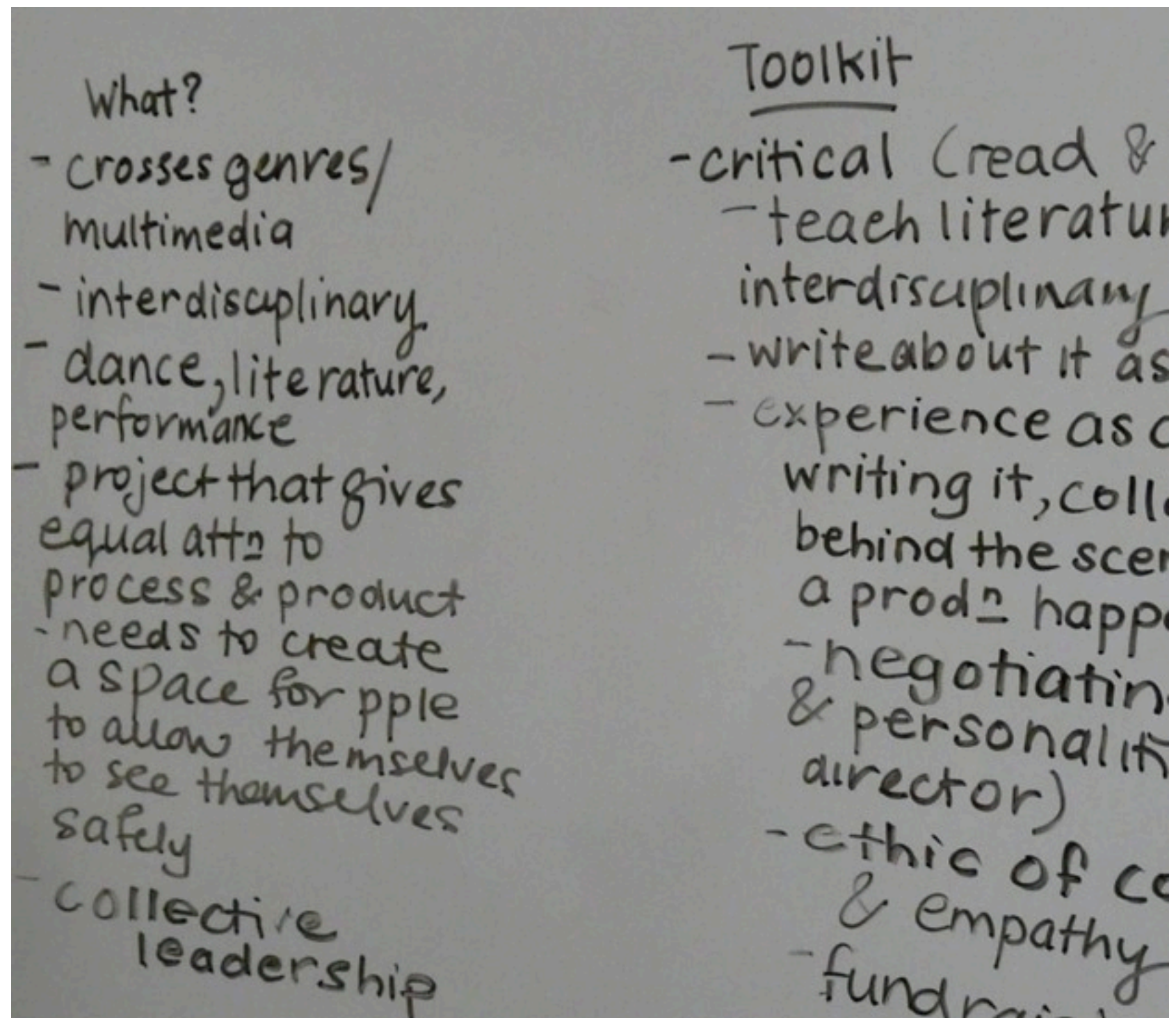


diagramming roles

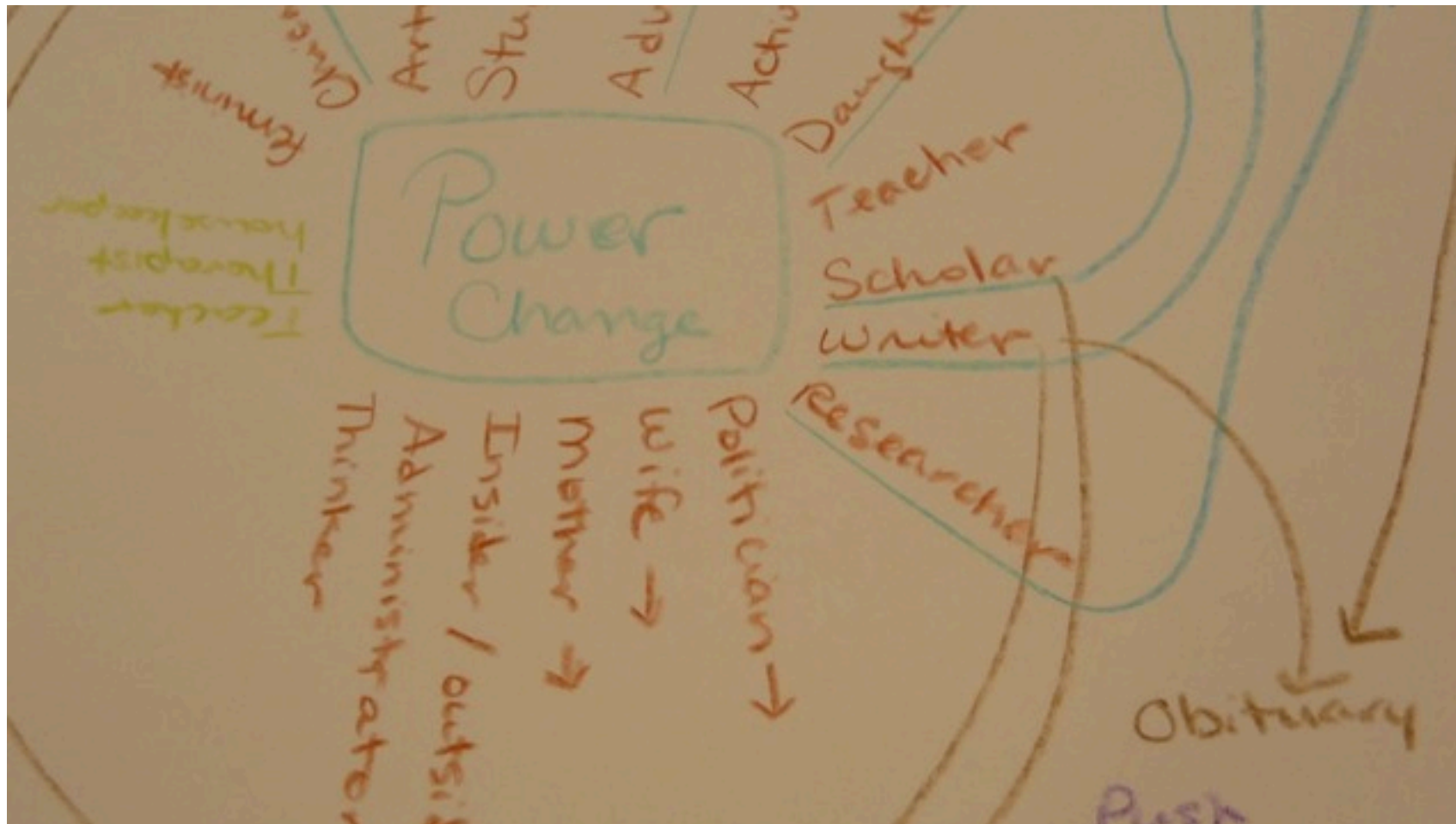


“In motion between...  
not bound”:

complex roles  
experienced as  
crossing  
and negotiation







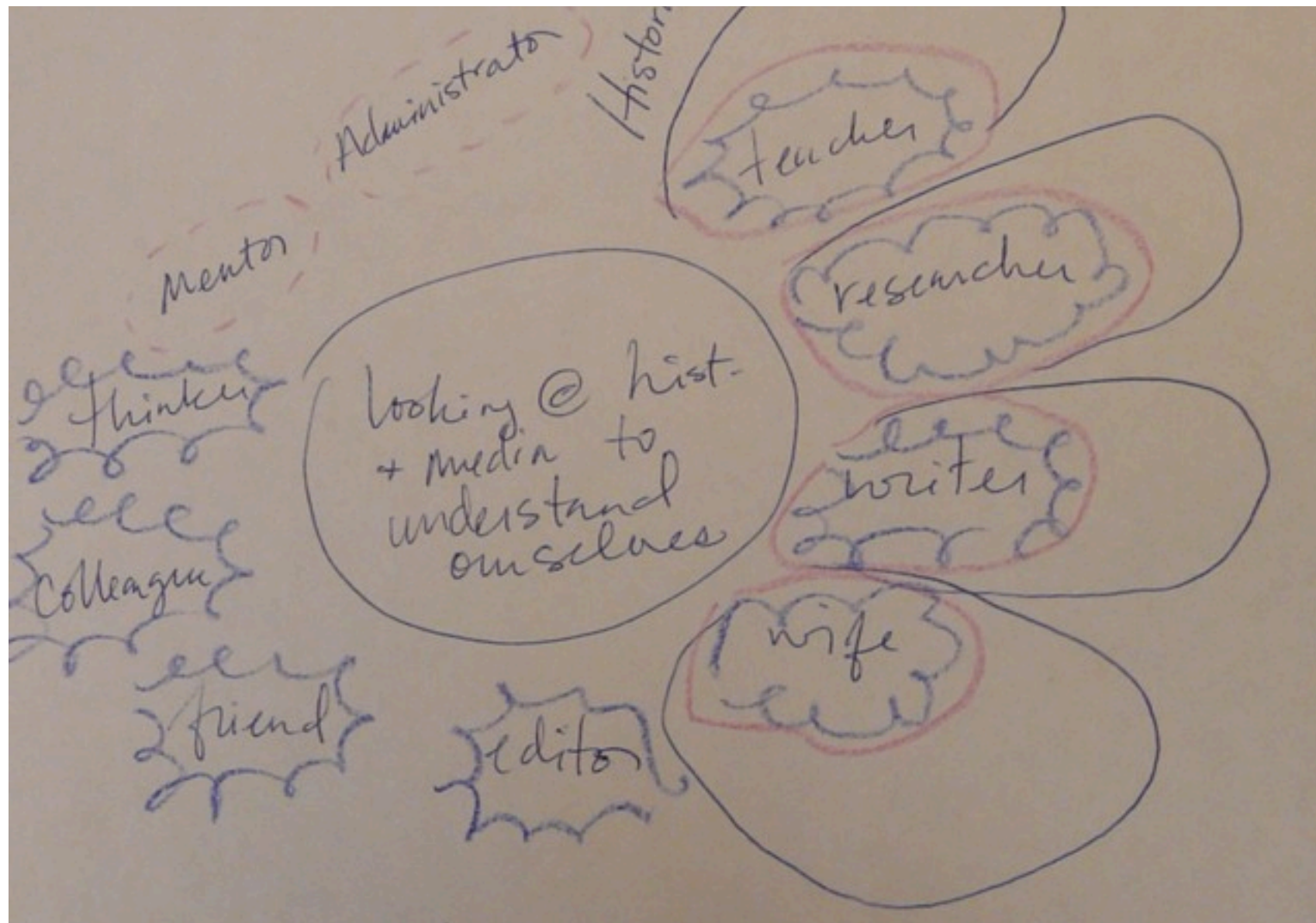
“Now my roles are driving my projects.”  
role aesthetics: hub and spokes formation



role aesthetics:  
mapping to specify agency

• cont'd  
connections  
in malaysia  
(independent)





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