



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

Timothy K. Eatman, Ph.D.
Syracuse University

Friday, October 29, 2010
Session A.5: Nickel Plate - 9:00AM – 9:50AM -
International Association for Research on
Service-Learning and Community Engagement Annual Conference
Indianapolis, IN



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.

PES Profile Typology



- Profile 1 – Cradle to Community Based Scholar
- Profile 2 – Artist as Engaged Scholar
- Profile 3 – Teacher to Engaged Scholar
- Profile 4 – Program coordinator to Engaged Administrator/Scholar
- Profile 5 – Engaged Interdisciplinary
- Profile 6 – Activist to Scholar
- Profile 7 - Pragmatist

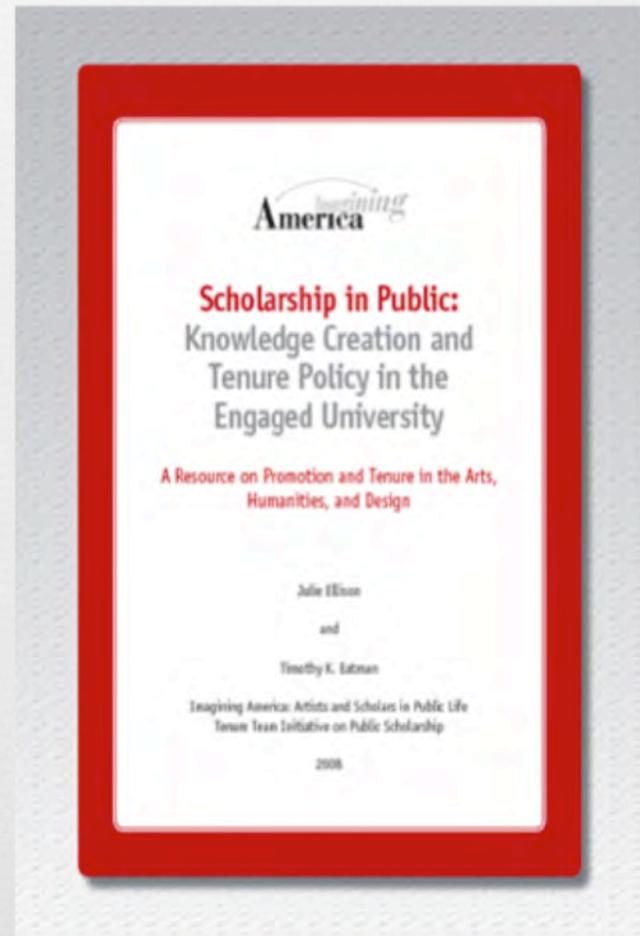
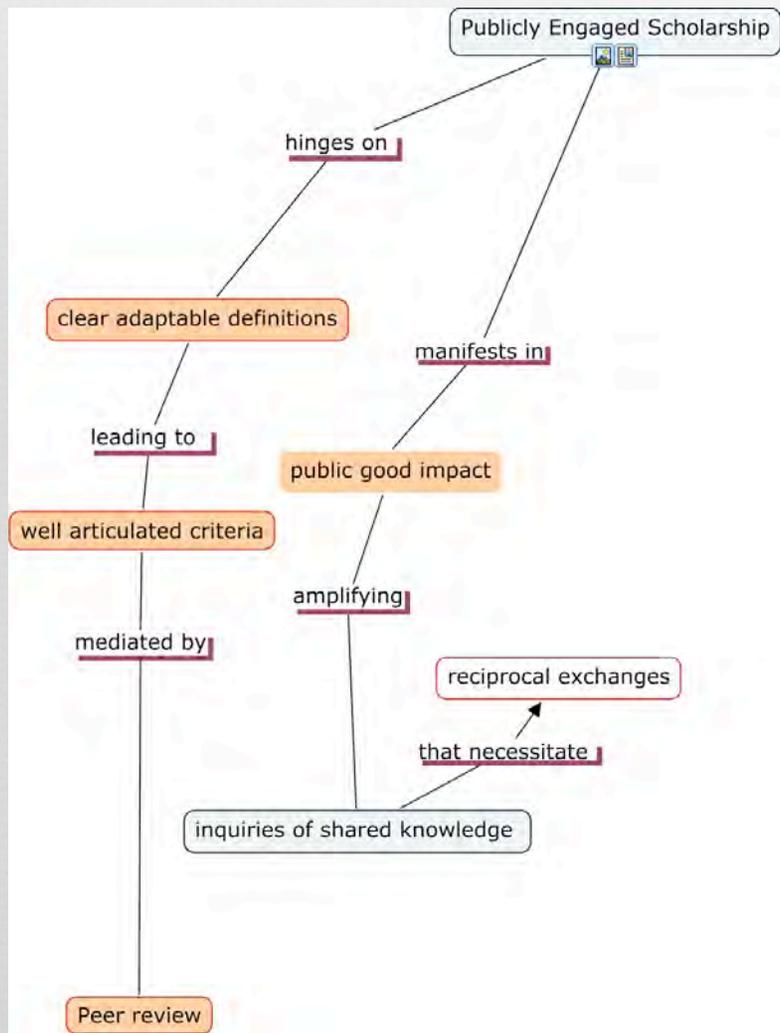
Description of Research



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

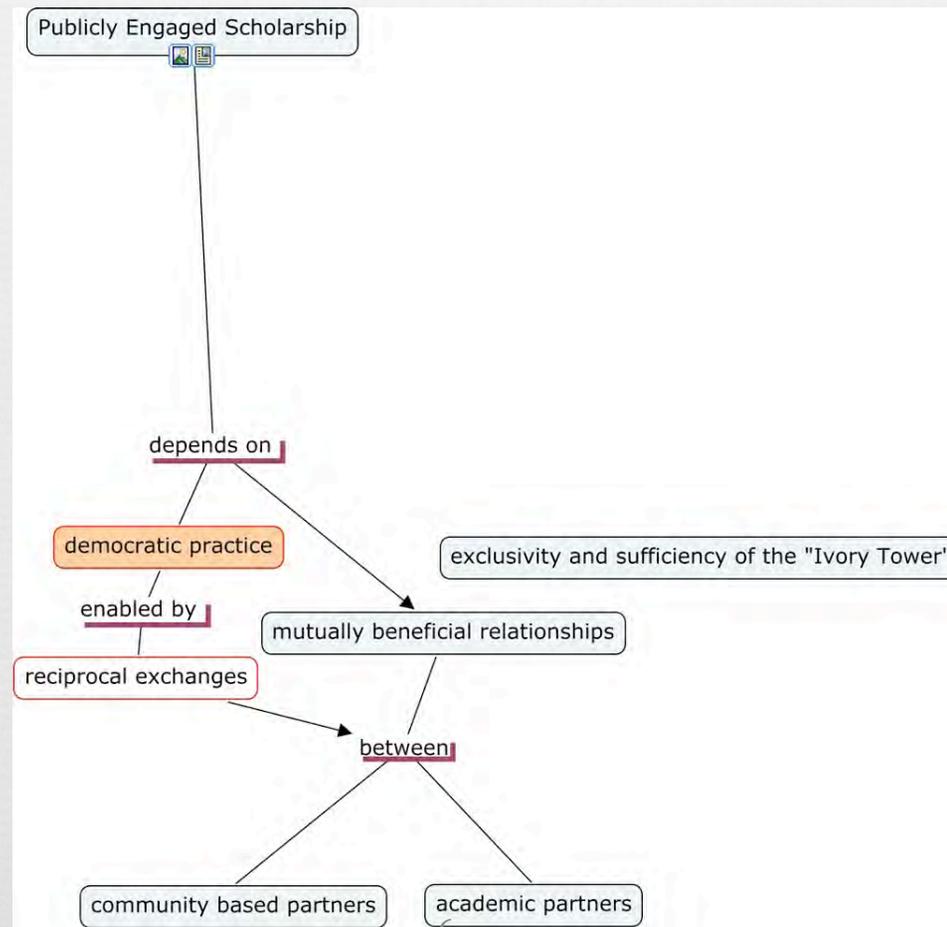
Research Focus

What are the key elements of publicly engaged scholarship ?



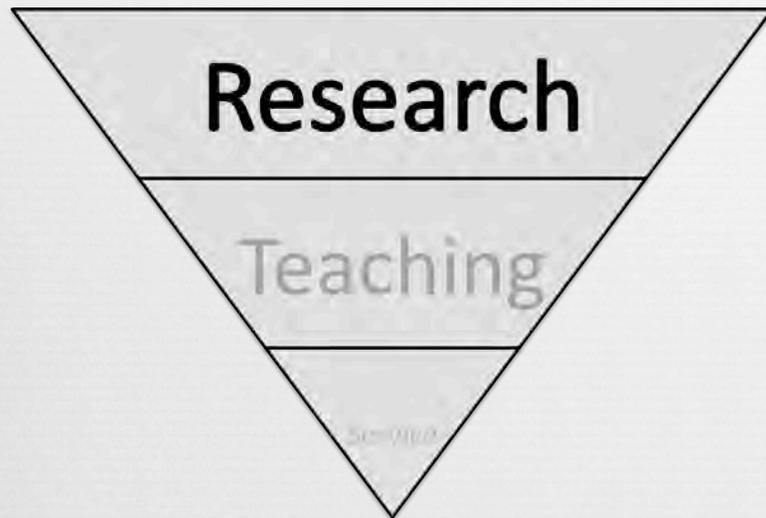
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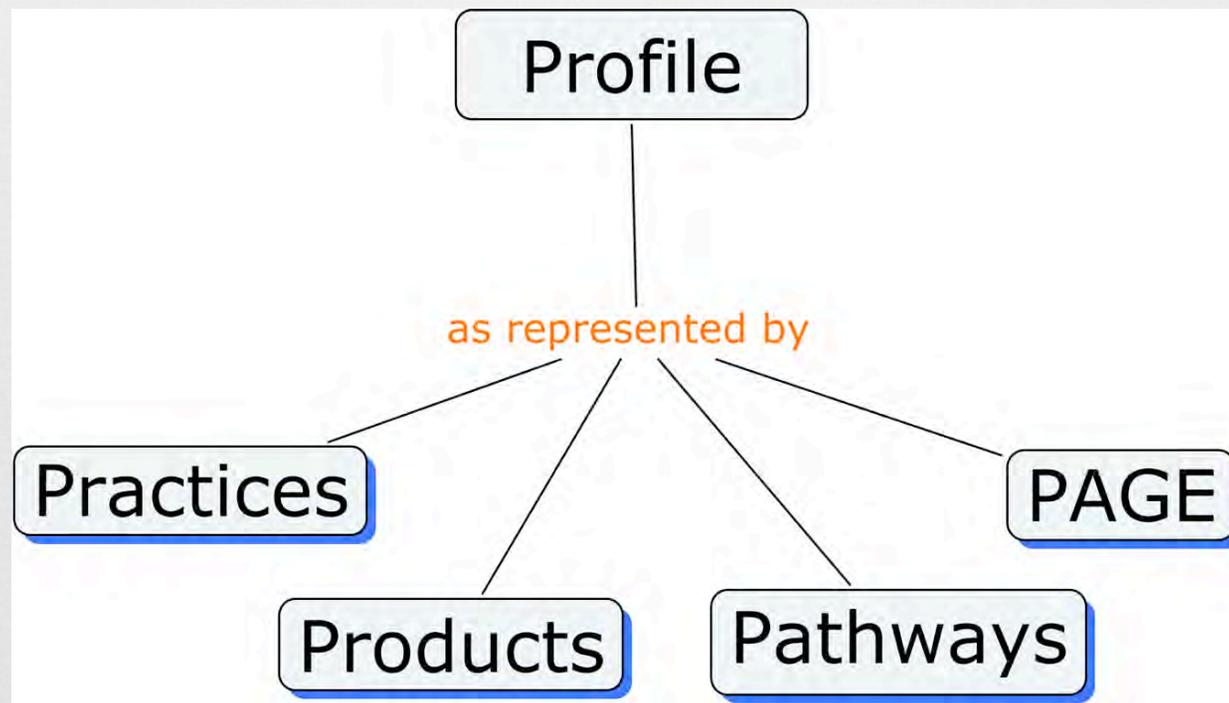


Research Focus

What are the key elements of publicly engaged scholarship ?



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



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Survey



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

Leveraging 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



National CBR Networking Initiative



THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO



THE OFFICE OF LEADERSHIP AND SERVICE-LEARNING

Action Research Center



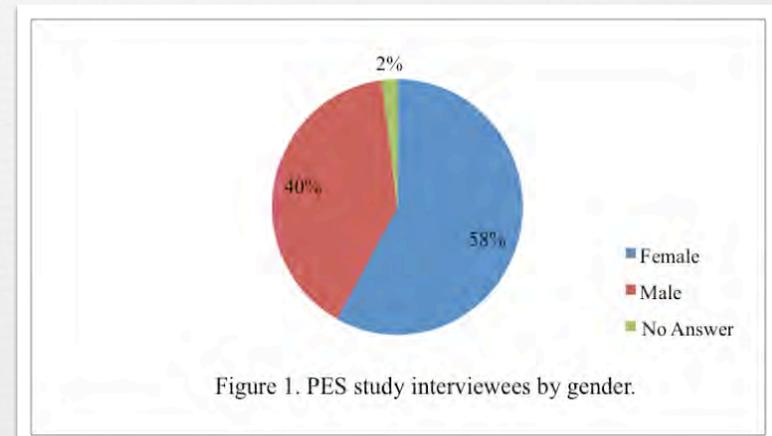
Interviews



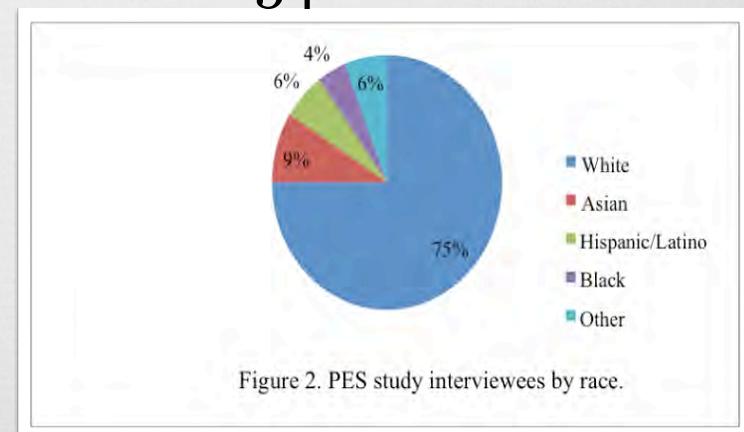
1. Participant selection
2. Process
3. Demographics
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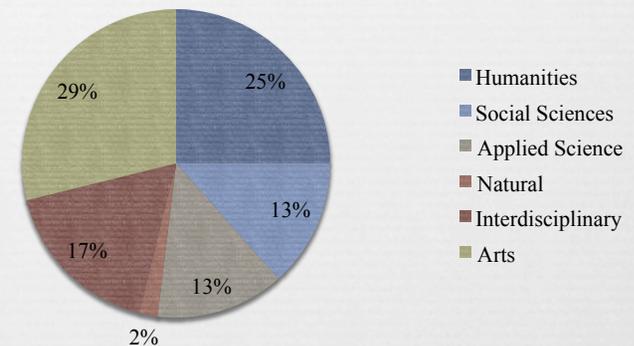
N= 54 interviewees



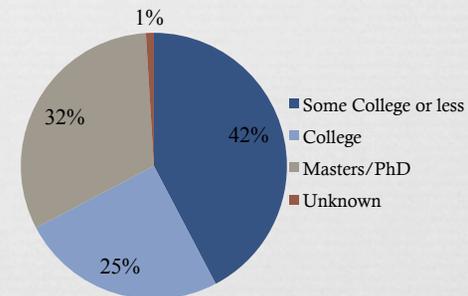
Interviews



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



Degrees held by PES parents



N= 54 interviewees

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Profile I: Cradle to Community Scholar



Prototype - Sarah

Primary Motivations: Personal (family, spirituality)

Engagement Approach: Bridging Worlds

Academic Grounding: Interdisciplinary

Mentorship: Importance of sole individual

Career Aspirations: Work with non profit organization AND 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.

Profile II: Artist as Engaged Scholar



Prototype - Cynthia

Primary Motivations: Tools for Change, non traditional student

Engagement Approach: Bridging Worlds – deep local community committment

Academic Grounding: Arts

Mentorship: Community Centers

Career Aspirations: Work with non profit organization AND university as an adjunct professor



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.

Profile III

Teacher to Engaged Scholar



Prototype - Tomas

Primary Motivations: Teacher and change agent; PES as innate, obvious

Engagement Approach: Bridging Worlds HE & K-12

Academic Grounding: Education

Mentorship: Importance of sole individual

Challenge: Ivory tower ideology and pull of traditional research

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.

Profile IV:

Program Coordinator to Engaged Scholar/Administrator



Prototype - Selinda

Primary Motivations: PES as Pedagogy; better use of
University Resources

Engagement Approach: Service Learning

Academic Grounding: Interdisciplinary

Challenges: P & T process

Career Aspirations: Tenure



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