



# Preliminary Findings from the Publicly Active Graduate Education Research Project

An Imagining America Research Report

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## Acknowledgements

We would like to acknowledge the traditional, ancestral, and unceded lands of the Onondaga Nation, firekeepers of the Haudenosaunee Confederacy, on which D. Romo lives in and engages in this research project. The Onondaga Nation continues to maintain their language, way of life, and sovereign government, which includes honoring relationships with all living beings, including these lands. We also acknowledge the traditional, ancestral, and unceded lands of the Keyauwee, the Saura/Cheraw and Saponi as well as the ancestral lands of the Shawnee and Eastern Band Cherokee, on which Gale lives and engaged in this research.

Land acknowledgements are but a first step toward actionable commitment to Indigenous sovereignty and restitution of Indigenous land that ask us to consider history and our roles and responsibilities to lands and the peoples Indigenous to them. Indigenous epistemology reminds us that each of our responsibilities are different because they are based on our relationship to Indigeneity and settler colonialism.

Next, we would like to acknowledge the engaged graduate students and Publicly Active Graduate Education (PAGE) alumni who took time from their busy schedules, during the ongoing pandemic, to share their graduate school experiences in support of this initiative. Storytelling is a gift that we do not take lightly. We are thankful for the stories shared, and we hold them and honor them. To protect the identity of the participants in keeping with the IRB of the broader project, we have removed all identifying information, and their names are not shared in this report.

We would also like to thank the Mellon Foundation for funding Imagining America's (IA's) Leading and Learning Initiative (LLI) which invited and made this research possible. We thank the research team, Erica Kohl-Arenas (Faculty Director of IA), Christina Preston (Research Associate with IA), and Kal Alston (Chair of IA National Advisory Board), for providing the opportunity for us to be a part of this initiative and for supporting us throughout the research process. We especially want to thank Erin Syoen (IA Operations and Events Manager) and Pepiro Gutierrez (IA Communications Director) who were instrumental in our ability to promote the National Survey to IA and non-IA members and develop the Digital Archive Map for PAGE Fellows and alumni. Thank you all for the community space you have created for us.

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as we moved towards the interview process and shared instrumental resources in the development of this report.

Lastly, but certainly not least, we thank our families and friends who supported and motivated us to continue this work during this pandemic. We are because you are.

## Overview

The following report provides an account of the experiences of engaged graduate students (IA member and non-IA member institutions) and Publicly Active Graduate Education (PAGE) alumni in graduate school. It presents preliminary results from the PAGE alumni interviews, conducted in April 2021 by D. Romo, M.S (Doctoral Candidate, Cultural Foundations of Education) and E. Gale Greenlee, Ph.D. (English/African American literature) as well as initial results from the National Survey from current engaged graduate students. A full report is forthcoming in 2023, after the national survey closes and data analysis has been completed.

## Introduction

PAGE is Imagining America's (IA's) network for publicly engaged graduate students in humanities, arts, and design. This graduate fellowship launched in 2003 in response to the lack of representation of graduate students in conversations about graduate students (<https://imaginingamerica.org/what-we-do/fellowships/page/>). PAGE has shifted over time to become a peer network organized by a rotating cohort of PAGE alumni who share responsibility in supporting and mentoring the new PAGE fellow cohorts through a Co-Directorship model. This peer mentorship model serves to introduce PAGE fellows to the larger IA community and to cultivate PAGE fellows engaged/public scholarship and projects.

Much of the research on engaged/public scholarship focuses on supporting faculty with obtaining tenure track positions and cultivating their work within universities (Gilvin, Roberts, & Martin 2012; Eatman, Weber, Bush, Nastasi, & Higgins, 2011; Eatman, Ivory, Saltmarsh, Middleton, Wittman, & Dolgon, 2018; Ellison & Eatman, 2008). However, many of these studies show the presence of graduate students engaging in engaged/public scholarship, community organizing, and activism.

We believe, and the research supports the idea, that to gain a deeper understanding of the relationship between institutional culture and the flourishing of or barriers to community-engaged, public, and activist scholarship we must intentionally center the experiences of graduate students. Any understanding of institutional culture and paradigm shifts relative to community-engaged work must attend to the voices and experiences of, as well as the challenges experienced by, graduate students--many of whom serve as necessary (and sometimes maligned) catalysts for change on their campuses and in their respective

communities (Galvin, Roberts, & Martin, 2012; Kezar, Drivalas, & Kitchen, 2018; Post, Ward, Longo, & Saltmarsh, 2016).

### **I How Do PAGE Alumni Define Engaged/Public Scholarship?**

Since engaged/public scholarship is often referred to by many names, we asked participants to name and define the scholarship they do. Throughout this report, we use “engaged/public scholarship” and “publicly engaged scholarship” interchangeably.

Using “public scholarship” as an umbrella term that encompasses the work its members engage in, Imagining America (IA) defines public scholarship as:

“Scholarly or creative activity integral to [one’s] academic area. It encompasses different forms of making knowledge about, for, and with diverse communities. Through a coherent, purposeful sequence of activities, it contributes to the public good and yields artifacts of public and intellectual value” (Bott, 2012, p. xxi).

In this report, we also center Indigenous Pedagogies and Methodologies in our understanding of engaged/public scholarship. By doing so, we rethink a “genuinely ethical research in relationship to people and places, as well as to foster accountability to embedded Indigenous knowledge” (Whetung & Wakefield, 2019, p. 19).

During the interview process, PAGE Alumni discussed their community and civic engagement, activism, university-community partnerships, and ministry as meeting the goals of Publicly Engaged Scholarship. Three key elements of publicly engaged scholarship aligned with PAGE alumni responses: a democratic practice that is collaborative and accessible to the larger community and community partners; must be good for the public; and all dissemination of results must be available in multiple mediums (Eatman, 2012).

PAGE alumni described different forms of public and engaged knowledge making: for the public good, practical and action oriented, responsive to community needs, and creative, collaborative, and reciprocal partnerships.

*“To me public scholarship relates to accessibility. For me, it creates a space for inclusion and two, addressing complex societal problems, and what our institutions are failing to recognize ...Through this kind of collaborative scholarships, we can start identifying those, those failures, institutional failures and reestablish them, through creating scholarships for all” (dr\_08)*

*“Using research methodologies that are rooted in like...that are not rooted in extraction. (Laughing) if that makes sense. That are rooted in kind of mutual benefit and wellbeing” (dr\_02)*

*“Actively engaged the community... shares that knowledge with the public and the broader community... transformative outcome for the public” (dr\_03)*

## | **Accountability**

Creating and maintaining respectful and mutually beneficial relationships between researchers and the communities they work with is of utmost importance. Critical to Indigenous methodologies are the concepts of “relational knowledge” and “relational accountability” (Wilson, 2001; Wilson & Wilson, 1998). As Shawn Wilson (Opaskwayak Cree) reminds us, knowledge produced with communities (beyond individuals) must be relational and through these relationships, we have a responsibility to those communities and the land:

An Indigenous paradigm comes from the fundamental belief that knowledge is relational. Knowledge is shared with all of creation. It is not just interpersonal relationships, not just with the research subjects I may be working with, but it is a relationship with all of creation. It is with the cosmos, it is with the animals, with the plants, with the earth that we share this knowledge. It goes beyond this idea of individual knowledge to the concept of relational knowledge (Wilson, 2001, pp 176-177).

As amplified by Ionah M.E. Scully (Cree-Métis, Michel First Nation), “we are not ourselves alone, but only in relationship to others (including the land)” (2020, p. 1). These relationships we build with others and the land carry different responsibilities depending on our social identities, and consequently, our accountability to those relationships will also differ.

Many PAGE alumni spoke of the challenges of doing research outside of the university and experiencing *resistance*, and on some occasions, community members were *suspicious* of them. Others described their affiliation to the university as a *hindrance*. These experiences speak to the ways in which BIPOC communities have been mistreated and misled by academic researchers.

## | **Accessibility**

The Academy continues to keep certain groups of individuals out of its institutions and away from knowledge through its policies and practices. PAGE alumni brought up accessibility in reference to: (1) the right for communities to participate in the creation and distribution of knowledge and (2) the right to have knowledge available to communities after it is published.

## | **Research Questions:**

For this research project, conducted in 2021 and 2022, our three guiding research questions are the following:

- How, and in what ways, does graduate education and student’s participation in engaged graduate programs impact their preparedness for public scholarship, community engagement, and activism?

- What institutional or campus cultural factors facilitate or impede graduate students' community engaged work and post-graduate school trajectories?
- How are graduate students negotiating campus power dynamics and shifting institutional culture around public and engaged scholarship?

## Interviews

We conducted twenty-three (23) audio recorded Zoom interviews with PAGE alumni (from the 2012-2013 to 2018-2019 cohorts) to better understand their experiences and educational journeys. Two separate applications were used for audio recording: Zoom videoconferencing and Rev Call Recorder. The Rev Call recorder was used for an additional audio backup and for professional audio transcription (if needed). Interviews lasted between an hour (1) to an hour and a half (1.5), including the interview and the demographic questions. All demographic questions were conducted with audio recording turned off, and information was kept in an excel sheet without any connection to the interview recordings.

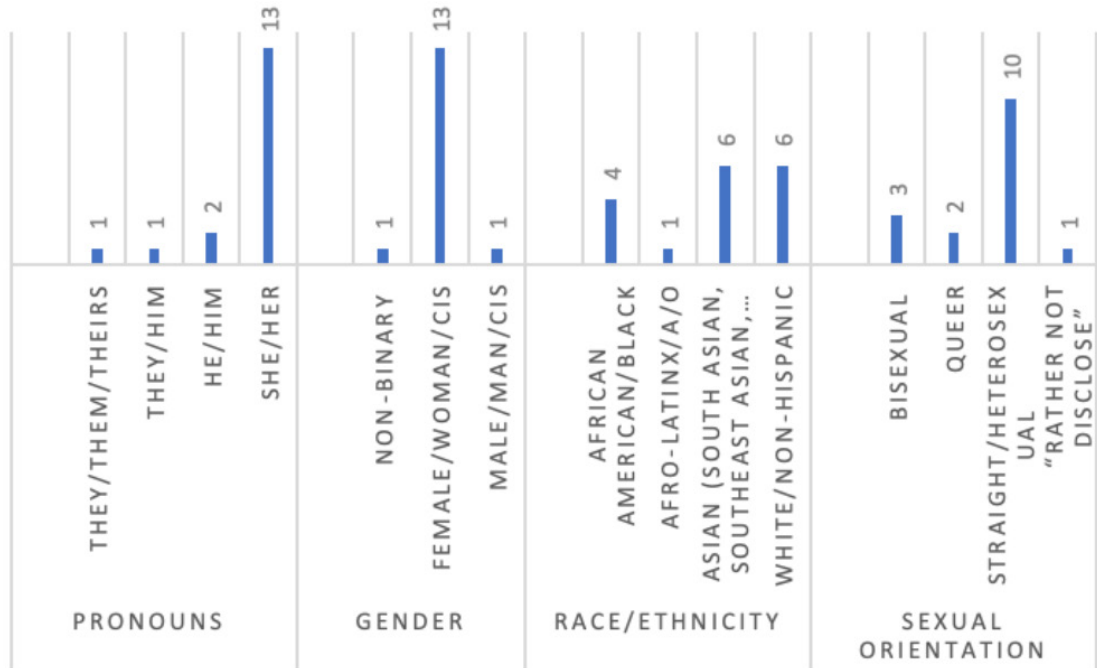
## Sample

We initially conducted twenty-two (22) interviews with respondents whom we recruited, in addition to the one (1) final interview per IA Faculty Director Erica Kohl-Arenas's suggestion to include more artist experiences. This gave us a total of twenty-three (23) interviews. Sample (N= 23).

## Sample Selection

We utilized a working contact list created by PAGE Co-Directors that had outdated contact information; in some instances, they did not have any contact information. We focused on the cohorts 2012-2013 to the cohort 2018-2019, which totaled to eighty-seven (87) PAGE fellows. From February 2021 to April 2021, we searched for contact information from the PAGE alumni who were missing. Although we have all the names of the PAGE alumni, we were only able to find contact information for seventy-two individuals (72). We sent email invitations to PAGE alumni to participate in the interviews. From these email invitations, we received eleven (11) "email errors." From the sixty-two (62) emails that went through successfully, we received twenty-six (26) interested responses, giving us a response rate of 42%. Unfortunately, due to the ongoing pandemic, there were three (3) PAGE alumni who had family emergencies, and other personal circumstances that resulted in the withdrawal of interest.

**Demographics**



**Graduate Program Information**

Graduate Program during PAGE Fellowship

- Science & Tech Studies
- Higher Education & Student Affairs
- Pan African Studies
- Art Education
- Cultural Studies
- Theater Ed: Theater and Community
- Urban Affairs Public Policy
- Theater and Performance
- Public & Urban Policy
- Public History/American Studies
- Geography
- Environmental Science and Policy
- Communication & Health
- Art Education & Administration
- Studio Art
- American Studies & Ethnicity
- Architecture





### **| Who is missing?**

Due to time constraints and personal circumstances, not all demographic information of interview participants has been included in this preliminary report. We will continue to gather this information and update it to the final report that will be posted on IA website in 2023.

### **| National Graduate Survey**

To identify the experiences of graduate students involved in engaged graduate education programs (like PAGE, Mellon Public Scholars and/or other community or institutionally based engaged programs) more broadly, we created a National Survey, "ENGAGE!: A National Graduate Student Survey." The survey will remain open through 2022 and continue to receive responses from engaged graduate students. This report includes preliminary findings from twenty-four (24+) respondents<sup>1</sup>. This is a nineteen (19) question Qualtrics survey with five components: (1) Graduate School Information, (2) Particulars of Your Work, (3) Graduate Program Experience, (4) Foundations & Directions, and (5) Demographic Information. To obtain a broader range of students, we not only promoted the survey through IA's membership list, but also to non-IA institutions.

As indicated by Eatman (2012), the discourse on publicly engaged scholarship (PES) can be traced to Historically Black Colleges and Universities (HBCU) institutions (even if the field refuses to recognize it). According to Eatman (2012) "there are many thought leaders from communities within higher education, such as HBCUs, who have been rendered silent in the discourse of PES despite ameliorative and deeply engaged work" (p. 44). Hence, we developed a list of HBCUs, Hispanic Serving Institutions (HSIs), and Tribal Colleges and Universities (TCUs) with graduate programs that were not represented in IA's member list.

### **| Sample**

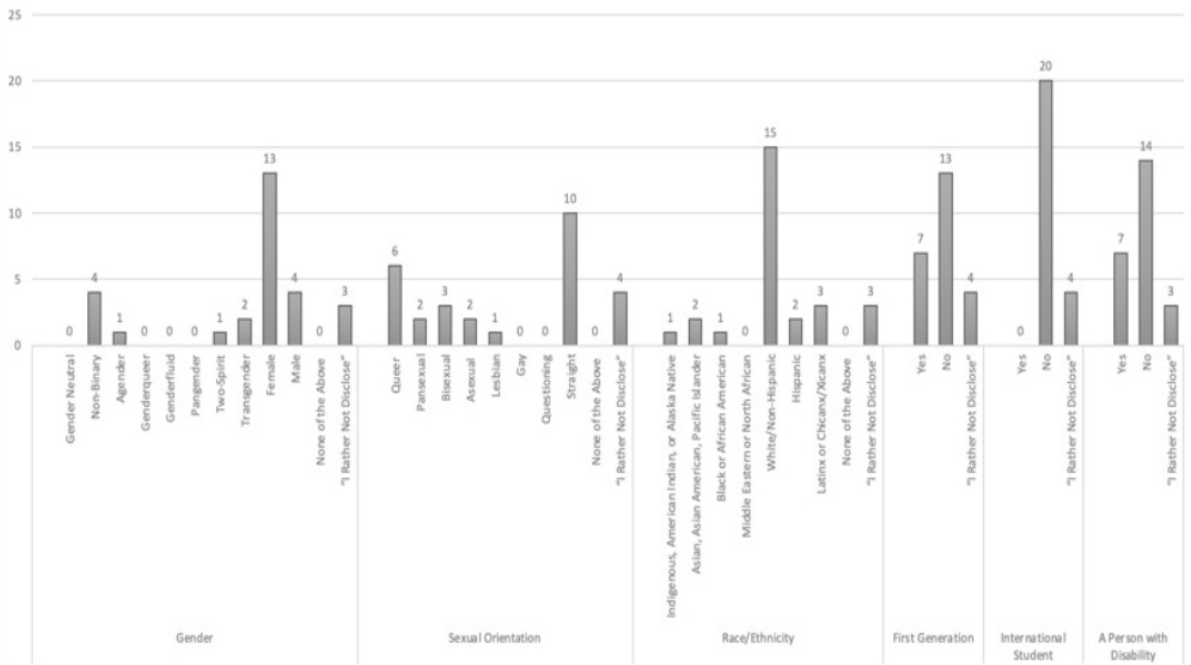
To date, we have collected twenty-four (24+) Qualtrics survey responses from current graduate students who are enrolled in an engagement program and/or are engaged/public scholars. By August 2022, we received sixteen (16). In attempts to obtain more diverse perspectives, additional personal recruitment of programs and institutions were contacted to share with graduate students. Although we did not receive many responses, this report consists of September 2022 responses. Sample (N= 24+).

### Sample Selection

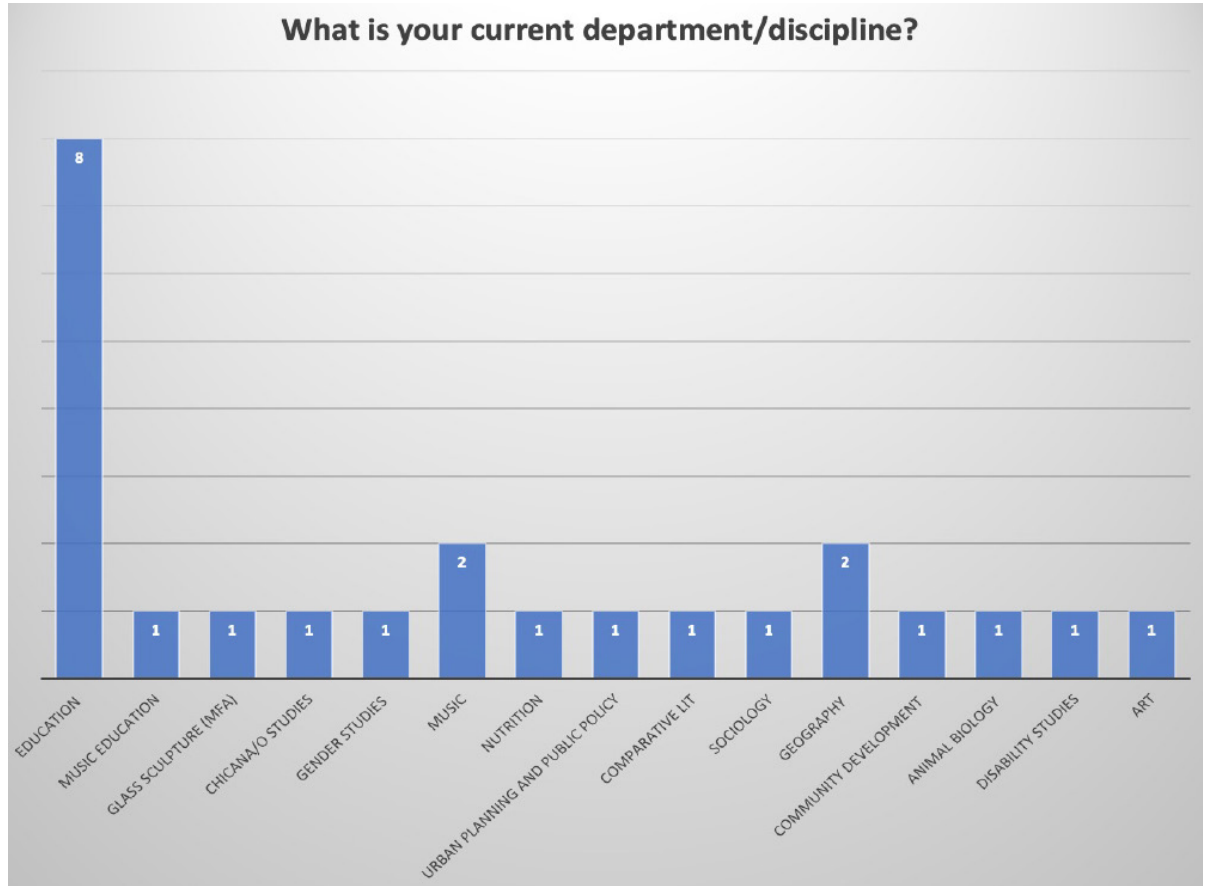
Pepiro Gutierrez, IA Communications Director, supported us in the recruitment of engaged graduate students across various institutions. He utilized IA's membership and our non-membership listserv (including HBCUs, HSIs, and TCUs) to directly share the National Graduate Survey.

An eligibility question was created to deter former graduate students from participating in this survey. However, we received ten (10) respondents who were not currently enrolled graduate students. This report only includes preliminary data from current graduate students who completed the national survey.

### Demographics



**Graduate Department/Discipline**



**Who is missing?**

Although we reached out to HBCUs and TCUs, we did not receive any responses from these institutions. Since the National Survey will continue to remain open until November 2022, we will continue to do more focused recruitment. Regarding demographics, we do not have any representation of international engaged graduate students. We also do not have any engaged graduate students that identify as Middle Eastern or North African. We have a bit of representation of LGBTQ community, but regarding gender, we continue to have a much larger representation of people who identify as female. The pattern of survey respondents being predominantly white, and female is consistent with findings from prior research on engaged/public scholarship (Eatman, 2012; Eatman, Weber, Bush, Nastasi, & Higgins, 2011).

## Preliminary Findings

We have identified three large themes from the PAGE alumni interviews: the structural barriers and challenges that engaged graduate students' experience; the agency and activism of graduate students who are navigating campus power dynamics and shifting institutional culture; and the supportive community spaces that cultivate graduate students' work and provide resources to further their careers. This preliminary report focuses on themes that overlap with the National Graduate Survey. *(See forthcoming report on IA website to access additional themes)*

### I. Challenges and Barriers that Impact Preparedness

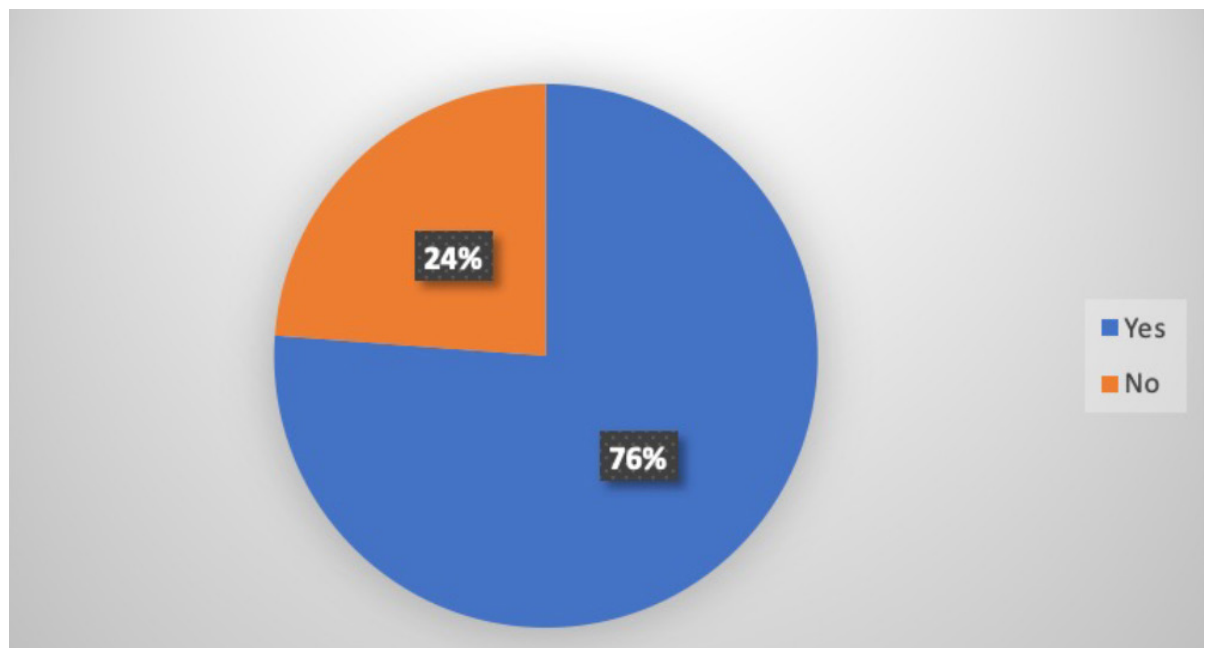
While our interviews with PAGE alumni identified eight primary themes, the national survey respondents overlapped with the interviewees regarding three main areas: 1) faculty, departmental and institutional mentorship, 2) value and legitimization, and 3) the requirement of additional intellectual and emotional labor. We recognize that mentoring relationships are critical in supporting graduate student personal and professional development, and they are essential for retention and degree completion (Clark-Taylor, Sarubbi, Marquez Kiyama, & Waterman, 2018). In many cases, graduate students, in the interviewees and those responding to surveys, expressed frustration over having advisors who were trained as traditional scholars and had little to no experience with engaged/public scholarship. As a result, participants often described faculty as ill-equipped to advise graduate students on their public scholarship. Training faculty (particularly tenured and senior faculty) to do and support public/engaged work and hiring faculty who already possess such a skill set were seen as means to ameliorate graduate student experiences with faculty who were either wholly disinterested in public scholarship, generally unsupportive, or who feigned interest and failed to support in any actionable or substantive way—only later to engage in a kind of performative support once graduate students received outside recognition or prestigious fellowships or funding. From being met with confusion by faculty advisors to laughs, ridicule and outright disinterest, graduate students consistently pointed to the need for faculty and departments to increase their knowledge of and capacity to undertake public scholarship to support engaged graduate students academically, professionally, and even emotionally, and to destigmatize public/engaged scholarship as illegitimate scholarship.

PAGE alumni described the ways that their community and public work were often seen as something “extra” not valued as “real” scholarship. This binary between “extra” engaged/public scholarship and “real” academic research continued to surface in participants' interviews and in the national survey. In some cases, graduate students were instructed by their advisors not to do *any* engaged work as it would interfere with their research, whereas others identified an institutional culture that frowned upon community engaged scholarship. Engaged/public scholarship is not only seen as a lesser or additional form of scholarship, oftentimes, according to these graduate students, it also does not garner the

same sort of funding and respect (from faculty advisors and institutions) as traditional forms of scholarship. As a result of expressed and unspoken biases against engaged/public scholarship, in departments and at the institutional level, students reported feeling demotivated, unacknowledged, and even pressured either to defend and justify their engaged work or to conform to traditional conceptualizations of scholarship for their work to be legible in academia and to be eligible for funding and other forms of support.

PAGE alumni and survey respondents also highlighted a sobering reality: that performing public/engaged scholarship necessarily requires additional intellectual and emotional labor and places further demands on students' time—demands that do not impact students doing traditional scholarship. Some reported that the additional labor is generally unpaid, and therefore often exacerbates graduate students' financial insecurity. While advising graduate students who might be interested in engaged/public scholarship, interview respondents suggest that graduate students understand the additional time commitment, which likely infringes on personal time, and be strategic in making assignments and their engaged work do double duty. A few also pointed to the impact of engaged/public scholarship on their mental wellbeing, and noted that given the increased work demands, graduate students should be aware of and honest about their emotional capacity to take on such work, given the potential for burnout and the emotional toil of undertaking engaged/public scholarship in a department or institution that questions it, at best, or at worst, does not value it at all.

***Are there any institutional challenges or barriers that you face at your campus related to publicly engaged scholarship or activism?***



## **I II. Negotiating Campus Power Dynamics and Shifting Institutional Culture**

Our findings suggest that engaged graduate students employ different strategies to shift institutional culture and negotiate campus power dynamics in their engaged/public scholarship. While the interviews revealed seven themes related to how they push back against institutional norms, here, we focus on three themes. The actions that interviewees took to shift institutional culture fell in three areas: (1) the redistribution of resources to the community members with whom they were working, (2) opting out of an academic/tenure track position, or (3) choosing to ignore/ do nothing out of survival. Within this theme, we also included the PAGE alumni who questioned if their work/activism was shifting campus power dynamics or institutional culture at all.

Some of the participants acknowledged the ways in which their institutions regarded and even dismissed community partners and community members (ranging from children and teens to university staff) who were pivotal to graduate student's research. As a result of witnessing this hierarchical town-gown power dynamic, and in the interest of engaging in and developing reciprocal and ethical relationships, some graduate students stressed their desire and intention to access and divert their resources to support community members and the organizations that they were working in partnership with, and to give public credit to their community partners and interlocutors.

In addition to deliberately redistributing resources and crediting community members as partners in scholarship, some PAGE alumni cited their decision to opt out of academia (or the tenure-track career trajectory) as a way of challenging institutional culture. Many discussed the tension between academia and public scholarship, and some questioned how their values and community commitments did not align with those of academia. Some felt those values would be jeopardized the longer they stayed in academia. Additionally, some PAGE alumni also pointed to the PAGE fellowship as an important factor in their decision to explore non-academic career options. Interviewees cited PAGE as providing a space for them to meet other like-minded emerging scholars who took other fulfilling and impactful career paths rather than seeking an academic career which they saw as exploitative. Ultimately, some of the interviewees regarding opting out of academia to counter the toxic and exploitative culture of the academy.

Lastly, some PAGE alumni shared that they negotiated power dynamics and institutional culture by ignoring various barriers and challenges to just get through their respective programs and finish graduate school. In some cases, this meant intentionally dismissing advice (whether career, procedural or otherwise) from faculty advisors who deterred them from pursuing the engaged/public scholarship.

## **I III. Supportive Spaces, Individuals & Communities**

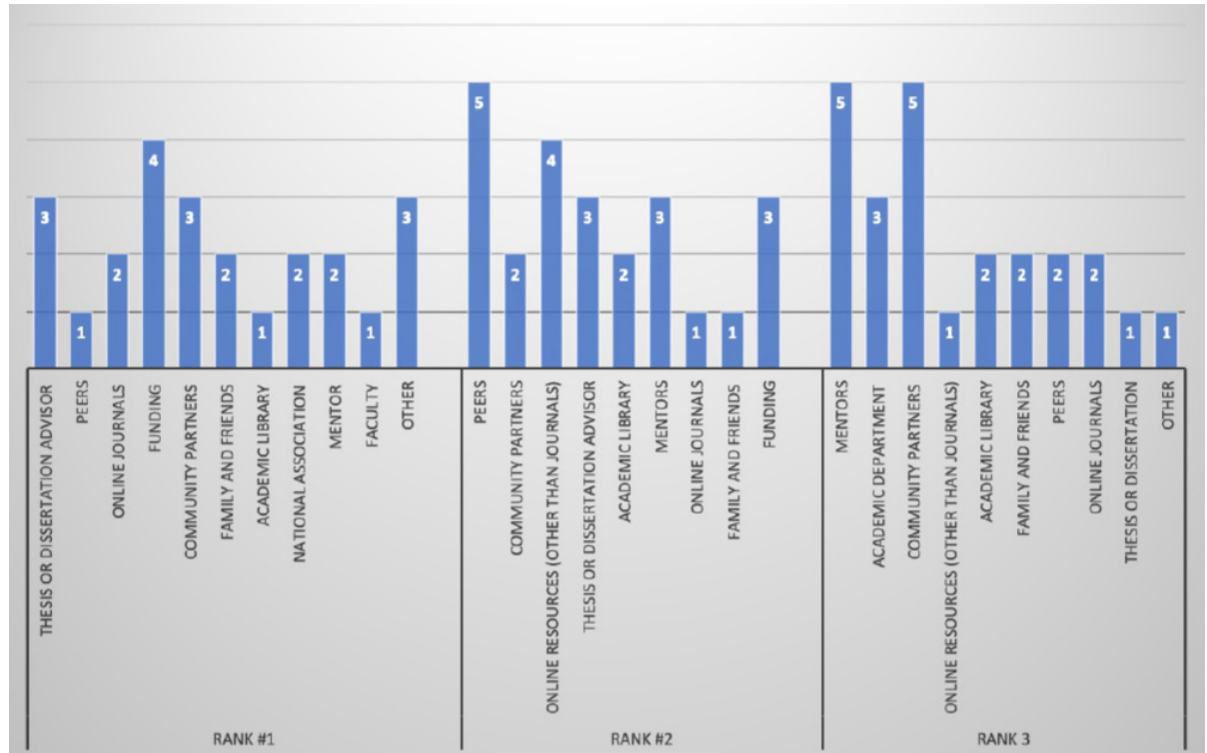
Respondents were able to identify spaces, communities, and individuals in which their public scholarship, community engagement, activism was valued, cultivated, and supported. Peer

Network Mentorship (PAGE, departmental cohorts, and colleagues across departments and colleges/universities) were communities that PAGE alumni were able to lean on. In connection to networking opportunities, PAGE alumni shared other grants and fellowships that were supportive of their work and allowed them to expand their work without financial concerns (ex: Mellon Community Engaged Scholars Program, Ithaca College predoctoral diversity fellowship, American Association of University Women fellowship, etc.). Community spaces and organizations on campus and off campus were also addressed as a space for growth and guidance that were not made available in their graduate program. Lastly, participants expanded their community to include family and friends that are not connected to academia but are supportive of their scholarship and engagement work.

Some PAGE alumni identified faculty—either advisors, other departmental faculty or those in other university departments and divisions—as being supportive of their work. This was attributed to shared methodology and understanding/experience of engaged work, as well as shared racial/ethnic backgrounds. Having faculty who were on the same page, who “got it,” or who were available to listen, and problem solve were key to graduate students having a successful experience. In addition to faculty support, a few cited PAGE (as well as other similar peer networks) as providing an affirming space that connected them to like-minded individuals and provided information and access to resources on new methods to further their projects. Some PAGE alumni praised the fellowship and similar peer networks (i.e., departmental cohort, peers in their institution, and virtual cross discipline peers) for fostering interdisciplinary conversations and for helping them to navigate challenges and maintain their sense of self (as well as their values and community commitments). They also pointed to these networks as sources of long-term friendships and thought partnerships that continue to fuel their own work. In addition to these networks, major grants (such as Mellon) and other fellowships (smaller research and travel fellowships) were cited as important means of support.

Last, but certainly not least, interviewee respondents pointed to the importance of personal relationships with friends, family members and collaborators. These relationships which existed outside the academy provided emotional support and inspired graduate students to recognize the significance of community change agents.

**National Survey: Top three resources according to how useful they are for Engaged/Public Scholarship**



**Recommendation**

1. Identify more funding sources for engaged/public scholarship and for public scholars
2. Redistribute university resources to community partners and collaborators
3. Increase representation of faculty that have experience and/or their scholarship includes engaged/public scholarship
4. Reimagine dissertation requirement, dissertation templates and graduate program timelines that support and sustain community-engaged work
5. Wrestle with the history of engaged/public scholarship to center the needs of Black, Indigenous, and People of Color (BIPOC) communities
6. Identify sources of institutional support around emotional/interpersonal/mental health challenges
7. Engage in collective action (students, faculty, and staff) through the forming of unions





## **Future Plans:**

The engagement component for the project addresses a major theme discussed in the interviews—peer mentorship and support. By developing this searchable map of current and PAGE alumni, our hope is that graduate students can use this as a resource and strengthen this important intergenerational network.

This searchable digital map, developed by Gemma Goodale-Sussen, allows graduate students (IA members and non-IA members) to find contact information, PAGE fellowship involvement, and current professional and public engagement. In the past, PAGE alumni have used Facebook, Twitter, SLACK, and other social media and interactive platforms to stay connected. While they remain useful for maintaining personal connections, they have not been sustainable from an organizational perspective. We hope that this digital map can be a starting place for other forms of graduate student engagement and networking through social media and other platforms.

We will continue to keep the National Survey open for more engaged graduate students to submit their responses and be able to have a more comprehensive understanding of their experiences. Our hope is to reach 50+ responses to be able to feature the results on the IA website. In addition, the digital map will not only remain available to PAGE alumni but will continue to grow as more PAGE Fellows join and as we reach out to more PAGE alumni.

## | Appendix:

### | Structured Interview Guide

#### | *Interview Questions*

1. There are many ways to talk about public scholarship. What does public scholarship mean to you?
2. Can you tell me a little bit about your scholarship and methods - both your engaged work and any other scholarship you do?
3. How do you feel your advisor and department perceive and/or respond to your work?
  - a) What about your peers?
  - b) And your community?
4. How has your PAGE fellowship experience shaped/impacted your public scholarship, activism, or publicly engaged work? (Expand on your fellowship experience/activities/peer network, etc.)
  - a) Has PAGE shaped/impacted your career plans/trajectory? If so, how?
5. Which experiences in graduate school informed or changed your thinking and approach to public scholarship? Give examples if the interviewee asks or needs clarification (Ex: programs, events, organization, fellowships, etc.)
6. What barriers and/or challenges have you encountered (or did you encounter) while doing public scholarship? How did/do you navigate these obstacles?
7. What resources or supports are/were available to you in the University and Community to support your scholarship and your practice?
8. What kinds of resources/support do you wish were provided for (or available to) you?
9. Who are (or were) the change agents (individuals or entities) that are shifting the campus culture around public scholarship?
  - a) What methods/practices/tools/ resources did they utilize to challenge institutional norms?
10. In what ways is your current work shifting/challenging institutional norms?
11. What would you tell a prospective graduate student who is interested in public scholarship or engaged, activist work?
12. Is there anything else you would like to add?

### **I Demographic Questions**

- What are your preferred pronouns?
- What is your gender?
- What is your sexual orientation?
- What is your racial/ethnic background?
- How old are you?

**\*\*Current Graduate Student\*\*** What graduate program are you in?

**\*\*Post-Doctorate\*\*** What was your graduate program during the PAGE Fellowship?

- How long have you been in your current graduate school program (or if you have already graduated, how many years did you spend)?
- What degrees are you working on, or have you received?
- What financial support did you receive (are receiving) while in graduate school?

### **I National Survey Questionnaire**

#### **I Eligibility Question**

Are you a current graduate student involved in public scholarship, community engagement, or activist scholarship (Yes or No)

#### **I Graduate School Information**

What best identifies your institution? (Include all that apply)

- Four-Year College and Universities
- Public Institution
- Private Institution
- Tribal Colleges and Universities
- Historically Black Colleges and Universities
- Hispanic Serving Institution
- Land grant institution
- Liberal Arts College

- Women's College
- Professional School
- Research University (R1)
- Research University (R2)

What is your current department/discipline? (fill-in response)

### **I Particulars Of Your Work**

As you reflect on your life and work today, how do you define yourself? (Select all that apply)

- Activist
- Artist/Creative
- Interdisciplinary
- Learner
- Mentee
- Mentor
- Researcher
- Scholar (i.e., public scholar, publicly engaged scholar)
- Student
- Teacher/Educator
- Undecided
- Other: \_\_\_\_\_

Who do you consider your main collaborator or partner in your publicly engaged scholarship or community engaged work?

Campus Community members (i.e., university administrators, academic departments, service office, faculty, grad students, undergraduate students, staff, etc.)

Off-campus Community members (i.e., local residents/neighborhood associations, non-profit organizations, community centers, organizers, social movement collaborators, etc.)  
Other (fill in the blank)

What do you hope to accomplish through your work? (Select all that apply)

- Promote social justice
- Ally with a movement you are committed to
- Enact or support civic leadership
- Influence or shape public policy
- Enact or support civic engagement and responsibility
- Social entrepreneurialism
- Produce creative works that inspire publics
- Improve pedagogy
- Enhance research methodology

- Expand knowledge, methods, and/or scholarship in the discipline
- Expand knowledge, methods, and/or scholarship in the public
- Provide support/mentorship for your research population
- Personal growth
- Other: \_\_\_\_\_

Please rank these resources according to how useful they are to your work:

- Thesis or dissertation advisor
- National Associations (IA, AIS, AACU)
- Online journals
- Online resources—other than journals
- Mentors
- Your institution's community engagement office
- Academic library
- Public library
- Your academic dept
- Peers
- Community partners
- Faculty
- Family and friends
- Funding (i.e., grants, fellowships, stipends, etc.)
- Other \_\_\_\_\_

### **I Graduate Program Experiences**

When you selected your graduate program, how important was it that the program's faculty had expertise in publicly engaged scholarship, community-based research, or participatory action research?

- Not important
- Somewhat important
- Important
- Very important
- Extremely important

When you selected your graduate program, how important was it that the program provided courses, mentorship and training around engaged research methodologies? (i.e., community-based research, participatory action research, public scholarship, community-engaged research)

- Not important
- Somewhat important
- Important
- Very important
- Extremely important

Are there any engaged graduate programs (i.e., fellowships, trainings, networks, associations, etc.) that support and/or cultivate your publicly engaged scholarship/activism?

Yes: Please describe

No

### **I Foundations And Directions**

To your knowledge, does your department's graduate student handbook include language that supports or promotes public scholarship, community engagement, or activism?

Yes

No

Don't Know

Are there any institutional challenges or barriers that you face at your campus related to publicly engaged scholarship or activism?

Yes: What are those challenges or barriers?

No

Please offer suggestions on how institutions can improve campus culture around publicly engaged scholars/scholarship/activism. (Short response)

### **I Demographic Information**

What is your gender? (Select all that apply)

- Gender neutral
- Non-binary
- Agender
- Genderqueer
- Genderfluid
- Pangender
- Two-spirit
- Transgender
- Male
- Female
- None of the above (please include your gender: \_\_\_\_\_)
- "I rather not disclose"

What is your sexual orientation? (Select all that apply)

- Queer
- Pansexual
- Bisexual
- Asexual

- Lesbian
- Gay
- Questioning
- Straight
- None of the above (please include your sexual orientation: \_\_\_\_\_)
- "I rather not disclose"

Which of the following best describes your national, racial, and ethnic background? (Select all that apply.)

- Indigenous, American Indian, or Alaska Native
- Asian, Asian American, Pacific Islander
- Black or African American
- Middle Eastern or North African
- White (Non-Hispanic)
- Hispanic
- Latinx or Chicanx/Xicanx
- Other, please specify:
- "I rather not disclose"

Are you a first-generation college student?

- Yes
- No
- "I rather not disclose"

Are you an international student?

- Yes
- No
- "I rather not disclose"

Do you identify as a person with a disability?

- Yes
- No
- "I rather not disclose"

### **| End Of Survey Message**

Thank you for taking the time to complete this questionnaire. The information gathered will be shared at the 2022 Imagining America Gathering. If you have any questions, please contact us at [engagedgrads.lli@gmail.com](mailto:engagedgrads.lli@gmail.com).

## **Digital Archive Map**

Thank you for taking the time to fill out this questionnaire that will be used to develop a living digital map of current PAGE Fellows and PAGE alumni. This project draws upon and continues PAGE's legacy by constructing a searchable historical record of PAGE Fellow Alumni and an archive of your past and current publicly engaged work. This questionnaire is broken into three parts: 1) Contact Information/social media, 2) PAGE Fellowship Involvement, 3) Current Professional and Public Engagement. The information gathered will be used to create your individual PAGE Fellow Alumni profile for networking and mentorship purposes. It should between 25-45 minutes to complete.

REMINDER: The information gathered will be used to create your individual PAGE Fellow Alumni profile for networking and mentorship purposes. All information provided will be made public on the Digital Map

### ***Contact Information/Social Media***

Name (as you would like it to be shown):

Pronouns:

Contact information (email or phone number that you would like to be made public):

Professional and/or personal websites or social media handles that you would like to be made public:

Upload a picture of you for the public digital map

Key (search) terms that describe your research and public engagement:

### ***Page Fellowship Involvement***

Provide a list of your graduate program(s), school(s), degree(s), and year(s) you have completed:

Indicate the academic year you participated as a PAGE Fellow (ex: 2017-2018, 2010-2011, 2019-2020):

What graduate program(s), school(s), and degree(s) were you working towards during your PAGE Fellowship?

Did you participate as a PAGE Co-Director? (Yes/No)



(If yes) How long were you a Co-director? (Provide the cohort years)  
List any other involvement with PAGE and/or IA:

What was your research and public engagement focus when you applied for the PAGE Fellowship?

### **I** *Current Professional And Public Engagement*

What is your current position?

- Academia: Current Student
- Academia: Post-doc
- Academia: Tenure-Track faculty position
- Academia: Adjunct/Visiting faculty position
- Independent/Consultant/Entrepreneur
- Government
- Non-profit organization
- Private Sector
- Other career/profession

Include institution, business, company, specialization, and/or position for your current career/profession position

Where are you currently located? (city, state)

List your current professional affiliations/association:

### **I** *Thank You*

Thank you for taking the time to complete this questionnaire. The information gathered will be used to launch the PAGE Alumni Digital Archive Map at the 2022 Imagining America Gathering. The map will remain active as a resource for PAGE alumni and those interested in networking with publicly engaged scholars. If you have any questions, please contact us at [engagedgrads.lli@gmail.com](mailto:engagedgrads.lli@gmail.com).

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