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College Faculty Experiences Assigning Service-Learning and Their Inclination to Continue

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Walden University
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Abstract

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J. Shannon Chamberlin

MA, Pacific School of Religion, 1975

BS, Miami University, 1966

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

The academic benefits and enhanced social responsibility that students derive from service-learning (SL), defined as experiential learning that ties community service to academic courses, have been well documented. However, for a college to fully institutionalize SL, a high proportion of faculty needs to include SL in their courses. Based in Kolb's experiential learning theory, the purpose of this study was to enhance planners' understanding of how college faculty's past experiences assigning SL influence their inclination to assign SL in future courses. In this basic qualitative interpretive study, data were collected from 13 individual interviews with faculty who assigned SL at a Southern metropolitan university. Findings were interpreted using Chickering's 7 vectors of student development from the conceptual framework and other relevant perspectives from the literature. One of the major themes from emergent coding of data was that faculty viewed some difficulties as challenges to be overcome rather than as deterrents to using SL. To reduce deterrents, institutions could compensate for extra time required for SL by providing stipends, released time, and support databases; recognizing SL in tenure and promotion; and helping faculty brainstorm how to incorporate SL into courses. To increase incentives to use SL, institutions could provide a full range of training and support for faculty. More courses with SL, besides increasing benefits of SL for all stakeholders, may mean that students form the habit of serving in the community and continue serving and contributing to positive social change, perhaps for a lifetime.

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Dedication

To my mother whose lifetime of service inspires me every day, to my father-in-law who used a few of his last words to urge me to finish my PhD, and to other family members without whose support this study would not have been possible.

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Chapter 1: Introduction to the Study

Service-learning has been demonstrated to improve outcomes for college students and to benefit their communities (Astin, Vogelgesang, Ikeda, & Yee, 2000; Eyler & Giles, 1999; Eyler, Giles, Stenson, & Gray, 2001). Planners at Metro South (a pseudonym), a metropolitan university in the southern United States, want to increase those benefits for students and their community. In line with the university mission statement and strategic plan that include strengthening campus-community relations, planners at Metro South intend to initiate a Service-Learning Scholars Certificate soon, which students will earn by taking courses that include service-learning (SL) experiences in a variety of departments. Although some faculty members do offer SL, planners anticipate increasing student demand for SL opportunities as they pursue this new option. On a survey in 2012, less than 1/20 of the faculty reported that they assigned SL in their courses.

Since my retirement from teaching several years ago, I have been concerned about this problem of low faculty participation in SL at Metro South and at other colleges where planners would like to reap more benefits for students by fully integrating SL into campus curriculum and culture. In order to expand the number of courses that include SL, more faculty members need to decide to integrate SL into their courses. Indeed, a key measure of the degree of institutionalization of SL is the number of faculty members who assign SL in their courses (Lambright & Alden, 2012, p. 9). In this study, I explored perceptions of faculty members who already have experience with SL in order to help planners better understand the most influential positive and negative factors that incline

and disincline faculty to assign SL, so they can encourage faculty to provide additional

SL course options for students.

Planners at Metro South want to enhance their understanding of how they can

remove barriers that discourage faculty from offering SL, and also of how they can more

effectively target institutional support for faculty members who do assign SL. Therefore,

findings from this study are of timely direct benefit to study participants, planners, and

students at the study site institution, and to the community surrounding the campus.

Because Metro South was representative of metropolitan universities, (due to its high

proportion of nontraditional students and the campus being surrounded by urban

problems, for instance) findings from this study may be applied at other universities that

need to increase SL offerings as well.

In this study, I explored in depth college faculty members' past experiences

assigning SL in terms of incentives and deterrents to assigning SL in future courses.

Unlike many previous researchers, I focused on faculty members instead of students.

Also, researchers who have focused on faculty have addressed factors other than past

experience in faculty motivation to engage in SL. In this study, on the other hand, I

emphasized the population of faculty who already have experience with SL and explored

which factors most influenced their decision to continue or discontinue offering SL in

their courses.

In contrast to previous researchers who relied upon surveys to collect data about

faculty perceptions, in this study I took a qualitative approach by using in-depth personal

interviews to encourage college faculty members to share their reflections and thus enrich

understanding of this aspect of their decisions regarding continued use of SL. Although quantitative approaches such as surveys and rankings have been used by previous researchers to collect data from faculty, these instruments were not geared to explore the influence of faculty members' personal experiences as the personal interviews in this study were.

As used in this study, the term *service-learning* refers to assigned course activities that combine student service that meets real needs in the community with curriculum-based goals for the course; SL activities are designed to be of mutual benefit to the community and to the student (Fiske, 2002, p. 17). The benefits of SL for students, communities, and faculty have been well documented in research (e.g., Astin Vogelgesang, Ikeda, & Yee, 2000; Chambers & Lavery, 2012; Colby, Bercaw, Clark, & Galiardi, 2009; Eyler & Giles, 1999; Eyler, Giles, Stenson, & Gray, 2001; Keen & Hall, 2009; Lundy, 2007; Prentice, 2011). In SL research reviewed by Astin et al. (2000), Eyler and Giles (1999), and Eyler et al. (2001), the stakeholder group that received the most attention was students. Students were shown to benefit from SL in terms of increased empathy and other moral development, civic responsibility, critical thinking, academic achievement, and personal efficacy.

Because this positive impact on students is the impelling reason for offering SL, it is understandable that the effect on students has been the predominant focus of researchers. Some of the studies also affirmed benefits of SL for other stakeholders in the system—community partners (CPs) and faculty—as well as for students. For instance, CPs noted useful service provided by students both during SL and after graduation, as

well as improved community-college relations (Eyler et al., 2001; McMenamin et al., 2010). Faculty members reported greater satisfaction with student learning, deepened relationships with students, enhanced professional development, and expanded relevance of the university in the community (Eyler et al., 2001; McMenamin, McGrath, & D'Eath, 2010; Pribbenow, 2005).

Despite the body of research documenting the benefits and effectiveness of SL, SL pedagogy remains underused at some higher education institutions. For example, on a survey at Metro South in 2012, only about 1/20 of the faculty members representing 17 out of 60 departments reported using SL. In order for more courses that include SL to be offered to students, faculty members would need to be interested in assigning more SL in their courses.

If college faculty members were to increase the number of SL assignments in their courses, then students, faculty, colleges, and the community at large would enjoy increased benefits (Chickering, 1972; Eyler & Giles, 1997). By learning more about the incentives and deterrents faculty members have experienced in assigning SL, planners could remove barriers and add inducements so that additional faculty members may try SL in their courses, and faculty who have already tried SL may be inclined to continue assigning it, and perhaps, to offer SL in more of their courses. In this way the overall number of SL opportunities for students could be increased.

In my literature review search, I identified a gap in the literature concerning college faculty who have experience with assigning SL with regard to both incentives and deterrents that influence their decisions whether or not to assign SL in the future. Faculty

members' past experience with SL as a factor in their inclination to continue assigning SL has been underexplored. Although some of the benefits and barriers noted by previous researchers also emerged as incentives and deterrents in faculty members' reflections in this study, findings from this study contributed some new insights and enriching details. Interviewees were encouraged to mine the full range of both positive and negative aspects of their own past experiences with SL in relation to their inclination or disinclination to assign SL again.

Administrators and planners need comprehensive information about what can be done to remove obstacles and to encourage faculty members who currently assign SL to continue doing so, and to incline additional faculty members to try SL. However, in previous studies, although researchers have explored other factors that may influence faculty inclination to assign SL, such as institutional support (e.g., Forbes, Wasburn, Crispo, & Vandeveer, 2008), they have not thoroughly explored the role of faculty members' *past experiences* as a factor in their choice to assign SL in the future.

Studies by researchers who focused on incentives and deterrents for assigning SL have had certain limitations. For example, in a Canadian case study, Harrison (2013) considered factors that attract and sustain faculty involvement in terms of faculty development in SL, but did not include deterrents. Karasik's (2013) study involved only gerontology and geriatric educators. O'Meara and Niehaus (2009) conducted a discourse analysis of faculty members' stories about their experiences by examining nomination files of exemplars. However, because their data were preexisting, there was no

opportunity to ask follow up questions to invite reflections other than what was preexisting in the documents.

Similarly, reliance on surveys as the data collection tool in other previous research (Napoli, 2012; Neeper & Dymond, 2012) may have been insufficient to elicit the full range of possible influences in faculty members' decisions regarding student SL. Due to the nature of the data collection instrument, again there was not any follow up. Using in-depth interviews in this study provided the opportunity for me to dig deeper by inviting faculty members to reflect on both positive and negative past experiences with assigning SL, and by following interviewees' line of thought in order to expand their responses. Therefore, this study helped fill a gap by generating *richly detailed* data to enhance understanding of both incentives and deterrents that faculty members from a variety of departments have experienced when assigning SL, and how their perceptions of those experiences incline or disincline them to assign SL in future courses. By addressing lingering questions about the influence of faculty member's past experiences on their inclination to assign SL with this study, I provided planners with additional information they needed to reduce deterrents and increase incentives, so that faculty members may offer more SL opportunities to their students.

In the remainder of this chapter I describe the study in more detail, providing background about the need for a study like this one for the purpose of addressing the problem of underuse of SL in higher education by enhancing understanding of faculty past experiences in relation to inclination to assign SL. The research questions regarding incentives, deterrents, and inclination to assign SL are explicitly stated. Then I describe

the conceptual framework for the study—including foundational theories supporting the need for SL in higher education, the constructivist orientation of the study, and Kolb's four dimensions of complexity which inform the interview guide. Next I present my rationale for making this a basic qualitative interpretive study and provide definitions for terms used in the study. I delineate the underlying assumptions of the study, along with the scope, delimitations, and limitations of the study. Finally, I note the potential significance of the study in advancing SL opportunities for students in higher education.

Background of the Study

If program planners are to increase the number of SL experiences for students, they need to know what influences faculty choices regarding assigning SL, in order to reduce faculty disinclination and increase faculty inclination to assign SL. Faculty motivation is complex, involving as it does goals, beliefs, and emotions as well as exterior influences that may be encouraging or discouraging. In addition to personal commitment to SL, personal demographics and life experiences, certain personal religious beliefs and goals, institutional mission, and perception of needs within the community figure among faculty members' motivations to offer SL (O'Meara & Niehaus, 2009; O'Meara, Sandmann, Saltmarsh, & Giles, 2011). However, one aspect that other researchers had not explored is how experiences faculty have had with assigning SL influence their decisions to continue, expand, or discontinue making SL assignments, as I did in this study.

Previous researchers have examined factors other than personal past experience as influential in faculty inclination to assigning SL. For instance, institutional support was

identified as important, with the presence of support from administrators reported to be an inducement, or the absence of such support to be a barrier, to motivation to assign SL (Carracelas-Juncal, Bossaller, & Yaoyuneyong, 2009; Lambright & Alden, 2012). Support from other faculty members was also identified as a motivating factor. Two options for encouraging collegial support that have been studied are Faculty Fellows programs and faculty learning communities (Bowen & Kiser, 2009; Carracelas-Juncal et al., 2009; Furco & Moely, 2012).

Earlier researchers explored faculty members' perceptions of the benefits of SL and barriers to assigning SL. On the positive side, improved student outcomes (increased student understanding of course material, increased student appreciation of diversity, and increased student personal development) and better university-community relationships were described as benefits faculty got from assigning SL (Abes, Jackson, & Jones, 2002; Banerjee & Hausfus, 2007; Eyler et al., 2001). Lack of time or lack of released time, logistics difficulties, and funding difficulties were perceived as obstacles to assigning SL (Abes et al., 2002; Banerjee & Hausfus, 2007; Eyler et al., 2001). Lack of reward in terms of tenure and promotion was a hindrance (Banerjee & Hausfus, 2007; Eyler et al., 2001); whereas being able to combine interests and goals of teaching, research endeavors, and SL on the other hand, was regarded as rewarding (Abes et al., 2002).

Some factors identified in these earlier studies have also been noted in relation to faculty inclination toward SL in more recent studies. Improved student outcomes were identified as rewarding (McMenamin et al., 2010). Lack of time and money, lack of

recognition, and logistical difficulties continued to be identified as difficulties with SL (Neeper & Dymond, 2012).

However, the possible influence of faculty members' past experiences as a factor in their inclination or disinclination to assign SL in their courses remained underexplored. Wade and Demb (2009) stated that faculty members' "previous experience inside and outside of academe is likely to impact faculty beliefs about their capabilities to engage in this type of work" (p. 12). If so, then faculty members' past experiences with SL is an avenue worth exploring. Faculty members' past accomplishments and difficulties with assigning SL may influence their level of confidence, and thus their willingness to engage in SL again. Therefore, a study such as this one was needed to explore faculty members' past experiences as they relate to their future intentions.

Problem Statement

Despite the growth of SL and its documented benefits (Eyler et al., 2001; Keen & Hall, 2009; McMenamin et al., 2010; Prentice, 2011), SL still is not being assigned in as many college courses as it could be (Lambright & Alden, 2012). Because the number of courses with SL that are available to students depends upon faculty members' decisions to offer such courses, planners at universities like Metro South are concerned to learn how they can increase incentives and decrease deterrents so that faculty members will opt to incorporate more SL into their courses.

In order to support and encourage faculty members to assign more SL, one aspect planners have not sufficiently understood is how faculty members' past experiences affect their inclination to assign SL in the future. Equipped with that understanding,

planners can help clear away more barriers and can offer better targeted support for faculty members who assign SL. Supported in that way, faculty may be inclined to offer students more SL opportunities. Faculty who already offer SL may assign SL in more of their courses, and additional faculty members may be attracted to the idea of incorporating SL into their courses.

As detailed in Chapter 2, other researchers have studied other factors in faculty motivation for assigning SL, but they did not focus specifically on the connection between faculty members' past experiences with SL and their inclination or disinclination to assign SL in the future. Using open-ended interviews, I addressed this gap by focusing on broadening understanding of faculty members' experiences with assigning SL and how their inclination to assign SL was affected by those experiences.

Purpose of the Study

The purpose of this study was to explore faculty members' past experiences with SL and how those experiences may either incline or disincline them to assign SL in the future. Information from this study, alongside findings of the reviewed studies, contributed to the general understanding of how faculty members may be encouraged to offer more SL courses. In addition, this study provided updated information regarding what inclines and disinclines faculty members to assign SL at an urban university like Metro South. With that information, program planners and policy makers can institute changes that will lead to more faculty members wanting to offer more SL, and thereby expand opportunities for students to engage in SL during their college years.

This purpose fits the description provided by Merriam and Associates (2002) for basic interpretive research: "All qualitative research is interested in how meaning is constructed, how people make sense of their lives and their worlds. The *primary* goal of a basic qualitative study is to uncover and interpret these meanings" (p. 39). An additional goal of the study is to discover "how [faculty members'] understandings were shaped by their interactions with others" (p. 39) during their experiences with SL, which also is suitable for basic interpretative studies.

Research Questions

RQ1: How do college faculty members perceive *incentives* they have experienced when assigning SL in their courses?

RQ2: How do college faculty members perceive *deterrents* they have experienced when assigning SL in their courses?

RQ3: How do college faculty members' perceptions of incentives and deterrents they have experienced incline or disincline them to assign SL in future courses?

Conceptual Framework for the Study

The theoretical basis for this study consists of three main parts, categorized by function. First are the concepts that comprise the theoretical underpinnings for SL drawn from human development theory that establish the need for SL in higher education—focusing on students' cognitive development, as well as on development of students' civic responsibility and moral identity through experiential learning. These concepts help to explain why SL is such an effective pedagogy in higher education. The potential for

student development through SL is important to establish here, because that potential is why more SL in higher education would be a good idea. If it were not so, there would be no need for a study such as this one, which was aimed at increasing the number of courses in which faculty members provide SL opportunities to students. Second is the constructivist orientation which shaped and informed the nature of the inquiry. Third is Kolb's (1984) four dimensions of complexity (part of his experiential learning theory), which provided a framework to enrich data collection. Additional detail is provided in Chapter 2.

Why More Service Learning Is Needed in Higher Education

Engaging in real-life SL experiences may improve students' outcomes in several ways. Besides improving students' academic outcomes, SL may nurture students' mental and moral development as well.

Experiential learning. Student SL is an outgrowth of experiential learning theory. Undergirding such learning experiences that involve active engagement in real-life activity is the concept of experiential learning (Dewey, 1933, 1938; Kolb, 1984). Dewey maintained that "all genuine education comes about through experience" (1938, p. 25), and he emphasized that in order for knowledge to be accessible and applied appropriately in future circumstances, it needs to be acquired within a situation. Kolb (1984) and Dewey both recognized the way that action and reflection interact within a situation to advance learning. This combination of action and reflection is a common feature of SL. Likewise, course-related SL is an expression of Dewey's (1916) belief that

good citizenship needs to be practiced—in the classroom as well as in the community. SL extends the learning laboratory for students beyond the classroom into the community.

Seven vectors of student development. Chickering and Reisser (1993) identified seven vectors of college student development:

1. Developing competence (intellectual, athletic and artistic, interpersonal),
2. Learning to manage emotions (including transcending the boundaries of self through bonding with others and by feeling part of a larger whole),
3. Moving through autonomy to interdependence (learning that one's actions impact others),
4. Forming mature interpersonal relationships (reciprocal respect, tolerance, empathy),
5. Forming one's identity (resolving crises, periodic reconstruction, roles and lifestyles, cultural and family roots, physical self),
6. Developing purpose (self-efficacy; vocational, personal, and interpersonal values), and
7. Developing integrity (congruent values and behavior).

Engaging in SL may help students develop in each of these vectors. Service experiences may help students develop competence and confidence. They may learn to identify with something larger than themselves and see how their actions can affect others' well-being. Interacting with others who are different in diverse ways may help students develop empathy and develop mutually respectful relationships. Encountering challenges in the real world may help students grow and learn things about themselves. Serving others may

help students recognize and adopt values that will help shape their future behavior, roles,

and lives. Through active service, students may learn that they can make a difference,

that they can help make the world a better place. Chickering advocated engaging students

in real-life experiences to test concepts they learned in class and having them reflect on

these experiences to deepen learning. He suggested SL as an effective way to nurture

empathy and respect in students (Chickering, 2008). In this way, educators may foster

student moral development:

> If we intentionally create conditions where issues of humanitarian concern,
>
> interpersonal relationships, and interdependence are confronted, then we will be
>
> helping students move toward principled autonomy, integrity, and personal
>
> commitment—those higher stages of ego and moral development—and we will be
>
> enhancing their ability to cope with life cycle issues, including choosing a career,
>
> assuming civic responsibilities, and building sustaining relationships. (Chickering
>
> & Havighurst, 1981, pp. 776-777)

Mental and moral development. Kegan's (1994) theory of mental development

identifies their twenties as an age range in which people establish identity and develop a

vision to work toward (p. 179). During this period, college students would be in transition

between the third and fourth levels of consciousness development, according to Kegan's

theory (p. 314). At this stage, individuals shift from simply adhering to external moral

authority to making moral decisions according to standards based on their own

evaluations and determinations of what is valuable (p. 169).

Developing the next level of consciousness is not simply a matter of learning new skills, but rather is "a gradual process of holistic mental growth or transformation—the evolution of consciousness" (Kegan, 1994, p. 187). Higher education can help provide a bridge from third to fourth level consciousness through transformational education—"a 'leading out' from an established habit of mind" (p. 232). The process through which the transformation takes place is an effective combination of challenge and support (p. 296). Well-designed SL experiences can strike such a balance and result in transformational learning through reflective activities.

As noted by Fiddler and Marienau (2008), students need time to reflect on their SL experiences in order to derive meaning from those experiences (p. 75). Through guided entries in individual journals, discussions in small groups of peers, and whole class discussions with the instructor, students can learn to reflect on their experiences in ways that will deepen and broaden their SL experiences. Such activities can help students relate SL to course material, contextualize what happens at the service site to better comprehend social issues, and to consider their personal commitment to values related to civic and social responsibility that come into play in service experiences.

Although the foundations of empathy are laid down very early in life, in interactions between the primary caregiver and the child (Szalavitz & Perry, 2010), developing empathy can be a lifelong endeavor. Traditional college students are young adults, in a stage of life at which Erikson (1950/1963, 1959/1980) pointed out individuals are actively creating their own identities and figuring out how they will relate to other people. At the same time they are developing empathy and compassion for others

(Hoffman, 2000), they are developing a sense of their own efficacy in tackling problems (Bernacki & Jaeger, 2008). SL experiences are important to incorporate into college courses because they help foster this type of development and bring these two vectors together.

Developing a sense of self-confidence and competence may have important consequences for students and for their future inclination to serve. As Bandura (1977) pointed out, "Efficacy expectations determine how much effort people will expend and how long they will persist in the face of obstacles and aversive experiences. The stronger the perceived self-efficacy, the more active the efforts" (p. 194). Students who develop a strong sense of self-efficacy may be more persistent in future service situations and in other endeavors as well.

Although the terms *agency* and *self-efficacy* often are used interchangeably in the literature, I find it useful to distinguish between them. Agency (autonomy) is the feeling that *I can do something on my own*, an expression of self-confidence. Self-efficacy, on the other hand, is feeling capable of applying one's personal power to some task, *I can make a difference*. Both of these attitudes can be fostered through SL activities, as Chickering suggested.

SL can help students identify themselves as caring people who help others, and who can effect positive change in the world. There are two aspects to such development—coming to care and feeling that one can make a difference. Caring can result from exposure to others who have diverse perspectives (Colby, Ehrlich, Beaumont, & Stephens, 2003, p. 39). SL is one of the pedagogies of engagement recommended by

Colby et al. to promote a sense of civic and moral responsibility in students. Moral actions result when people feel that being a moral person is an essential part of who they are (Damon & Colby, 1996). "Well-designed reflection [in conjunction with SL] can . . . stimulate consideration of what kind of person the student is, wants to be, and fears being and can help him move toward being the kind of person he admires and wants to be. . . . It's about reflecting upon who you are and how you fit into the universe" (Colby et al., 2003, pp. 100-101, 217). In addition to the time spent serving, the time spent reflecting in SL can have an enduring effect on their lives by giving students an opportunity to "reframe and transform their thinking about themselves, those with whom they interacted and the community settings in which they worked. . . . [SL] can provide a context for reflection on one's identity, [and] relationships with others" (Jones & Abes, 2004, pp. 164-165).

Forming socially responsible habits of heart and mind in college can help students develop into lifelong socially responsible citizens (Cadwallader, Atwong, & Lebard, 2013; Chickering, 1972). As recognized in the Lumina Foundation Degree Profile, actively engaging with people who represent diverse perspectives (such as occurs in SL) contributes to civic learning, one of the five basic areas of learning advocated to develop skills students will need for 21st century living (Lumina Foundation for Education, 2011, p. 9). The more time students spend in SL, the more solidly formed those attitudes will become (Eyler & Giles, 1997).

Constructivist Orientation of the Study

My choice of a basic interpretive design for the study reflects a constructivist orientation (Merriam & Associates, 2002, p. 37). My constructivist orientation is apparent in the use of open-ended interview questions, which fit the goal of exploring and constructing the meaning of various faculty members' individual perceptions and experiences during data collection and analysis. The decision to draw upon my own experiences with SL (and at the same time bracket them in order to prevent my experiences from distorting my perception of what the participants were expressing) fits the description of the constructivist researcher's role (Patton, 2002, p. 546).

Respect for the complexity of perspectives is another characteristic of constructivism (Patton, 2002, pp. 96, 98, 544). At the heart of Kolb's (1984) theory of experiential learning are four dimensions of complexity—perceptions, feelings, understandings, and actions (p. 139). These dimensions helped inform the interview questions. During the interviews I asked faculty members to talk about their past experiences, and asked how they felt at the time about those experiences. Reflections delving into what they thought and understood about those experiences were encouraged. Finally, I asked how their past experiences and the understandings that developed from them influenced their future intentions to offer SL. In the context of this study, faculty members were prompted to inquire into their own experience to extract and articulate what they had learned from their experiences with assigning SL.

I designed this study as a basic interpretive qualitative study (Merriam & Associates, 2002, p. 39). Basic interpretive studies reflect a constructivist worldview

comprehensive picture of faculty experiences with assigning SL, I delved into four

aspects of those experiences with the questions—perceptions (perceptual complexity),

feelings (affective complexity), understandings (symbolic complexity), and actions

(behavioral complexity). In other words, I aimed questions at encouraging participants to

talk about what happened (perception of experience), how they felt about it, how the

experience affected their understanding of SL, and how their future plans for action

(assigning or not assigning SL) were affected by what happened. This approach helped

me keep in mind the complexity of perception, feelings, meanings, and actions to be

explored in participants' experiences, thus enriching the data that were collected during

the interviews.

Nature of the Study

The purpose of this study was to explore faculty members' past experiences with

SL and how those experiences may either incline or disincline them to assign SL in the

future. Although several types of research design lend themselves to the collection of

detailed descriptive data such as was the purpose here, basic interpretive study was the

design best suited for this particular study.

Although I had considered a phenomenological approach (Merriam, 2009, p. 23)

because the study focused on a common experience (assigning SL), the purpose of this

study was not to understand the *essence* of an experience (as in phenomenology) but

rather to understand *what kind* of experiences influence faculty one way or the other in

deciding whether or not to assign SL in their courses. A case study design (which uses a

variety of tools to collect comprehensive detail for "holistic description and analysis of a

single . . . phenomenon") would have been too costly and time consuming, given the limited focus and resources of this study (Merriam, 2009, pp. 46, 50-51). The quantity of data collected in a case study was unnecessary to answer the research questions of this study, and was more information than policy makers and planners sought in this situation (Merriam, 2009, p. 51). Similarly, although useful for understanding a phenomenon, a grounded theory design would have gone beyond the scope of this study to build theory around the phenomenon (Merriam, 2009, p. 23).

The most appropriate design for this study was a *basic interpretive qualitative study* (Merriam & Associates, 2002). In this type of research "the researcher is interested in understanding how participants make meaning of a situation or phenomenon, this meaning is mediated through the researcher as instrument, the strategy is inductive, and the outcome is descriptive" (p. 6). I conducted individual interviews with participants, as Merriam and Associates noted is typical for basic interpretive studies (p. 38). Participants were a purposive sample of 13 college faculty members drawn from 40 individuals with experience assigning SL at Metro South. Interview questions were open-ended to provide participants the opportunity to express themselves fully. These interviews were digitally recorded and transcribed for analysis. I coded and analyzed the data for interconnections and distinctive themes that addressed the research questions. In Chapter 3, I present a detailed description of the methodology.

This approach enabled me to collect richly detailed data on the underexplored factor of past experience in relation to faculty members' inclination to assign SL. By taking a qualitative approach, I was able to discover additional facets of faculty

inclination that may improve planners' understanding, and thereby enable them to better support faculty SL efforts.

<div align="center">**Definitions**</div>

Community partners (CPs): members of the community, primarily in non-profit organizations or government agencies, who work with students in order to meet community needs (Cress, Collier, Reitenauer, & Associates, 2005, p. 18).

Constructivism: the study of "multiple realities constructed by people and the implications of those constructions for their lives and interactions with others" (Patton, 2002, p. 96).

Experiential learning: "learning as it occurs outside of classrooms" (Keeton & Associates, 1976, pp. 4-5); "learning that occurs when changes in judgments, feelings, knowledge, or skills result for a particular person from living through an event or events" (Chickering, 1976, p. 63); "learning experiences in which the learner is directly in touch with the realities being studied" (Keeton & Tate, 1978, p. 2).

Moral identity: "a supplemental source of moral motivation that provides a boost beyond the motivation available from moral understanding and moral emotion alone; in this sense, it is useful in explaining extraordinary moral action and enduring moral commitment" (Hardy & Carlo, 2005, p. 234); One is motivated to act in a manner "consistent with one's identity as a moral person, concerned about morality" (p. 237).

Service-learning (SL): "a form of experiential education in which students engage in activities that address human and community needs together with structured

opportunities intentionally designed to promote student learning and development"
(Jacoby, 1996, p. 5).

<h2 style="text-align:center">Assumptions</h2>

An underlying assumption that I made in this study was that participants honestly described their experiences, interpretations, and inclinations. As with any self-reporting data collection, the integrity of the study relied on the integrity of the participants. By assuring them confidentiality, I encouraged participants to be open and straight forward in their descriptions.

Although faculty members work closely with the other two stakeholders in SL activities (students and CPs), it was assumed that neither of the other stakeholder groups exerted a limiting influence on the data. Neither students nor CPs had direct knowledge of or involvement in the study, because the focus was on faculty members' experiences. Therefore, whatever had happened in SL interactions was not as meaningful to this study as what faculty members perceived to have happened and how they felt about it. To guard against indirect influence through faculty members hesitating to have other stakeholders know what they were saying about interactions with them, I assured participants' confidentiality, had the transcribers sign confidentiality agreements, used pseudonyms for participants and their place of employment when summarizing the results, and took care that quotations did not include identifying details. Thereby, participants could speak freely.

I assumed that, although individual members of the faculty change and some leave and others are added from year to year, the nature and perceptions of incentives and

deterrents to assigning SL would remain similar enough for the findings of this study to continue to be relevant for a reasonable period of time. Even if different individuals constitute the faculty assigning SL in subsequent years, insights gleaned from this study, it is assumed, will still be instructive.

I also assumed that there was not one unitary experience or one set of experiences that all faculty members who assigned SL share. Rather, individual participants had their own way of looking at things. Differences in their individual perceptions and responses, as well as their similarities, combined to enrich understanding of faculty experiences assigning SL.

Scope and Delimitations

The focus of this study was on faculty experiences with a specific type of learning connected to college students' service in the community. This type of activity included learning experiences that benefited students as they met real community needs and were assigned by faculty in conjunction with curriculum goals. Therefore not all volunteer service by college students was included—only course-related SL. Similarly, not all faculty community engagement activities were considered—only those experiences related to SL activities they assigned to students.

Although course-related SL involves three sets of stakeholders (students, CPs, and faculty), student outcomes were the subject of most SL research in the past. Additional research needed to be conducted in order to better understand the other stakeholders' points of view. Because I had experience assigning SL in my courses, I had experienced firsthand some of the incentives and deterrents that faculty members face. I wanted to

help bring the faculty perspective to the forefront, not by telling my story, but by giving colleagues the opportunity to tell theirs. Their combined voices may help planners, policy makers, and support staff better understand the faculty point of view. I leave it to future research to explore and represent the point of view of the CPs.

For this study, the emphasis was on faculty members' past experiences with SL and how those experiences influenced their inclination to assign SL in the future. Other factors that may influence inclination, such as demographic traits, level of teaching experience, academic rank, and institutional mission, although worthy of exploration, were beyond the scope of this study unless mentioned by participants in their interviews. In order to obtain the most immediately useful information within the time and cost limitations of this study, only faculty who had already demonstrated an interest in SL by assigning SL in their courses in the past were interviewed. Those who may have been too discouraged by perceived barriers to even attempt assigning SL were not included in this study.

Although all the prospective participants were employed at one university where I had access, they were from a variety of departments. Another base of variation was that some were graduates of an 8-week SL workshop for interested faculty members and others were not. Transferability of findings may be limited by the small sample size and by the fact that all participants were from one Southern metropolitan university. However, findings may be applicable within other higher education institutions, or may at least suggest to other researchers or planners at other institutions topics to explore with faculty members in their settings.

Limitations

This study could have been limited by bias, small sample size, inconsistent coding, incomplete reporting from participants, or inadequate analysis of data. However, each of these threats was addressed to reduce the effect it might have on the study.

In order to prevent bias from skewing the data, I reflected upon and revealed my past experiences with SL, and was alert to how they might affect my perceptions and interpretations. In addition, interview questions were open-ended to provide participants the opportunity to express themselves fully and not be constrained by my expectations and prior understanding of such experiences. I invited participants to check their transcripts to ensure accuracy of representation (member checking; Johnson & Christensen, 2004, p. 252). My committee chair provided peer review of the raw data and preliminary categories during analysis.

Although the sample size was small, it was as representative of the population as faculty members' willingness to participate allowed. I interviewed multiple participants (Maxwell, 2005, p. 112; Miles & Huberman, 1994, p. 278), and used purposeful maximum variation sampling (Maxwell, 2005, pp. 88-89) to achieve as varied representation in the sample as possible. Depth of detail in the data helped to compensate for lack of breadth in the sample, and I had prolonged and repeated contacts with participants (Maxwell, 2005, p. 110).

In order to ensure consistency in coding of the data, I maintained an updated code list with definitions (Miles & Huberman, p. 285). Furthermore, I kept a running log of decisions regarding coding tracked changes (Miles & Huberman, pp. 282, 284).

To be sure that the data accurately portrayed participants' experience and inclinations, extended interviews were digitally recorded and transcribed verbatim. Immediately following each interview, I added clarifying notes to notes taken during the interview. Following transcription and prior to analysis, I invited participants to review their transcripts (member checking) and gave them the opportunity to revise or add to their responses. So that the data would yield as much information as possible, I spent extensive time reviewing, interpreting, and analyzing the data, aided by NVivo software. Coding and interpretations were subjected to peer review (Maxwell, 2005, p. 112; Miles & Huberman, 1994, p. 278).

Taking these steps ensured that the study can be trusted to meaningfully represent faculty members' experiences and to broaden planners' understanding at this university. In addition, taking these steps provided other researchers and planners with sufficient information to evaluate how and in what respects the study may be transferable to their own situations.

Significance

By uncovering new aspects of faculty inclination related to SL, this study may lead to more targeted support for faculty who offer SL, and thus may encourage faculty who assign SL to continue doing so, and perhaps also attract additional faculty members to try using SL. By leading to expanded opportunities for student SL, this study has the potential to impact various stakeholders in college SL—administrative planners, faculty, students, and community partners (CPs). As a result, the benefits of SL for stakeholders that were described in the introduction may be magnified. This study may be important to

planners who seek to remove deterrents and to increase incentives for faculty members who assign SL. The better they understand how faculty perceive their experiences with SL, the more insight planners will have into devising effective solutions and enticements.

If faculty members who assign SL are better understood and better supported in their efforts, they may be more likely to offer more SL opportunities to students. Therefore, students may have more SL options among the courses they take, and may spend more hours in service during their college careers. If so, the CPs will benefit from those additional hours of student service. Furthermore, the community will benefit not only from students' service while they are in college, but possibly throughout their lives if they form the habit of volunteering through increased opportunities for SL in their college courses (Astin, Sax, & Avalos, 1999; Lambright & Lu, 2009; Mabry, 1998). If more benefits accrue to CPs, the relationship between the college and the community will grow closer.

Increasing opportunities for students to grow in social responsibility is important not only to students and their local communities, but throughout our republic. As Benjamin Franklin responded as he walked out of Independence Hall on the final day of the Constitutional Convention of 1787, we have "a republic—if we can keep it" (Platt, 1992, no. 1593). The way to keep it is to be sure young people receive the right sort of education. In other words:

> If we are fighting to protect our basic moral values, our freedoms, and our
>
> democracy, we had best do all we can to ensure that succeeding generations gain

the understanding, skills, and motivations needed to preserve and promote those

values and freedoms. (Colby et al., 2003, p. 287)

They need not only the learning that books and lectures can bring to them, but the kind of

development of heart and mind that results from SL. One way to address that concern is

to expand SL opportunities for students in college. That is why I aimed this study toward

getting faculty members to provide more SL opportunities for their students.

Summary

In this chapter, I briefly introduced the study. I presented the theoretical

justification for SL in higher education and noted the underuse of SL pedagogy. The gap

in understanding college faculty members' experiences with SL in relation to their

inclination to assign more SL was addressed in discussion of the problem statement and

purpose of this study. I presented the research questions concerning faculty members'

experiences and inclinations concerning SL.

I also described the theoretical underpinnings from experiential learning theory,

moral identity development theory, and mental development theory in support of the need

for more SL in higher education and the need for insights such as this study may provide

to help encourage more faculty to assign SL. I described how the constructivist

orientation of the inquiry was reflected in the choice of an interpretive research design

with open-ended questions, in my involved role as researcher, and in the appreciation for

individual perspectives. Kolb's four dimensions of complexity were identified as a

conceptual framework to help elicit responses reflective of the complexity of faculty

members' experiences with SL.

In addition, I included a brief rationale for and description of this study, along with definitions of relevant terms and assumptions made in the study. I defined the boundaries and limitations of the study. Then I described the potential significance of the study for increasing SL offerings in higher education and thus increasing the benefits from SL for students, faculty, institutions of higher education, and communities.

The next chapter includes more detail about my review of the literature that provided background to this study and how this study fits into the research conversation related to SL and faculty. Then in Chapter 3, I provide a detailed description of how I conducted the study.

Chapter 2: Literature Review

Because academic, personal, and social/civic benefits of SL for college students have been long recognized (Astin & Sax, 1998), many higher education institutions would like to offer more SL opportunities to their students. In order to expand service-learning (SL) offerings, however, more faculty members would need to assign SL in their courses. In order to know how to encourage faculty members in that direction, planners need to understand what is holding faculty back and what would help them move forward.

However, SL researchers have predominantly focused on student outcomes and perceptions rather than on stakeholders other than students (e.g., Astin et al., 2000; Conway, Amel, & Gerwien, 2009; Haski-Leventhal et al., 2010; Levesque-Bristol, Knapp, & Fisher, 2010; Yorio & Ye, 2012; Zygmunt-Fillwalk, Malaby, & Clausen, 2010). Fewer researchers have focused on community partners (e.g., Blouin & Perry, 2009; d'Arlach, Sanchez, & Feuer, 2009; Gazley, Littlepage, & Bennett, 2012; Smith Budhai, 2012; Stoecker, Tryon, & Hilgendorf, 2009) or on faculty members' experiences with SL (e.g., Harrison, 2013; Heckert, 2010; O'Meara & Niehaus, 2009; Shek & Chan, 2013). Although the number of citations are similar for each stakeholder group, the citations for studies that were focused on students include a major multi-campus study, a 14-nation survey, and two meta-analyses, so they represent a larger number of research studies than the cited individual studies focused on community partners (CPs) or on faculty.

To address that gap, the purpose of this study was to explore faculty members'
past experiences with SL and how those experiences may either incline or disincline them
to assign SL in the future. With enhanced understanding of faculty members'
experiences, perceptions, and inclinations, planners can act to reduce deterrents and
increase incentives and support for faculty who assign SL. Thereby faculty members may
be induced to offer more SL to students, and all stakeholders may reap more of the
benefits associated with SL (Eyler et al., 2001).

In this chapter, I explain the conceptual underpinnings and framework of the
study and describe how my study is positioned in the current flow of research in the field
of SL. First, I describe the strategy followed in reviewing recent literature to discover
what other researchers have been studying and what they have learned. Then I define the
gap—what has not been thoroughly examined—and how this study addressed the gap in
understanding of how personal past experiences with SL influence faculty inclination to
assign SL in the future. I review the conceptual underpinnings for the study, tracing
theoretical foundations for SL in experiential learning (Dewey, Kolb, Keeton), in
fostering social responsibility, (Chickering, Colby), and in nurturing students' intellectual
and moral development (Kegan, Szalavitz & Perry).

Thereby, I establish the rationale for SL as an effective and desirable pedagogy in
helping college students develop as caring individuals and responsible citizens, and point
out why studies (such as this one), which contribute to understanding of faculty
inclinations and potentially lead to expanding student opportunities to engage in SL, are
needed. Then I explain how the conceptual framework of Kolb's four dimensions of

complexity helped shape and enrich interview questions and data collection in this study. Finally, I review and synthesize recent research as related to this study to establish the rationale for the study and how it was conducted.

Literature Search Strategy

In order to discover which keywords to search for in databases, I consulted keyword lists on studies similar to mine, both before and during the search process, adding relevant terms to the iterative search as it progressed. The resulting list appears in Figure 1 below.

First, I searched *service-learning* with and without a hyphen, combined with *faculty* to make sure hyphenation would not change the results. Combining *community service* or *volunteer service* with *college student* and *faculty* did not produce additional relevant hits in the selected databases either, so for the rest of the search, I used only *service-learning* with the remaining keywords. Substituting *college teachers* for *faculty* did not turn up any additional relevant studies. Searching *community-based learning* yielded four additional relevant journal articles.

The main part of the search included combining *service-learning* with each possible combination of row and column titles as shown in Figure 1. I searched each of these combinations in each of the following databases:

- Thoreau (Walden University Library search tool)

- ERIC database

- Education Research Complete database

- SocINDEX with Full Text database

- Academic Search Complete database

- SAGE Premier database

Although Thoreau searches multiple databases, for a comprehensive search Walden recommends searching each database individually, which I did.

	Experiential Learning	Citizenship	Self-Efficacy	Moral Development	Empathy
Faculty	X	X	X	X	X
Higher Education	X	X	X	X	X
College	X	X	X	X	X
University	X	X	X	X	X
Community college	X	X	X	X	X

Figure 1. Combinations of keywords used as search terms in literature search.

Next, I searched ProQuest Central for *service-learning* and *higher education,* with *student* and *faculty* to learn what authors of recent theses and dissertations had found regarding student outcomes and faculty experiences with SL. Using Google Scholar, I located recent studies in higher education in which researchers drew upon *experiential learning theory* (Dewey, Keeton, Kolb), *citizenship* and *moral development* (Colby, Ehrlich, Chickering), *self-efficacy* (Kegan), and *empathy* (Szalavitz & Perry) as related to *service-learning.* My searches at two major SL Websites (Campus Compact and National Service-Learning Clearinghouse) included reviews of relevant resource and research lists.

Later I narrowed the search to incentives and deterrents to future use of SL in faculty perceptions of their past experiences with SL. I combined *service-learning* and *faculty* with *barriers, benefits, motivation, challenges, perceptions, experiences,* and *attitudes* in sequence in the databases listed above. As I located very recent studies that

resembled mine in some way, I checked their reference lists to see which theorists and which recent research studies were cited.

Finally, I reviewed titles and article abstracts for issues from 2008-2013 of individual publications that appeared often in the previous search results: *Michigan Journal of Service-Learning, Journal of Higher Education, Research in Higher Education Journal, Journal of Higher Education Outreach and Engagement,* and *Journal of Service Learning in Higher Education.* By scanning discussion sections of articles on topics that were close to mine, I located some articles that were not primarily focused on relevant topics, but which included relevant aspects and findings nevertheless.

Conceptual Framework of the Study

The central phenomenon under study was faculty experiences with assigning SL, so SL was pertinent to this inquiry. The definition of SL used in this study was "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development" (Jacoby, 1996, p. 5). Another definition often cited in the field is Bringle and Hatcher's from 1995, revised by them in 2006:

> a credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility. (Bringle, Hatcher, & McIntosh, 2006, p. 12)

Their definition is more comprehensive in that it mentions reflection (a key aspect of making meaning from SL experiences) and the aspirations toward deeper understanding of course content, a broader understanding of the discipline, and enhanced personal values and civic responsibility. Although much course-related SL does include those aspects, not all faculty involved in what they consider to be SL incorporate those elements. Therefore, I chose to use the briefer, less comprehensive but more inclusive definition from Jacoby in my study in order to encompass a wider range of activities under the umbrella of SL.

Experiential Learning

Because faculty members' use of SL was central to this study, theory that undergirds SL was also pertinent to this inquiry. SL is a form of *experiential learning*— actively learning by engaging outside of the classroom with realities being studied inside the classroom (Keeton & Associates, 1976, pp. 4-5; Keeton & Tate, 1978, p. 2). The roots of experiential learning are often traced back to John Dewey (see Giles & Eyler, 1994; Harkavy & Hartley, 2010; Itin, 1999; Kezar & Rhoads, 2001; McMenamin et al., 2010; Permaul, 2009), because Dewey linked learning to both experience and to social responsibility—as in this passage, for example:

> A primary responsibility of educators is that they . . . recognize in the concrete what surroundings are conducive to having experiences that lead to growth. Above all, they should know how to utilize the surroundings, physical and social, that exist so as to extract from them all that they have to contribute to building up experiences that are worthwhile. . . . Education, in order to accomplish its ends

both for the individual learner and for society must be based upon experience. (Dewey, 1938/1997, pp. 40, 89)

Roots of the four-stage model of the iterative experiential learning cycle (experience, reflective observation, conceptualization/generalization, and active experimentation/testing) developed by Kolb (1984, pp. 68-69) are evident in Dewey's discussion on reflective experience (1916, p. 150). In addition, the use of reflective activities to help students make meaning out of experiences (a key aspect of SL) was mentioned elsewhere by Dewey (1938/1997, p. 87). Similarly, You and Rud (2010) drew on Dewey for their six-phase moral imagination model for SL (p. 45). This model emphasizes engagement of feelings as well as thinking, and a process of testing, evaluating, and acting through SL to solve moral problems. Like Dewey and Kolb, You and Rud combined experience, reflection, thinking, and testing. Reflection has become a key element in course-related SL (Ash & Clayton, 2004; Eyler, 2002, 2009; Fiddler & Marienau, 2008; Lambright & Lu, 2009).

Experiential learning, especially when combined with reflection, generalizing, and testing, is not as easily forgotten as learning that is simply assimilated from academic sources such as teachers or books (Keeton & Associates, 1976, p. 58; Keeton & Tate, 1978, p. 24; Permaul, 2009). In addition, experiential learning results in greater confidence and a sense of self-efficacy (Keeton & Associates, 1976, p. 60). Similar effects noted in SL have been attributed to elements of Kolb's model of the cycle of experiential learning (Stears, 2009; McMenamin et al., 2010; Wiese & Sherman, 2011), such as engaging in active service, followed by reflective class discussions and guided

reflection journals or papers that help students think about and make meaning from their service.

Campus Compact (n.d.), a national higher education association dedicated to campus-based civic engagement, recommends reflective activities to use before service, during service, and after service. Before the experience, students can be guided to reflect on information gathered about a prospective service site through doing research, talking with staff at the site, or having a representative from the site make a presentation to the class. During service, students can respond in individual journals to prompts that guide them to record their experiences, thoughts, feelings, and questions; to relate experiences to course content; and to relate their observations to how problems they encounter may be ameliorated. In small groups, large groups, or in conference with the instructor, students can explore other perspectives and compare and contrast them with their own. After the service period, students can write reflective papers based on their journals and make presentations in class or to community partners (Campus Compact, n.d.).

Faculty can use guiding questions to engage students in a continuous process of reflection. In the beginning, questions can prompt students to explore their expectations about their SL experience; then during the period of service, questions can help them focus on challenges or on how the community partner (CP) and the student are benefitting from that service; and near the end, questions can help students review what was learned, relate it to course content, assess their skills and growth, and think how to use what was learned in the future (Eastfield College, n.d.).

At the University of Minnesota (n.d.), SL reflections are guided by questions grouped into three categories: What? (reporting experiences and observations) So What? (analyzing and evaluating experiences and observations) and Now What? (summing up learning and looking ahead to future involvement). These sources suggest that offering students opportunities to reflect on their SL experiences in a variety of settings and to think about them in a variety of ways enhances learning.

Chickering's Seven Vectors of College Student Development

Experiential learning such as SL has great potential for furthering college student development in multiple dimensions. In 1969, Chickering delineated seven such dimensions of identity, which he called *vectors*. His list, as revised by Chickering and Reisser (1993) is shown in Figure 2, alongside my suggestions for how SL may further development in each dimension. "We still refer to seven broad changes in students as they move through college or university experiences. We continue to call these changes 'vectors,' because they indicate direction and magnitude" (Reisser, 1995, p. 506).

Vectors	SL Activity
1. Developing competence	Students can develop skills through real-life practice in the field. Students can develop new perspectives by serving in unfamiliar settings. Students can develop interpersonal competencies through reciprocal relationships with those they serve and with community partners. Students can develop a stronger sense of self-efficacy as they help meet real needs in the community.
2. Managing emotions	With guidance from faculty and community partners, students can recognize and deal with initial uneasiness, fears, or discomfort about being in an unfamiliar setting and interacting with others they perceive as different from themselves. Students can come to understand another's point of view and become more empathetic and caring.
3. Moving through autonomy toward interdependence	Students can develop a stronger sense of autonomy as they gain confidence in their own ability to make a difference.
4. Developing mature interpersonal relationships	Students can develop awareness of their interdependence as they work alongside and learn from each other and develop reciprocal relationships with those whom they serve. Students may grow in capacity for tolerance and emotional intimacy.
5. Establishing identity	As students interact with community partners and with each other in reflective discussions, they may encounter differences in viewpoints and values. In this sort of setting, students can explore others' perspectives and define their own views. They can consider what kind of person they are and the kind of person they want to become.
6. Developing purpose	Students may discover ways to be of future service to others or to help make the world a better place.
7. Developing integrity	Through active engagement in service, students can experience integration between values and actions and may make long-term commitments to living out their values.

Figure 2. How SL may contribute to student development along seven vectors.

Adapted from Chickering and Reisser (Chickering & Reisser, 1993; Reisser, 1995).

"Any experience that helps students define 'who I am' and 'who I am not' can help solidify a sense of self" (Reisser, 1995, p. 509), so exposure to differences among people through SL can help students establish their own identities. Reflection on SL experiences can help students test values, evaluate perceptions, and develop a sense of purpose. Increasing congruence between values, purpose, and action develops personal integrity. Engaging in experiences during college that help students advance in this direction helps equip them to continue the process throughout their lives (Chickering, 1972, pp. 17, 142).

Development along these vectors will help prepare students for productive, fulfilling lives. They may enhance their skills in getting along with others who are different from themselves, and gain confidence in their ability to make a difference. Development in all seven dimensions, in addition to being good preparation for satisfying careers "are the same competencies and personal characteristics required to become an effective citizen, to create a lasting marriage, and to raise a healthy and happy family" (Chickering, Dalton, & Stamm, 2006, p. 28).

Empathy, Self-Efficacy, and Social Responsibility

Related to Vector 2 (managing emotions) is the development of empathy. Although empathy cannot be taught in the informational sense, instructors can put students into environments where they have the opportunity to interact with people whose lives and perspectives are different from their own. Putting themselves in another's place and seeing things from the other's point of view can help foster their empathy for the other person. Although the capacity for empathy is now believed to begin developing early in life (Szalavitz & Perry, 2010), Hoffman (2000) noted that the college years are a

period in when a person is ripe for developing empathy. SL can help put students into circumstances where they can interact with and develop empathy for people who are different from themselves (Lundy, 2007).

SL is one of the pedagogies Colby et al. (2003) recommended for advancing students' sense of moral responsibility, which is related to growth along Chickering's Vectors 5 (identity) and 7 (integrity). In the process of deciding what kind of person they are and want to become, students engaged in SL have the opportunity to experience what it is like to be socially responsible and to make a difference in the lives of others. During reflective activities, students get to consider their values and be exposed to different perspectives, which may help them decide what they value most and the type of activities they feel deserve lasting commitment. If students see themselves as socially responsible people, then they will be likely to behave in a socially responsible manner (Damon & Colby, 1996; Hardy & Carlo, 2005). Given enough activities which foster this sort of self-concept, students may form habits of caring and volunteering that will last a lifetime (Chickering, 1972; Jones & Abes, 2004).

Several theorists described a transition during the college years that may point to a natural developmental trend from relying on external authority to determine one's values, through increasing autonomy (evaluating options and committing to one's own set of values), into a balanced state of interdependence. In Kohlberg's model of moral reasoning development, this transition comes during Stages 3-5, in the progression from a morality of conformity into adherence to a self-defined set of moral principles representing fairness and respect for the rights of others (Kohlberg, 1976, pp. 34-35;

Kohlberg, 1984, p. xxix). This transition correlates to the third of Chickering's vectors of college student development—the movement through autonomy toward interdependence.

Similarly, in his five-stage model of orders of consciousness, Kegan (1994) noted a movement in adulthood (encompassing both traditional college age and adult learners) away from Stage 3 Socialized Mind (in which values and guiding principles of others or the society are simply internalized) into Stage 4 Self-Authored Mind (in which individuals evaluate values and principles for themselves, decide which ones are worthy of their personal commitment, and take others' feelings into account when making decisions). Although Kegan's stages are numbered, he did not mean to imply a progression in value, (i.e., that one stage is better than another). Rather, he just intended to indicate the direction in which development takes place. In fact, he suggested that people in the various different stages of consciousness complexity need to come to understand and respect one another's differences in order to be able to support one another (Berger, Hasegawa, Hammerman, & Kegan, 2007). This civically useful attitude is another possible outcome of students' guided reflective class discussions associated with SL.

Because this independence to interdependence trend has been noted repeatedly, it may represent a natural developmental direction that may be nurtured by suitable educational activities in college. With appropriate levels of challenge and support, college activities such as SL may help students (aged approximately 18-35) develop both more autonomy and a greater sense of interdependence (Kegan, 1994, p. 296; Palmer & Zajonc, 2010, p. 103). Agreeing with Kegan, Reisser (1995) described a "human

tendency to spiral between the need for autonomy and the need for inclusion [that

eventually leads] to an interdependent balance" (p. 507). The college years seem to be a

good time for students to develop their own autonomy and moral identity as well as to

become more socially responsible. SL may help students grow in both those dimensions

(Chambers & Lavery, 2012; Prasertsang, Nuangchalerm, & Pumipuntu, 2013). Kegan

(1994) suggested that "people grow best where they continuously experience an

ingenious blend of support and challenge" (p. 42). If more faculty members were to

assign well-designed SL, perhaps more students could approach that ideal.

Recent Research Related to Conceptual Framework

Some key concepts presented by the theorists have been foundational to recent

research in the field of SL. Some researchers used experiential learning theory from

Dewey and Kolb. Others explored concepts similar to one of Chickering's seven vectors,

like empathy, self-efficacy (competence, autonomy), and social/civic responsibility.

Experiential learning. Experiential learning in the form of SL has been

demonstrated to be effective in a variety of disciplines in higher education around the

world. Researchers have reported on SL in many different departments in higher

education institutions. Since 2008, at least twenty studies were conducted related to SL in

education courses for teachers (e.g., Carrington & Selva, 2010; Chambers & Lavery,

2012; Cone, 2009a, 2009b; Marchel, Shields, & Winter, 2011; Prasertsang et al., 2013)

and twelve were in the field of medical education (e.g., Amerson, 2012; Dharamsi et al.,

2010; Furze, Black, Peck, & Jensen, 2011; Lawler, 2008; Zaidi, Ahmed, Ud Din Saif, &

Khan, 2011). Additional higher education departments represented in the research were

art, business, civic education, communication, engineering, environmental studies, family and consumer sciences, gerontology, language, law, library science, math, music, physical education, poverty studies, public relations, religion, social studies, social work, and tourism (see Appendix A for studies in these departments). The revelatory aspect of this set of studies is not their individual findings, which are not necessarily relevant to this study, but rather the wide variety of college disciplines and departments represented. The fact that SL research is being done in these diverse settings demonstrates that the SL pedagogy is applicable in many more departmental settings than is evident at Metro South, for example, where less than 1/20 of the faculty, representing fewer than 1/3 of the departments, assign SL. Although findings from each individual study are not summarized here, findings that are pertinent to this study are discussed elsewhere.

This diversity of settings demonstrates that SL has been assigned in many different departments. However, the faculty survey I conducted at Metro South in 2012 and records from SL workshops for faculty indicated only 46 faculty members out of 934 who taught at least one course at the university, representing 17 out of over 60 academic departments, were engaged in assigning SL. These figures suggested that there may be room for expansion if barriers to SL could be identified and removed, faculty incentives increased, and imagination stimulated to devise service projects appropriate to additional fields of study.

In addition, SL has been used and researched with adult learners (Reed & Marienau, 2008), students with disabilities (Miller, Hinterlong, & Greene, 2010), and developmental level students (Prentice, 2009). This pedagogy has been applicable in

many academic departments, some of which may seem to be an obvious fit—like education, social work, and medicine; and some perhaps more surprising—like business, music, and art. It also has lent itself to interdisciplinary projects, such as the environment/economics combination suggested by Newman (2008) and the environment/marketing project studied by Wiese and Sherman (2011). The possibilities are numerous and varied, and yet at some institutions, like Metro South for example, only a small fraction of the faculty members have incorporated SL into their courses.

Empathy, self-efficacy, and social responsibility. Results from studies in many departments in higher education institutions conducted abroad as well as in the United States indicated that students who engaged in SL showed gains in empathy (e.g., Ruso, 2012), in self-efficacy (e.g., Harris, 2010; Parker et al., 2009; Peric, 2012; Prasertsang et al., 2013; Richards, 2009; Stewart, Allen, & Bai, 2011), and in social responsibility (e.g., Parker et al., 2009; Peric, 2012; Poon, Chan, & Zhou, 2011; Prasertsang et al., 2013; Webb & Burgin, 2009; Zaidi, Ahmed, Ud Din Saif, & Khan, 2011).

Researchers reported growth in empathy among students engaging in SL, primarily in medicine and education (e. g., Casey & Murphy, 2008; Chambers & Lavery, 2012; Plante, Lackey, & Hwang, 2009; Stratman, 2013; Vogt, Chavez, & Schaffner, 2011; Zaidi, Ahmed, Ud Din Saif, & Khan, 2011). Combined under the umbrella of growth in self-efficacy are pre-service teachers' increased confidence (Chambers & Lavery), student nurses' increased confidence in caring for children with diabetes (Vogt et al.), and what Ruso (2012) termed enhanced "efficacies to make the world better"

(p. 382). SL was found to increase social responsibility among nursing students in Lawler's (2008) study. Weber and Weber (2010) noted a positive effect of SL on both self-efficacy and social responsibility among students in their study. In other studies, positive effects were found in development of both identity and social responsibility (Kazmi, 2009), including for engineering students (Dukhan, Schumack, & Daniels, 2008) and Hispanic students (West & Simmons, 2012). Students who grow in social responsibility as they are developing their identities may be forming habits of service that will last a lifetime, as suggested by Chickering (1972).

These three themes that emerged from the literature (empathy, self-efficacy, and social responsibility) can be fit together to describe what happens to students who engage in SL, as I illustrate in Figure 3. Two lines of development (in empathy and in self-efficacy) combine to result in increased social responsibility. Perceiving another's need does not necessarily result in action to relieve that need if one feels incapable of making a difference. Neither is feeling capable sufficient to result in an appropriate response if one is not empathetic with others. However, when both factors develop together, as they have the potential to do during SL, empathy and self-efficacy can lead to socially responsible actions. Providing students with multiple SL opportunities would give them more time to develop empathy and self-efficacy through interactions with people who have a variety of needs, and the chance to develop confidence as they practice meeting those needs. Broadening their range of efficacies and providing students with more opportunities to be socially responsible may help prepare them for lifelong service (Independent Sector, 2002) and the type of interdependence described by Kegan (1994).

**Student is engaged
in service situation
through SL**

| Student increases understanding of need | → | Student increases empathy with those in need |

**Student Development
Fostered
Through Service
Learning**

Student cares and feels can make a difference

Student practices skills (professional, social)

Student increases confidence and self-efficacy

Student takes socially responsible action
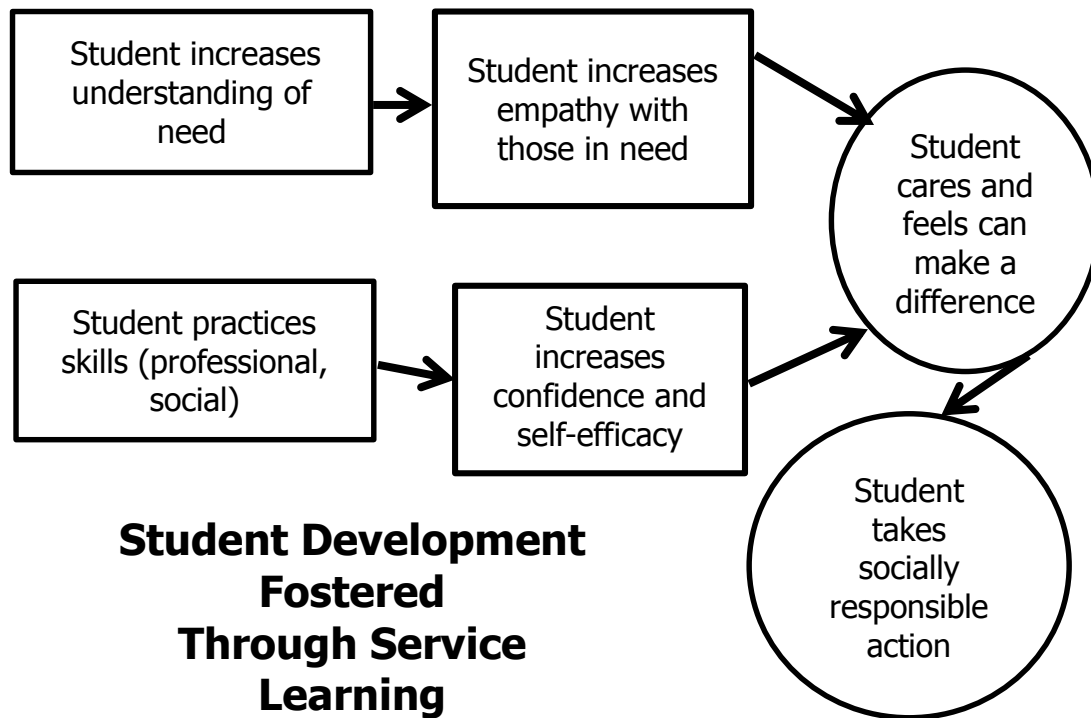
Figure 3. Student development fostered through SL.

This study benefited from research studies that concerned these concepts, because

their findings helped to establish the benefits of SL for students and thus the desirability

of encouraging faculty members to offer students more SL opportunities. The more time

students spend in SL, the more benefit they are likely to enjoy, and the more their service

will benefit community partners (CPs) as well. Therefore, studies like this one that

contribute to understanding faculty members' inclination to assign SL are important.

They may enhance administrators' and planners' understanding so that they can try to

remove obstacles that deter faculty members from assigning SL and increase incentives that incline them to assign more SL.

Literature Review Related to Key Concepts

Given the demonstrated benefits of SL for students and communities and the desirability of offering college students more opportunities for SL, it is expedient to encourage faculty members to assign more SL in their courses. In order to do that, administrators and planners need to understand what inclines and disinclines faculty members to assign SL.

Deterrents and Incentives for Faculty Assigning SL

In previous studies, some factors were identified by faculty members as being deterrents to assigning SL; other factors were identified as providing incentives to them to assign SL. Deterrents identified in recent research are itemized by study in Figure 4, and incentives are shown in Figure 5. Both are summarized and synthesized below.

Deterrents	Studies that identified as deterrent
Don't know how to do it	Forbes, Wasburn, Crispo, & Vandeveer, 2008; Shek & Chan, 2013
Limited or bad experience with SL	Neeper & Dymond, 2012
Not relevant to course	Karasik , 2013; Neeper & Dymond, 2012; Shek & Chan, 2013
Lack of departmental support	Bowen & Kiser, 2009; Napoli, 2012; Neeper & Dymond, 2012
Lack of institutional support	Forbes, Wasburn, Crispo, & Vandeveer, 2008; Ford, 2011; Furco & Moely, 2012; Karasik, 2013; Lambright & Alden, 2012; Napoli, 2012
Lack of recognition (tenure, promotion)	Forbes, Wasburn, Crispo, & Vandeveer, 2008; Ford, 2011; Karasik, 2013; Neeper & Dymond, 2012; Shek & Chan, 2013
Lack of funding	Bowen & Kiser, 2009; Furco & Moely, 2012; Napoli, 2012; Neeper & Dymond, 2012
Logistical difficulties	Bowen & Kiser, 2009; Ford, 2011; Karasik, 2013; Neeper & Dymond, 2012
Liability issues	Neeper & Dymond, 2012
Difficulty meeting accreditation standards	Neeper & Dymond, 2012
Difficulty finding sites	Bowen & Kiser, 2009; Forbes, Wasburn, Crispo, & Vandeveer, 2008; Karasik, 2013; Neeper & Dymond, 2012; Shek & Chan, 2013
Student diversity, anxiety, lack of time	Karasik, 2013
Difficulty recruiting students and getting them to follow through	Bowen & Kiser, 2009; Ford, 2011; Furco & Moely, 2012; Karasik, 2013; Neeper & Dymond, 2012
Difficulty evaluating SL outcomes	Neeper & Dymond, 2012
Time consuming, effort required	Bowen & Kiser, 2009; Furco & Moely, 2012; Karasik, 2013; Neeper & Dymond, 2012; Shek & Chan, 2013
Pedagogical challenges (balancing service experience and class time)	Karasik, 2013
Difficulties with CPs	Bowen & Kiser, 2009

Figure 4. Deterrents to assigning SL identified in recent studies.

As shown in Figure 4, deterrents to assigning SL included personal deterrents, institutional deterrents, student-related difficulties, and difficulties with CPs. Personal lack of preparedness and perceiving SL as irrelevant to courses being taught deterred some faculty members from using SL. Institutionally related deterrents included lack of departmental or institutional support, lack of recognition during tenure and promotion reviews, lack of funding, lack of help with logistics, liability concerns, accreditation difficulties, and lack of assistance in locating CP sites. Student-related deterrents included student diversity (in level of preparedness for SL), difficulties with recruitment and getting students to follow through with service, student anxiety, and the challenge of assessing student service. The time-consuming aspect of SL was reported as a barrier in three contexts—in terms of student commitment, in terms of faculty commitment, and in terms of balancing class time and service time allotments. Institutional support with some of the attendant chores of establishing and overseeing SL, as well as offering released time for SL engagement (Napoli, 2012), may relieve some of the demands on faculty time.

Some controversy remains regarding how significant tenure and promotion policies are in inclining or disinclining faculty members to assign SL. Although this concern was noted in multiple studies in this review and in literature cited by Abes et al. (2002) as a deterrent to faculty assigning SL, Abes et al. found that concerns regarding promotion and tenure were not a deterrent for any of the faculty groupings in their study, except for faculty at research universities (pp. 13, 15). Perhaps this difference is related to one of Demb and Wade's (2012) observations "Faculty participation in service-learning

was lower than in community-based research, as service-learning is also a time-consuming activity but less closely associated with the research mission of [the] institution" (p. 356). Perhaps the discrepancy in how significant concern about tenure is may be due to unidentified differences in academic rank among the participants of different studies. Tenure track faculty members would naturally be more concerned about tenure policies than would non-tenure track and adjunct faculty members.

Incentives	Studies that identified as incentive
Improved student outcomes	Karasik, 2013; Lambright & Alden, 2012; McMenamin, McGrath, & D'Eath, 2010
Increased relevance of course material	Ford, 2011; Karasik, 2013; McMenamin, McGrath, & D'Eath, 2010
Internal motivation	Ford, 2011
Recognition of SL and SL research	Forbes, Wasburn, Crispo, & Vandeveer, 2008; Lambright & Alden, 2012
Funding for SL projects or interns	Bowen & Kiser, 2009; Furco & Moely, 2012; Lambright & Alden, 2012
Faculty development	Forbes, Wasburn, Crispo, & Vandeveer, 2008
Peer support group	Furco & Moely, 2012
Informal mentoring	Lambright & Alden, 2012
Faculty Fellows program	Bowen & Kiser, 2009
Perceived benefits for faculty	McMenamin, McGrath, & D'Eath, 2010
Perceived benefits for CPs	Karasik, 2013; Lambright & Alden, 2012; McMenamin, McGrath, & D'Eath, 2010
Perceived benefits for institution	McMenamin, McGrath, & D'Eath, 2010

Figure 5. Incentives to assigning SL identified in recent studies.

On the other side of the equation, incentives were identified that made faculty members more inclined to assign SL in their courses as indicated in Figure 5. In line with studies reviewed earlier that documented positive student outcomes from SL, some faculty members mentioned improved student outcomes and enhanced relevance of course material as among their motivations for assigning SL. Some faculty members

mentioned being self-motivated, but most of the incentives concerned factors under administrative control, such as institutional and departmental support, recognition of SL and SL research during tenure and promotion reviews, funding for SL projects, financial rewards for faculty, and faculty development opportunities.

My review of the literature suggested that peer support may be especially useful to faculty, in the form of mentoring or ongoing learning communities. "The topic-based faculty learning communities that were established through this project provided structure, content, and peer-networking opportunities that helped enhance faculty participants' understanding of service-learning and strengthened their buy–in and support for this instructional innovation [SL]" (Furco & Moely, 2012, p. 146). Some researchers reported that faculty expressed a need for additional faculty development training in SL to prepare them for using SL in their courses. Besides learning communities and mentoring, another option at some campuses (such as Metro South) has been SL workshops. Sharing of syllabi, noted as an incentive by Abes et al. (2002), may be accomplished in the context of a learning community or other ongoing support group, in a mentoring relationship, in workshops, or in other forms of professional development.

Another promising incentive is Faculty Fellows programs, which provide a modest stipend or released time to faculty who serve as role models, mentors, and advocates for SL on their campuses. These programs seem to be effective at supporting and nurturing SL leaders and at promoting the use of SL among other faculty members, as Bowen and Kiser (2009) reported:

The most notable impact of participation in the faculty fellows programs was the enhanced use of service-learning as a teaching strategy and the attendant increase in the number of service-learning courses. . . . It seems that the fellowships were both a stimulus and a source of sustenance for them. . . . It seems that participation in a faculty fellows program can partially 'inoculate' faculty against the challenges usually experienced in teaching service-learning courses that make many faculty members quit. (p. 40)

Previous recent studies, in which researchers also focused on faculty members' past experiences assigning SL, differed from this study in that researchers relied upon surveys and/or focus groups (e.g., Forbes et al., 2008), identified only incentives for assigning SL (e.g., Harrison, 2013; McMenamin et al., 2010), or were limited to only one department (e.g., Karasik, 2013; Neeper & Dymond, 2012). By contrast, in my study I relied upon in-depth personal interviews, explored both deterrents and incentives, and collected data from faculty members from a variety of departments who had engaged in SL. Pechak and Thompson (2011) conducted a descriptive exploratory study based on faculty reflections, but they focused on program evaluation, whereas I focused on past experiences related to future inclinations to assign SL. O'Meara and Niehaus (2009) studied what faculty members were doing with SL and why, but they used only document analysis. I, on the other hand, conducted interviews and provided an opportunity for participants to share whatever they felt was relevant about their experiences with SL.

One area of concern that has not received much attention in the literature recently is "limited or bad past experience with SL" (Neeper & Dymond, 2012). The possible

incentive effect of positive past experience with SL has not been the object of study either. That is where this study comes into the research conversation. The purpose of this study was to explore faculty members' past experiences with SL and how those experiences may either incline or disincline them to assign SL in the future.

Evaluation of Methodologies and Approaches Used by Other Researchers

Among the studies reviewed here, researchers used an array of methods to investigate factors other than personal experience in faculty members' inclination to assign SL. Quantitative, qualitative, and mixed method approaches using document review, surveys, written reflections, focus groups, and personal interviews were employed, with focus groups and personal interviews predominating. Although useful for measuring perceptions of levels of support for SL at institutions (Lambright & Alden, 2012) and for showing relevant significance of factors in a predetermined list (Napoli, 2012; McMenamin, McGrath, & D'Eath, 2010), surveys were limited in scope (O'Meara et al., 2011). For studies of a more exploratory nature, researchers used focus groups and/or interviews as their primary tools or used them in addition to surveys or document reviews (e.g., Bowen & Kiser, 2009; Forbes et al., 2008; Ford, 2011; Harrison, 2013; McMenamin et al., 2010; Pechak & Thompson, 2011; Shek & Chan, 2013).

Although some researchers used focus groups to good effect to explore major themes (e.g., McMenamin et al., 2010), participants may be less likely to express themselves about sensitive matters (due to concerns about confidentiality) or to say they disagree with perceptions expressed by others in the group, and subtle differences in perspectives may not be revealed (Patton, 2002, p. 387). Indeed, in the study by

McMenamin et al., focus group participants asked about their experiences with SL did not mention any barriers. Because discovering such deterrents was one of the main goals of this study, focus groups were not suitable to answer the research questions:

RQ1: How do college faculty members perceive *incentives* they have

experienced when assigning SL in their courses?

RQ2: How do college faculty members perceive *deterrents* they have

experienced when assigning SL in their courses?

RQ3: How do college faculty members' perceptions of incentives and

deterrents they have experienced incline or disincline them to assign SL in

future courses?

In their 2011 research review, O'Meara et al. identified a need for more interviews to provide rich description and to explore personal histories of faculty participants (p. 91). Therefore, in order to collect rich descriptive details about faculty members' experiences with assigning SL, I chose to use in-depth personal interviews. With personal interviews I was able to assure participants of confidentiality so they would feel freer to share the full complexity of their experiences and perceptions (Patton, 2002, pp. 341, 348).

Summary and Conclusions

As Chickering (2008) maintained:

Community-based learning can be a powerful force for encouraging personal

development and for strengthening democracy in our multicultural, globally

interdependent battered world. But to do so, it needs to pervade all our curricula,

degree programs, learning contracts, and community partnerships. (p. 94)

Experiential community-based learning such as SL has a firm foundation in developmental theory. Student development can be nurtured through SL experiences, especially when they are of substantial duration and involve reflective activities throughout the SL experience. What is learned through experience is not easily forgotten. Indeed, SL can help students learn more about their own potential, broaden their perspectives, develop a sense of purpose, and evaluate and commit to values that will help shape their identities and their lives. Through SL, students can develop both empathy and self-efficacy that lead to socially responsible action. Students can develop autonomy and come to recognize their interdependence with others. They can develop a sense of purpose and a desire to make a difference in the lives of others.

Many researchers have documented such benefits of SL for college students, so there is widespread interest in promoting this pedagogy on campuses. One difficulty in providing more SL opportunities for students has been low level of inclination among faculty members to design and assign SL for their students. In response, some researchers have sought to better understand how faculty members may be enticed to expand SL offerings by exploring how faculty members perceive the level of support at their institutions, by inquiring about internal motivations such as goals and beliefs, and by asking about certain incentives and deterrents to assigning SL.

Faculty members indicated being encouraged by improved academic and social outcomes for students, peer support, and improved community relations. Institutional support in the form of funding for SL activities, institutional recognition (such as during tenure review), and released time were also identified as incentives.

Conversely, the lack of institutional recognition and support in the form of funding or released time were perceived as barriers to assigning SL. Personal obstacles (time required, lack of preparation, previous bad experience) were seen as deterrents by some faculty members. Difficulties with students, such as difficulty recruiting students, students' lack of time and commitment, difficulties with logistics, and the challenge of assessing SL were likewise regarded as discouraging factors.

One possible factor in faculty members' inclination to offer SL in their courses that has not been thoroughly explored is faculty members' *past experiences* with SL in terms of incentives and deterrents. Findings from this qualitative study, supplementing findings from previous studies about other factors in motivation, contribute to understanding of faculty inclination through in-depth exploration of faculty members' past experiences as another possible factor in their inclination or disinclination to assign SL.

In the chapter that follows I describe how I went about conducting this study. I provide more details about how I collected data through personal interviews, then describe how I analyzed the data to see which themes and distinctions emerged. Adding these findings to the growing body of research on faculty motivations for assigning SL may help planners more accurately target barriers that can be removed and inducements that can be instituted to prompt faculty members to expand SL opportunities for students.

Chapter 3: Research Method

The purpose of this study was to explore faculty members' past experiences with service-learning (SL) and how those experiences may either incline or disincline them to assign SL in the future. This study enlarged the range of exploration to include whatever encouraging and discouraging SL-related experiences, thoughts, and feelings faculty members wished to share. Information from this study, alongside findings of the reviewed studies, contributes to the general understanding of how faculty members may be encouraged to offer more SL courses. In addition, this study provides updated information regarding what inclines and disinclines faculty members to assign SL at a particular Southern metropolitan university. With that information, program planners and policy makers can institute changes that will lead to more faculty members wanting to offer more SL, and thereby expand opportunities for students to engage in SL during their college years.

This chapter includes a detailed description of the procedure that I followed in conducting the study. I present the research questions, explain why I selected this particular research design, and define my role as researcher. Then I describe the methodology of the study and the rationale for it, including participant recruitment and selection, instrumentation, and analysis of the data. Finally, I discuss issues of trustworthiness and describe how ethical concerns were addressed.

Research Design and Rationale

The research questions for this study were as follows:

RQ1: How do college faculty members perceive *incentives* they have

experienced when assigning SL in their courses?

RQ2: How do college faculty members perceive *deterrents* they have

experienced when assigning SL in their courses?

RQ3: How do college faculty members' perceptions of incentives and

deterrents they have experienced incline or disincline them to assign SL in

future courses?

These questions reflect the study's central phenomenon—college faculty members'

experiences with SL. Rewarding experiences that incline faculty members to assign SL in

future courses and discouraging experiences that disincline faculty members from

assigning SL in the future were both of interest. Faculty members' perceptions related to

those experiences, more than an outsider's observation of what occurred, were the focus

of this study.

Qualitative research is the appropriate approach for early exploratory stages of

research, which is the nature of this study. Because my aim in this study was to explore

an area of experience that had not been the focus of much investigation (e.g., Carracelas-

Juncal et al., 2009; O'Meara & Niehaus, 2009), I chose a qualitative approach to allow

features and themes to emerge that may form the basis for later examination (Merriam,

2009, p. 15).

Interview is one of the main methods of data collection associated with basic interpretive studies such as this one (Merriam & Associates, 2002, p. 38). Qualitative research uses interviews as a means to generating thick, rich, descriptive data, which was the purpose of this study. For this study, then, intensive interviews with participants were the primary source of data. Interviews focused on the nature of experiences faculty had with assigning SL in their courses, the meaning those experiences had for them, and how their interpretation of those experiences either encouraged them or discouraged them from assigning SL to students in the future.

The design that I chose for this study was a basic interpretive study (Merriam & Associates, 2002, pp. 6-7), with some similarities to phenomenology. In this case, although the focus was on a common experience, as it would be with a phenomenology, the purpose was not to discover the *essence* of that common experience (Patton, 2002, p. 106). Rather, it was to collect and interpret individual perceptions and variations and analyze them to reveal how discouraging aspects of the experience may be reduced, and how encouraging aspects of the experience may be enhanced through informed planning, a task more appropriate to a basic interpretive study.

A case study design, which uses a variety of tools to collect comprehensive detail for "holistic description and analysis of a single . . . phenomenon" (Merriam, 2009, pp. 46, 50-51) would have allowed for triangulation of data collected from a variety of sources such as documents and direct observation in addition to interviews (Patton, 2002, p. 449). However, for the purposes of this study, a basic interpretive study was sufficient to answer the research questions and meet the university's need and was therefore more

appropriate than an extended case study given the limited focus and resources of this study (Merriam, 2009, p. 51). Similarly, although useful for understanding a phenomenon, a grounded theory design would go beyond the scope of this study to build theory around the phenomenon (Merriam, 2009, p. 23).

Role of the Researcher

I was the sole researcher on this study. I constructed the interview guide, conducted all the interviews and follow-up contacts with participants, and analyzed the data. Interview recordings were transcribed verbatim by experienced transcribers and then proofread by me to assure accuracy.

My role as researcher was impacted in two respects by my previous experiences. First, I experienced SL as a student, as an on-site student supervisor, and as a college faculty member. In order to refresh my recollection of those experiences so they would not unconsciously influence my conduct of the study, I wrote out my own responses to the interview guide questions before data collection began. I also engaged in reflexivity periodically throughout data collection and analysis. I submitted the raw data and preliminary categories from data analysis to my committee chair for peer review to be sure my own past experiences did not bias the data. In addition, I provided each transcript to the interviewee for member checking to assure that their remarks were accurately represented.

Second, my faculty experience occurred at the university where the study was conducted, where I was employed as an adjunct until my retirement several years ago. Only two of the faculty respondents to the 2012 Service-Learning Survey from which the

study sample was drawn had any contact with me other than that survey. Of those two survey respondents, one was, until his retirement, the faculty advisor for the office that oversees SL at Metro South; he was not interviewed. Another survey respondent was the director at the campus writing center where I volunteered for a time and is also a personal acquaintance. She was interviewed. I was not acquainted with any of the potential participants from the workshop participant lists.

I have not had any power relationships with participants that should in any way have inhibited their sharing freely about their experiences during the interviews. During the time I was employed as an adjunct writing instructor at Metro South, I served on no committees and had no decision-making authority regarding other faculty members. At the time of the study I was no longer employed by the university.

Methodology

In the following section, I describe procedures for selecting participants, the instrument that I used to guide interviews, and how I conducted the interviews. In addition, I describe recruitment of participants for the field test of the interview guide and for the dissertation study, as well as how data was collected, processed, and analyzed.

Participant Selection Logic

Sampling for the study was purposeful in nature, as is typical for qualitative research (Maxwell, 2005, p. 88). Purposeful sampling is aimed at selecting participants who will provide the most insight into the research questions (Patton, 2002, pp. 40, 46). In this case, my goal was to recruit participants who could provide first-hand information about experiences they had with assigning SL, and how those personal experiences

inclined or disinclined them to assign SL in the future. Therefore, I first selected a pool of potential participants from the university faculty by using criterion sampling to identify individuals who had experience assigning SL (Merriam, 2009, p. 77), either as self-indicated on the 2012 Service-Learning Survey or by dint of their completion of SL workshops conducted by the office that oversees SL at Metro South.

There were two main sources of potential participants for this study—rosters of SL workshops for faculty and the 2012 Service-Learning Survey. One source was the rosters of participants in faculty SL workshops conducted at the university from 2009-2012. Because faculty received an additional stipend if they actually used the SL syllabus they developed in the workshops, there was a record of faculty who had attended the workshop and had assigned SL in at least one course.

On the 2012 SL survey, 35 faculty members indicated that they assigned SL in their courses. Of those 35 faculty members, 25 had not attended a SL workshop and 10 had. Another 11 workshop participants who had received the second stipend for using the SL syllabus developed in the workshop in at least one course, and who therefore were also known to fit the criterion, did not respond to the SL survey. None of the recipients of second stipends responded on the survey that they were not assigning SL.

Six of the original 46 faculty members on the list of prospective participants had left the university. Therefore, the population pool from which the sample was drawn consisted of 40 faculty members who were known to have assigned SL in at least one course and were still at the university. I sent letters of invitation through campus mail to the 40 individuals on that list (9 accepted). To supplement responses to those letters, a

modification was made in the plan and approved by IRBs at Walden and at Metro South

in order to contact additional prospective participants by e-mail. I used purposive

maximum variation sampling (Patton, 2002, pp. 234-235) to select potential participants

to invite by follow-up e-mail, to achieve a representative sample of faculty from various

departments (2 accepted). Through snowball sampling (Patton, p. 237) other participants

were suggested by interviewees (2 accepted). Everyone in the resulting sample at one

time offered SL—most were still assigning SL, but one had stopped using SL; some had

attended a workshop (3), and some had not (10). Nine different departments were

represented in the final sample.

 Drawing a sample that was as diverse as possible helped ensure a diversity of

perspectives. Because my goal was to collect data that would be as information-rich as

possible, the sample needed to be as varied as possible within the criterion of having had

experience assigning SL and the willingness of faculty members to be interviewed

(Patton, p. 245). This combination of commonality and diversity strengthened the

meaningfulness, range of applicability, and trustworthiness of the results (Merriam, 2009,

p. 227).

 There seems to be substantial agreement in the field of qualitative research that

the goal for sample size is that point at which redundancy occurs—when the data become

repetitive and new perceptions no longer emerge (Mason, 2010; Merriam, 2009; Nastasi,

n.d.; Patton, 2002). Sample size needs to be large enough to yield the information being

sought to answer the research question (Merriam, 2009, p. 83)—in qualitative research

"in-depth understanding," as Nastasi suggested. There would always be the possibility

that something new could emerge from the next possible interview, nevertheless the researcher must establish boundaries for the study, including time frame and cost, so at some point it makes sense to conclude data collection, when the data are sufficient if not exhaustive (Patton, 2002, p. 242).

Nastasi suggested that using a well-constructed interview protocol, 10-20 hours of database (from individual interviews or focus groups) should be sufficient for a qualitative dissertation. For this study then, which was a basic interpretive study resembling phenomenology in many respects, in-depth interviews with approximately 10-12 participants (out of a pool of 40 individuals) would be a suitable sample. The actual number of 13 participants then, met that goal, was suitable due to the limited size of the population from which the sample was drawn, and was in keeping with other studies with similar goals and design. This number allowed for representatives from a variety of perspectives—from those who were still assigning SL and from one who was not, from those who had SL training and from those who had not, and from nine different departments. A study of this magnitude was sufficient to collect meaningful data to answer the research questions, contribute to understanding of faculty members' experiences and inclination regarding SL, and effectively inform future planning.

Instrumentation

In a naturalistic inquiry such as this one, the researcher does not manipulate the phenomenon of interest, but rather tries to elicit the perceptions of those who have experienced a real life event by asking them open-ended questions (Patton, 2002, p. 39). Such questions could be asked of individuals through interviews, or of a small number of

people in a focus group. However, Patton pointed out that although focus groups can be

an efficient way to learn about major themes in a common experience of a group of

people who are strangers to one another, there can be significant limitations to this

approach. Participants may not feel free to express their perceptions if they are not in

agreement with those expressed by others in the group, confidentiality cannot be assured,

and subtle differences in perspectives may go undiscovered (Patton, p. 387). For this

study then, individual interviews were more appropriate, because the prospective

participants were colleagues who may need to interact with one another later. Conducting

individual interviews avoided focus group limitations.

Participants may have felt freer to express contrary or critical impressions in

private than they would have in a group with their peers. I assured participants that

confidentiality would be maintained. In addition, there was more time with each

participant for me to explore the details of their individual perceptions and to collect the

thick, rich description that is the hallmark of interview-based studies and was the goal of

this study (Rubin & Rubin, 2005, p. 13). "The purpose of qualitative interviewing is . . .

to allow us to enter into the other person's perspective . . . to capture the complexities of

their individual perceptions and experiences" (Patton, pp. 341, 348).

The type of interview I used is responsive interviewing, as described by Rubin

and Rubin (2005). Responsive interviewing technique emphasizes the relationship

between interviewer and interviewee, including attendant ethical obligations for the

interviewer. With this model "the goal of the research is to generate depth of

understanding, rather than breadth" and the research design remains flexible throughout

the study (p. 30). For this study the goal was to capture as much detail as possible about faculty members' experiences with assigning SL to their students.

To maintain flexibility within each interview as well as in the study as a whole, I conducted semi-structured interviews as described by Merriam (2009):

> The interview is guided by a list of questions or issues to be explored, and neither the exact wording nor the order of the questions is determined ahead of time. This format allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic. (p. 90)

Merriam recommended this model for situations in which the interviewer has some knowledge of the phenomenon, but research is still in an exploratory stage. Because I had some knowledge of assigning SL, having done so myself, and yet so much remained unknown about others' experiences and inclinations, the semi-structured format was a good match for this study.

Therefore, I constructed an interview guide (see Appendix B) in which I provided structure for the interviews through a few main questions/topics that were focused on capturing data that would answer the research questions and yet allow for flexibility in terms of wording, timing, and sequence within the interview conversation (Patton, 2002, pp. 342-344, 349). I indicated a logical sequence of questioning that reflected an order recommended by experts in the field—from easy, low intensity to higher intensity questions and back to lower intensity before closing (Rubin & Rubin, 2005, pp. 114-121). However, in practice, I adapted the sequence and wording to suit the situation.

In response to interviewees' answers to the main questions, I used a variety of probes and follow up questions to encourage them to expand upon their responses as appropriate to elicit more details. These questions came out of my experience as a counselor and included variations of sample questions suggested by experienced researchers (Patton, Merriam, Rubin & Rubin) to encourage interviewees to go into more detail in their responses.

Procedures for Field Testing Interview Guide

Before the field test, I wrote out answers to the questions first myself, putting myself in the interviewee's position as suggested by Maxwell (2005, p. 93). The exercise helped me become aware of and bracket my own experiences with assigning SL to reduce interference with my interpretation of others' experiences.

In order to field test the interview guide to be sure it elicited data that addressed the research questions, I first tried out the interview questions with a former faculty member who had assigned SL at the same university where the study would be done, but who would not be interviewed for the study because she had recently retired. This individual fit Maxwell's (2005) criterion for pilot testing of the interview guide, which is to select people who resemble the study sample as closely as possible (p. 93). Due to the small number of potential participants (40), I did not want to interview any of them for the field test, and thus not be able to use their data for the study itself.

Procedures for Recruitment, Participation, and Data Collection

In 2012, I conducted a survey for Metro South to determine which faculty members had assigned SL in which departments and in which courses. The faculty

members who responded with that information comprised the main population pool for this study. In addition, the office that oversees SL at the university provided me with a list of faculty members who had completed 8-week SL workshop, in which they designed syllabi including SL activities. Each participant who completed the workshop received a stipend for participating, and another stipend by submitting proof of having taught a course based on the syllabus that he or she had developed in the workshop. Therefore, it was possible to identify faculty members who had assigned SL (some of whom were in one of the workshops, some of whom were not). Some of the people on the workshop list responded to the survey, but some did not.

Applying criterion sampling, I compiled a composite list of potential participants (i.e., faculty members at Metro South who had assigned SL in at least one course) using responses to the 2012 survey and from 2009-2011 lists of SL workshop participants. Because the population pool was small (40 individuals), the recruitment strategy needed to be personal and direct. Participants were not given any remuneration; their rewards were value they derived from reflecting on their SL experiences and benefits that they may derive from improved support for faculty like themselves who assign SL. I contacted each potential participant personally, initially by means of a letter of invitation in sealed envelopes through campus mail, and then by e-mail sent to selected individuals who had not responded to the original letter sent by campus mail (see Appendix C).

I emphasized how important each person's story would be to enriching understanding of faculty experiences with SL. The better understanding planners have of faculty experiences assigning SL, the better faculty members' efforts can be supported

and encouraged, including their own. I mentioned that the interview process would give them an opportunity to reflect on their own experiences assigning SL and give them a chance to help make a difference (Rubin & Rubin, 2005, pp. 101-102). I described the style and approach of the interviews and main topics the interview would cover, so they had time to consider their responses and to decide whether or not they wished to participate (Rubin & Rubin, p. 97). To ease any possible concerns they might have regarding staff that supervises faculty training in SL and oversees SL programs at the university associating them with their remarks, I assured them that only pseudonyms for interviewees would appear in the dissertation, presentations, or publications resulting from the study. The list matching pseudonyms to real names is secured in a locked box at my home. I will send each participant a summary of the results of the study as an added benefit.

In invitation letters sent to individuals on the list of SL workshop participants, the second paragraph in the sample invitation letter (Appendix C) that spoke specifically to survey respondents was replaced with the following:

> You are receiving this invitation because of your interest in service-learning, evidenced by your participation in a [service-learning workshop]. Your participation in this study will be very valuable, whether or not you still assign service-learning in your courses, because we are interested in both incentives and deterrents to assigning service-learning. Confidentiality will be maintained through the use of pseudonyms and judicious selection of any quotations from transcripts, to protect participants' identities. Therefore, you do not need to be

concerned about the reactions that anyone who was involved in the workshop

might have to your remarks.

On the university campus either in the faculty members' offices or a small

conference room at the library, I conducted one-on-one approximately 1-hour interviews

with 12 of the participants. One participant was interviewed by telephone at her request.

All interviews were recorded digitally and transcribed verbatim. I gave two copies of the

consent form to each participant, one to sign and return, and the other to keep. I used a

general interview guide as opposed to a standardized set of questions to ensure that

essential topics were covered, while allowing sufficient leeway for me to follow

participants' trains of thought. The inquiry is young and there is much to learn about the

topic. It was important to retain the freedom to pursue unanticipated lines of questioning

as interviewees talked about their experiences and perceptions.

At the end of their individual interviews, I asked participants whether they wished

to add anything to their remarks. In addition, participants were given business cards with

my contact information and were invited to contact me if anything further occurred to

them later. To check for content validity, I asked participants by e-mail to review the

transcripts of their own interviews and invited them to add details or clarify their remarks

at that time. These measures helped ensure that data collected were as accurate,

comprehensive, and richly detailed a representation of participants' experiences and

perceptions as possible (Maxwell, 2005, p. 110; Miles & Huberman, 1994, p. 279).

In addition to taking handwritten notes, I digitally recorded interviews to insure

accuracy, to free me to pay closer attention to what interviewees were saying and to make

more eye contact, and to facilitate selecting quotations for the write-up later. I uploaded recordings to password protected Google drive immediately following interviews, listened to them as soon as possible after the interview, and made additional notes. Then the recordings were transcribed verbatim by one of two transcribers for use in analysis.

Participants exited the study once the write-up was completed. Up until that point it was possible for them to add to their interview remarks by calling or e-mailing me if additional details occurred to them. With their permission, I contacted some participants during data collection and analysis for clarification or expansion of their remarks as needed. After the dissertation has been approved, they will receive a written summary of the findings and my conclusions by e-mail.

Data Analysis Plan

I designed the interview guide to collect data that would address these three research questions:

RQ1: How do college faculty members perceive *incentives* they have experienced when assigning SL in their courses?

RQ2: How do college faculty members perceive *deterrents* they have experienced when assigning SL in their courses?

RQ3: How do college faculty members' perceptions of incentives and deterrents they have experienced incline or disincline them to assign SL in future courses?

I coded, organized, and analyzed data with the help of NVivo computer software. Although the focus of this study was not on the essence of an experience as it would be in

a phenomenology, and this study did not share the idiographic emphasis of Interpretative Phenomenological Analysis (IPA), the goal of analysis and the type of data to be analyzed were the same—seeking to discover themes and relationships among themes in verbatim transcripts of in-depth one-on-one interviews with a small sample of participants. Therefore, IPA was an appropriate approach to analyzing the data collected in this study. Smith, Flowers, and Larkin (2012) offered a set of steps to follow in IPA, which was a good fit for the purpose of this study and for the data collected in the study:

1. Read and re-read transcripts repeatedly; listen to the original recording.

2. Note how respondents describe what is important to them, and the meaning those things have for the respondent. Note similarities and differences.

3. Be alert for emergent themes.

4. Search for connections across emergent themes.

5. Repeat for each respondent.

6. Look for patterns across respondents. (pp. 82-101)

Following these steps enabled me to detect emerging codes, themes, and relationships among themes within individual respondent's comments and among the various participants' comments. Discrepancies, individual participants' stories that differed from the others, provided additional insight into the research questions and were therefore retained and reported.

Using NVivo facilitated visual representation of connections and relationships within the data, as suggested by Smith et al. (2012). Visual representations may

supplement the verbal report of findings and be incorporated as I share findings and conclusions through publication or in presentations to interested parties at the university where the study was conducted. Insights from this process may help guide planning and improve planners' responses to faculty members' needs.

Issues of Trustworthiness and Ethical Procedures

Throughout the study, I paid attention to making sure the data and findings could be trusted. Participants selected for the study met the criterion of being college faculty members who had personal, direct experience with assigning SL, so they were able to provide credible data to answer the research questions about college faculty SL-assigning experiences and intentions based on their own experiences. The data are trustworthy because they represent participants' experiences, perceptions, and inclinations regarding assigning SL as accurately and completely as possible. I had prolonged contact with multiple participants (triangulation) so that both common themes and distinctions in perspective emerged. Because potential barriers to free expression were anticipated and addressed, participants responded fully to the interview questions in sharing their personal experiences. Accuracy in collecting the data was aided both by my notes taken during interviews as well as by digitally recording the interviews. After the recordings were converted to print, I checked the recording against the transcript to be sure it was accurate. Then each participant reviewed his or her own transcript for member checking and offered corrections or additions as appropriate.

I took further measures to insure that data analysis remained true to the participants' original intent. By reflecting on my own past experiences with assigning SL

in the research journal before and after data collection (Merriam, 2009, pp. 217-219; Patton, 2002, pp. 64, 247), I bracketed off my own perceptions and remained open to hearing and interpreting participants' responses without bias. As a check on my interpretations, the raw data and preliminary categories were peer reviewed by the chair of my dissertation committee. I culled themes from the data, and supported authenticity of the summary of those themes with illustrative quotations from the participants (see Chapter 4).

To make the study as transferable as possible, I selected participants that were as different from one another as feasible, within the criterion of having assigned SL and potential participants' willingness to be interviewed. I had prolonged contact with participants so as to collect thick, rich details (Merriam, 2009, p. 227).

Dependability was established as I maintained accurate and complete records, such as the research journal audit trail to track research decisions and the list of code definitions to prevent slippage in meaning over time (Merriam, 2009, pp. 216, 222-223). The list of code definitions I maintained also contributed to intracoder reliability. Confirmability was supported by my checking and rechecking the data and engaging in reflexivity throughout the study (Merriam, 2009, p. 219; Trochim, 2001, p. 163).

I obtained IRB approval for the study from Walden University (#04-01-14-0092658) and from the study site university (Protocol #14-202) before I collected any data. Modifications were approved by both IRBs to allow invitations to participate in research to be sent by e-mail, and to add a second transcriber. Both transcribers signed confidentiality agreements. No vulnerable populations such as minors, prisoners, or

patients were recruited for this study. If any such persons happened to be included in the study sample, they were at no greater risk as a result of taking part in the study than in daily life. Risks to participants were minimal and were addressed by maintaining confidentiality, as discussed below.

I recruited participants by way of a personal letter of invitation delivered in a sealed envelope via campus mail and by e-mail (see Appendix C). The letter truthfully represented the purpose and processes of the study, addressed concerns of confidentiality, voluntary participation, and the option to withdraw without consequence, and accurately described benefits and risks participants might experience. There would have been no repercussions for anyone who decided not to participate or who chose to withdraw at some point after initially consenting. Any participant could have refused to answer any question. If a participant chose to withdraw, data collected from that interview would have been deleted from the study. Although the study was conducted at my previous place of employment, I held no leadership positions and exercised no power over any of the participants. Only one prospect is an acquaintance, and given the nature of the inquiry that was not problematic. Nothing of a sensitive nature was discussed.

I informed participants how ethical considerations were addressed in the study by means of the invitation letter (Appendix C) and the consent form (Appendix D). These considerations included (a) confidentiality, (b) informed consent, (c) voluntary participation, (d) option for withdrawal, and (e) benefits and risks to participants (Patton, 2002, pp. 407-409; Rubin & Rubin, 2005, pp. 101-103).

On the consent forms I asked participants to give their permission for excerpts from their transcripts to be quoted in the study report. As suggested by Rubin and Rubin (2005), in the dissertation findings were discussed in general terms with quotations for emphasis attributed to pseudonyms in order to maintain confidentiality (p. 98). A list linking transcripts to individuals' real names was stored in a locked box at my home for reference as needed by the researcher. Identifying information for participants and anyone mentioned by participants in interviews will be withheld whenever results are shared with others. Anonymity for the university where the study was conducted has been provided by referring to the institution as *a Southern metropolitan university* or *Metro South* instead of by name. During processing by the transcribers and me, raw data was under password protection on our personal computers and Google drive. All files were backed up to Mozy, also under password protection. Data from the study will be destroyed after 5 years.

The consent form included a request for permission to record the interview (Rubin & Rubin, 2005, p. 106). In addition, in order to use member checking such as participant validation of transcripts (Maxwell, 2005, p. 111) and for me to seek any needed clarifications, the consent form included a request for permission for me to contact the participant by phone and/or by e-mail. My contact information was provided on the consent form and on business cards given to them at the time of their interviews so that participants could call or e-mail to ask questions or to add to remarks made in the interviews. I provided a copy of the consent form for participants to keep.

Summary

How I conducted this basic interpretive study was the topic of this chapter. I provided the rationale for choosing this particular design and for creating a semi-structured interview guide. I described how participants were selected through criterion sampling, maximum variation sampling, and snowball sampling; recruited to participate in the study; and interviewed individually. IPA was the model for data analysis, and the steps that entailed were listed. I addressed internal and external validity through prolonged contact and thick description, member checking, and maximum variation in sampling.

I maintained a record of research decisions in a research journal, kept a running list of codes and their definitions to establish dependability, and enhanced confirmability through careful checking and rechecking of the data and reflexivity. Finally, I described ethical concerns related to participants, including confidentiality, voluntary participation, the option to withdraw, and informed consent, which were addressed in the invitation letter and consent form (Appendices C and D). In the following chapters, I report on findings and implications of the study.

Chapter 4: Results

The purpose of this study was to explore faculty members' past experiences with service-learning (SL) and how those experiences may either incline or disincline them to assign SL in the future. Therefore, the research questions focused on what faculty perceived as incentives and deterrents in their past experiences with SL, and how those perceptions influenced their subsequent decisions about including SL:

RQ 1: How do college faculty members perceive *incentives* they have

experienced when assigning SL in their courses?

RQ 2: How do college faculty members perceive *deterrents* they have

experienced when assigning SL in their courses?

RQ 3: How do college faculty members' perceptions of incentives and

deterrents they have experienced incline or disincline them to assign SL in

future courses?

In this chapter I report on how I conducted the study. First, I briefly describe the pilot study, the setting at the university at the time of the study, and known demographics of the participants. Then I describe in more detail the collection and analysis of the data, along with evidence of why the study can be trusted. Finally, I present the findings from the study. In presenting these findings, I try to let the voices of the interviewees speak for themselves, while providing an organizing framework to tie them together into meaningful themes, as they emerged from the data. The Node Tree that resulted from analysis of the data forms the framework for presentation of the findings, and it appears as Appendix E. Wherever interviewees are quoted throughout the chapter, pseudonyms

have been used to help maintain their confidentiality, and at the same time let their

individual voices be heard.

Pilot Study

Preceding the dissertation study, I conducted a pilot test of the interview guide.

Originally I had planned to pilot test the interview guide by interviewing two faculty

members with experience assigning SL who had recently retired from the same institution

where the dissertation study would be done. Only one of those individuals agreed to be

interviewed. In the test interview, the interview questions elicited the kind of information

I hoped to obtain from the interviewee, so no changes in collection or analysis procedures

were indicated.

Setting

The setting for this study was a metropolitan university in the southern United

States. The recent strategic plan at this university emphasized the importance of

community engagement. Since 2008, there has been an 8-week service-learning training

almost annually, during which participants (around a dozen faculty members per

workshop) learned about SL and developed a syllabus for a course that incorporated SL.

Stipends have been provided for completion of the workshop. A second stipend has been

given to those who teach a course based on the syllabus devised during the workshop.

During the time I was conducting the study, the university was undergoing

reorganization. One of the changes involved creation of a SL director within the office

that oversees all types of community engagement, which signaled institutional

commitment to this specialized form of engagement. Just how these changes would affect

faculty members who used SL was not clear to all participants in the study. Their

perceptions at the time of the study are reflected in the Findings section of this chapter.

Demographics

All 13 faculty members that I interviewed for this study were employed at the

same Southern metropolitan university, and all had experience with assigning SL in their

courses. All but 1 of the participants had PhDs. Of the 13, 7 women and 6 men were

interviewed. Represented in the sample were 9 different departments. The sample

included 4 faculty members who had participated in the 8-week SL training workshop at

the university. Although 12 of the interviewees intended to continue using SL, 1 did not

plan to do so for now.

Data Collection

The original invitation issued through campus mail sent to 40 faculty members

identified as having assigned SL did not yield enough participants, so I requested a

modification that was granted by the IRB at Walden and at the site university to contact

potential participants by email as well. This approach, combined with snowball sampling

referrals, resulted in 13 participants who agreed to be interviewed for the study.

Interviews were conducted and digitally recorded over a span of 8 weeks (due to

reduced faculty availability in summer), not more than one a day. All but two participants

chose to meet in their office on campus for the interview. One interview took place in a

small conference room in the university library, and one participant requested a telephone

interview. Interviews varied from 35 to 76 minutes in length, depending upon how much

the participant wanted to share. One interview had to be redone due to recording

equipment failure. Recordings were transcribed verbatim.

I requested a second modification that was granted by the IRBs for a second

transcriber when the first transcriber was unable to complete all the transcriptions due to

time constraints. As verbatim transcriptions were completed, I proofread them while

listening to the recordings to insure accuracy. Then I sent each transcription by e-mail to

the interviewee for member checking. All the transcripts were approved by the

participants, some with minor corrections or clarifications.

The interviews were based on the responsive interviewing model described by

Rubin and Rubin (2005). Using this method I was able to maintain a conversational tone

in the interviews, which seemed to help participants to relax and reflect on their SL

experiences. I was able to follow their lines of thought without interrupting, and to be

flexible about the order in which I asked the questions. This approach was useful for

research like this at the beginning stage of an inquiry, because participants shared very

rich details about their experiences and their feelings regarding those experiences.

One unanticipated advantage of using responsive interviewing was that it revealed

nuances that may have been missed if questioning were more rigidly structured or if

participants were limited to choosing among limited options, such as with a Likert Scale,

for instance. By following participants' trains of thought and encouraging them to

elucidate, I learned that some experiences that were otherwise positive were tempered by

time demands, for example. Conversely, I discovered that other experiences that had

negative aspects, such as difficulties with community partners (CPs), were regarded by some participants as positive learning opportunities for students.

Data Analysis

During data analysis, I followed the steps in the data analysis model presented by Smith, Flowers, and Larkin (2012). I read and reread transcripts repeatedly, and listened to the original recordings, noting how participants described what was important to them. I paid attention to similarities and differences, looked for emergent themes, and searched for connections and patterns across themes within each transcript and across participants.

To aid in this analysis I used NVivo 10, a coding software program that helps keep track of codes and coded passages, and enables the researcher to name and organize codes into nodes by theme to create a node tree of parent nodes (category nodes) and their child nodes (or subnodes). Each node has a properties feature, which I used to record a running definition of each node and subnode, so that code definitions were always up to date and readily accessible.

Immediately following the interviews, I listened to the recordings to be sure of the sound quality and that the recording was complete. A few potential codes emerged as I listened to the recordings. During proofreading of the transcripts preceding member checking, I identified a few additional preliminary codes. These initial codes, broad categories largely based in the interview questions, became the basic framework for the beginning node tree in NVivo: initial incentives; personal history; benefits for students, CPs, faculty, and institution; faculty experiences with SL; incentives (including student outcomes, SL valued by institution, college, and department); deterrents (including time

required and expense); and difficulties with students, CPs, and department. Student

outcomes stood out as a major incentive for using SL in courses.

> *Mary:* Every semester it's affirmed for me that one of the most valuable
>
> things that I can do in a learning situation is to get them connecting with
>
> their community.

At this point it was also becoming clear that in some instances interviewees regarded

some difficulties as real deterrents, whereas other difficulties were regarded as *challenges*

that would not deter them from offering SL. In this type of research, discrepancies such

as these are embraced and explored to enrich understanding of the experience under

study.

> *Grace:* It was *so much work* that I haven't taught [SL] again.

> *Betty*: [Those difficulties have] all been part of the learning.

 (See *Benefits as Incentives* and *Deterrents* in the Findings section for a more detailed

discussion.)

Then I uploaded transcripts of the interviews into NVivo for coding. Following

minor revisions based on feedback from interviewees, I began coding the transcripts in

NVivo using codes suggested in my previous reviews of the data. As I zoomed in on

details, codes emerged that became subnodes in the node tree during repeated reviews of

the data. When new nodes ceased to appear and I was satisfied that all relevant passages

in each transcript had been coded to existing nodes, I printed a Summary of Nodes and

bar graphs as a guide to identifying themes that had been mentioned most often during

the interviews. In reviewing these print-outs, I realized that early on some passages had

been coded at nodes that had since become topic headings, such as initial incentives, with more specific subnodes where those passages actually belonged. I recoded the passages to the specific subnodes. Although the original nodes (based on the research questions, basically) were vacant then, I kept them in place to form a complete outline in order to present the node tree in a readily understandable format.

Then, zooming out, I could see that many of the more detailed codes could be assembled into categories within the parent nodes. For instance, Initial Incentives fell into five categories: (a) Personal History, (b) Experiential Learning Goals, (c) Influenced by Training, Colleagues, or Institution, (d) *Giving Back*, and (e) Decision to Use SL a *No-Brainer*. It became evident that the interviewees did not separate perceived Benefits for Students from Student Outcomes. Therefore, I merged these nodes. Then I noticed that codings within the new Benefits to Students node could be categorized as Learning-Related, Work-Related, Citizenship Training, and Personal Development. Participants spoke about Benefits to Faculty and Incentives interchangeably, so I combined those nodes as well, and then classified them into Personal Benefits and Incentives that Come from the Institution. Finally, I divided the list of Suggestions Regarding SL into subcategories (a) Sustainability of SL, (b) Institutional Incentivization of SL, (c) Training and Support of Faculty who Use SL, (d) Expansion of SL, and (e) Suggestions and Cautions for Faculty who Use SL.

The combination of all these steps resulted in the node tree in Appendix E. I used this node tree outline as the organizing framework for the Findings section of this chapter.

Evidence of Trustworthiness

Throughout the conduct of the study I followed the procedures outline in Chapter 3 of the proposal to assure that the study was as thorough and accurate as possible. The strategies described below contributed to the credibility, transferability, dependability, and confirmability of the study findings.

Credibility of the study was enhanced first of all by procedures I followed so that interviewees would feel comfortable speaking freely, so that data would be as complete as possible. In the invitation letter and consent form I assured prospective participants that participation was voluntary, that they could withdraw without repercussions or refuse to answer any question, and that confidentiality would be maintained through the use of pseudonyms. Then to be sure interviewees' responses were accurately represented in the study, interviews were digitally recorded, and I took field notes during the interviews to which I added commentary immediately following the interviews, when I also checked the quality of the recording to be sure everything was audible. After the recordings were transcribed, I reviewed each transcript while listening to the recording to be sure it was accurate. Then each interviewee received a copy of his or her own transcript for member checking. All were approved, with only minor clarifications in a few cases.

Transferability of the study was enhanced by interviewing multiple participants (Maxwell, 2005, p. 112; Miles & Huberman, 1994, p. 278) and by diversity among the participants. Although all interviewees were employed at the same university and had experience with SL, they differed in some other respects. Of the 13 interviewed, 12 had PhDs and 1 did not. Genders were almost equally represented, with 7 women and 6 men

participating. The 13 participants represented 9 different departments. Among the interviewees were 3 members of the faculty who had participated in an 8-week-long SL training workshop at the university and 10 who had not. Additionally, using responsive interviewing and having prolonged contact with the participants helped evoke thick, rich details which would help readers determine the applicability of findings to their situations.

To ensure dependability of the findings, I employed strategies that would help maintain the integrity of the data during analysis. Preceding data collection I reflected on my own experiences with SL as a student and as a teacher by considering each of the questions in the interview guide, in order to bracket off my own perceptions so they would not bias my analysis of the data. I submitted the raw data in transcript form, along with my developing codes to the chair of my dissertation committee for peer review. Using the properties feature in NVivo as a running record of codes and their definitions helped maintain consistency in the meaning of individual codes.

To address confirmability, in addition to peer review I kept a research journal to track research decisions and the development of themes. I repeatedly reviewed the data and coding and reflected on data as patterns emerged to maintain consistency.

Findings

During the interviews, I used the Interview Guide shown in Appendix B to explore these research questions and identify incentives and deterrents to using SL in interviewees' reflections on their experiences assigning SL in courses:

RQ 1: How do college faculty members perceive *incentives* they have experienced when assigning SL in their courses?

RQ 2: How do college faculty members perceive *deterrents* they have experienced when assigning SL in their courses?

RQ 3: How do college faculty members' perceptions of incentives and deterrents they have experienced incline or disincline them to assign SL in future courses?

In their responses, interviewees touched on six main topics covered by the interview questions: (a) their initial incentives for trying SL, (b) benefits of SL (for students, CPs, faculty, and the institution) as incentives for using SL, as well as incentives that come from the institution, (c) deterrents to using SL and difficulties they experienced with SL, (d) their feelings about SL, (e) their future plans regarding SL, and (f) their suggestions regarding SL at their university. Data were coded to nodes with those names in NVivo. In this section, themes that emerged from the data are organized under those main topic headings (nodes) with subheadings representing the subthemes.

The node tree upon which this section is based is represented in the outline in Appendix E. The 6 main general themes along with their 17 specified subthemes that emerged from the data are labelled as such in the outline in Appendix E. Topics of the main themes appear as headings—Initial Incentives for Trying SL, Benefits as Incentives, Deterrents and Difficulties Experienced with SL, Faculty Feelings about SL, Faculty Future Plans Regarding SL, and Faculty Suggestions Regarding SL—followed by specified subthemes for themes that have them.

Subthemes under the main theme Initial Incentives are (a) personal history, (b) experiential learning goals, (c) influenced by others, (d) giving back to the community, and (e) decision to use SL a *no-brainer.* Under Benefits as Incentives are the subthemes (a) benefits for students, (b) benefits for CPs, (c) benefits for faculty, and (d) benefits for the institution. Deterrents and Difficulties are classified into two subthemes—actual deterrents to using SL, and other difficulties that faculty experienced but that did not deter them from using SL. The themes Faculty Feelings about SL and Future Plans Regarding SL are specified but not divided into subthemes. The final section theme presents Faculty Suggestions Regarding SL, including subthemes (a) sustainability of SL, (b) institutional incentivization of SL, (c) training and support of faculty who use SL, (d) expansion of SL, and (e) suggestions and cautions for faculty who use SL.

The number of interviewees who mentioned each subtheme is provided in brackets following each subtheme heading in the sections that follow, because enumeration at the subtheme level was more meaningful than at the main theme level. In this study *theme* is used more in the sense of the theme of a story than as a topic that recurs repeatedly. The number of interviewees who mentioned a subtheme does matter, but it is not the sole criterion for significance. Intensity of feeling and uniqueness of insight are also valuable information that add to understanding. In this study the goal was to paint as clear a picture as possible of faculty experiences and inclinations regarding SL. Every brush stroke in that picture matters even if it is the only one of that exact color; the image would not be quite complete without it. It may be that someone identified a

new factor or concept not previously noticed, which may become the focus of future investigations (Merriam, 2009, p. 15).

Theme: Initial Incentives for Trying SL

Faculty members described the factors that attracted them to SL initially. They recalled how aspects of their personal history influenced them to try SL, identified experiential learning goals that led them to SL, described how others influenced their decision to use SL, shared that they wanted to give back to the community, and said that the decision to use SL was an obvious choice.

Subtheme: Their personal history influenced faculty to try SL [11]. The most commonly mentioned incentive for trying SL initially was personal history. For some, it was having experienced SL themselves as a student, and wanting their own students to experience the same benefits they had experienced.

Linda: I remember from *my* MBA program and my PhD program. The classes that we were engaged in actually doing something real made more of an impact on my learning, on my education than anything else. So I wanted to be able to replicate that when *I* became a professor, and I wanted to make sure that, rather than just giving my students projects and assignments that were within the confines of the classroom, I wanted them to get out of the classroom and do something real with real people and solving a real problem or a real challenge.

Bart: When I was a student I got an opportunity to be engaged, involved, with a service-learning project. It was quite a good experience

for *me*, because I ended up realizing that I was able to apply what I'd

learned in school, and also was able to get a good sense of what I had

learned, and the challenges, and what I needed to learn in addition to what

I already knew. It gave me real-life experience. I felt it was a good way to

enhance or facilitate the teaching/learning process. So when I became a

professor, I decided that I will engage my students with service-learning

projects. That's why I do that.

For one interviewee, her inclination to engage students in service projects grew out of her

family culture and her nature, as well as her personal experience. Helen's mother and

aunt "did a lot of things in the community," and Helen "was raised to be a compassionate

person." She wanted to provide her students with opportunities that would "open them

up" and help them become more compassionate people, too.

Helen: I really like helping people. It's one of the things that drew

me to teaching. I think throughout the years I have always done volunteer

work in addition to my teaching. . . . Part of it is that I'm a Christian and

service is part of that. It's good for your soul, and that's why I did it. . . .

They [people being served] had had different things happen in their lives.

They maybe had not always made good choices. But . . . helping *them*

helped me better understand how *bad* things can sometimes be for

people. . . . It opened up new ways of me thinking about people who

couldn't help themselves. [Service] is something you can't *not* do if you

are a concerned individual. It is something you need to be doing. Again,

that's because I was shown that as a girl and exposed to it, but as I became

a responsible mature adult—became educated—I saw that as part of my

commitment to making the world a better place.

For others, the inclination to incorporate SL into their courses grew out of their

situations. Some faculty in the helping professions said, "It always just seemed *natural*

that we would be out in the community," "This course traditionally had a community

work component, and they required that," or "Basically it's wired into everything that we

do." In two cases, interviewees found themselves in a position where they had to

persuade others to engage in SL, and in the process they convinced themselves.

> *Betty:* So I was very ingrained, very aware of service-learning, just
>
> because I had to promote it a lot. . . . I always felt it was a valuable
>
> component to add to a classroom, so . . . I searched for ways to do it.

> *Mary:* Actually, I was very resistant to it. . . . Through the act of
>
> creating a curriculum around service-learning, even though I'd never done
>
> it and knew basically nothing about it . . . through the act of having to
>
> figure out why this was valuable is when I became a believer. I convinced
>
> myself, because I knew that I *could not* in good conscience go in and tell a
>
> room full of my peers that they were going to teach this way if I didn't
>
> really believe it made a difference.

So interviewees came to try SL for a variety of reasons that grew out of their

personal history. For some their interest in SL grew out of personal experience with SL as

a student, for some their initial inclination was based upon personal values and beliefs,

and for others interest in SL arose from situations in which SL was already being done, or they needed to learn about and advocate for SL and in the process were persuaded to try SL for themselves.

Subtheme: Faculty chose SL to fulfill experiential learning goals [6]. In their responses to the question about what drew them to SL in the first place, many interviewees mentioned wanting to provide for their students some of the features of SL that I recognized as experiential learning goals. In some cases, as noted above, they knew from their own experiences with experiential learning what a rich learning experience it could be, and they wanted to provide similar opportunities for their students. These goals were reflected in their frequent use of terms such as "real," "real-life," "real experience," "hands on," and "outside the classroom." Not only did faculty feel that such experiences contributed to learning, but they said they had found that students enjoyed them.

Bart: Service-learning offers that opportunity where you get to interact with *real* clients. You get to know what they *really need.*

Betty: They've *got* to do something real world *somewhere* along the way.

Teresa: I always felt the action is in the community. That's where the rubber meets the road, so I have a natural inclination to go out there. . . . I was teaching undergrads and I was telling them about the [project] that we were developing, and at the end of the class I had a group of students come up and say, "We hope *we* will be allowed to have this opportunity." And they went through training and actually have been some

of the students that I can rely on most. I find the Master's students, they're

interested, but they are also very busy. But the undergrads *eat it up*. They

love going out.

>   *Keith:* So far I have been teaching that for two years, and they have

loved it. The service-learning part, I think that is the most important part

of the course. It's very hands-on and they like it. They have said that

numerous times.

Subtheme: Faculty were influenced by others to assign SL [6]. Interviewees

reported being influenced by others to try SL initially in two main ways: by participating

in SL training either at this university or elsewhere, or by learning about others'

experiences with or research in SL through informal contacts with colleagues. In

addition, some were influenced by the institutional mission and emphasis on SL.

>   *Grace:* [The university] has this [service-learning workshop] that

they run. . . .They had a lot of really good information and a lot of people

who had done service-learning before, so that was really encouraging to

me.

>   *Dick:* The fact that she actually did research that *demonstrated* that

stickiness factor [retention of learning] was compelling.

>   *Betty:* You know, [this university] is a metropolitan university and

that's more about philosophy than it is about location. It embraces that

metropolitan *mission*, the Boyer model that *stresses* service-learning as a

great component for the classroom. And the literature is out there too.

Gene: The university has valued service outside of the university—community service. . . . At times it has sent a message saying "We really want you to work outside in the community." So this is the ideal way for me to fulfill that.

George: I was casting around for the kind of things we might do that would test our students on whether they had a good grasp of the fundamentals that we wanted them to learn. About the same time, the university started to emphasize service-learning. I thought [my course] in particular is a very good topic—very amenable to service-learning. And we had many organizations, non-profit organizations, that would approach us for [that type of] work. And I thought, well, this is the perfect thing. I would hate to describe it as a perfect storm, but I would say lots of important factors came together serendipitously to make a *no-brainer*. There are many reasons to do this. One of them, I think, and one of the most advantageous, is community engagement. Universities are an incredible resource for the community they are embedded in.

Subtheme: Faculty wanted a way to give back to the community [4]. The concept of *giving back* appeared both in personal stories from interviewees' pasts and in their reasons for wanting to use SL. In fact, in some cases they described SL as a way for them to give something back to the community by sending their students out to serve. At the same time, faculty wanted to impress on their students that they, too, have a

responsibility to give back to their communities, and to provide them with an opportunity to do so.

     Gene: One of the arguments that has been made in [my field] over the last several decades, is that when we do this we have a responsibility to give back. . . . To me the easiest way to do that is through service-learning. Because, again, *most* of the time we do this service-learning stuff, we are *asked* to do it.

     Dick: I like the idea that our students would understand that education is a privilege and that that privilege should make them part of being *engaged* in their community *using* what they've learned to serve.

     Sarah: I wanted to give students a broader experience with the real world as it related to community service.

     Mary: People get angry when I talk with them about what they are doing and they call it service-learning and I'm like, "I think you are not doing service-learning. You are doing community-based learning, which is beautiful! Own that!"

SC: Also important.

Mary: Yes! And it's great. It's experiential and it gets them connecting. But you can't call it service, because it's not that *giving back* component.

Subtheme: The decision for faculty to use SL seemed to be a *no-brainer* (an obvious choice) [2]. For some the decision to use SL came naturally. In fact, the decision

to incorporate SL was so obviously a good idea to two faculty members that they described it as a *no-brainer*.

> *Mary:* I think it was the importance of getting students connecting classwork outside of the classroom. That's something I always knew was important . . . so this was a no-brainer. I think my resistance came from [the fact that] I am a highly introverted person. And so having to help students negotiate something I don't want to do, which is go out and meet new people. . . . [*laughing*] I had a lot of imposter syndrome with that. So that was hard for me. {SC: mhm} But when I realized it was in the interest of their *learning*, then I was like "Okay, you have to suck it up and do this." So that for me was, "If you really are student-centered, you have to do this." My [colleagues] didn't know what service-learning was. So it was a lot of, "Here, read this! Here are some ideas!" Because we co-created it, they were able to understand why we were doing what we were doing, and they could sell it in a way that it was a no-brainer.

> *George:* If everything is clicking, if everything works, it is win-win-win. Win for the university and the department, it's win for the students, and it's win for the clients. So like I said, even though it took me a long time to say that, {*both chuckle*} it was pretty much a no-brainer when it came down to decide "Well, what do we want to do?"

To summarize initial incentives for faculty to use SL, some interviewees said they initially were attracted to SL as a result of their own experiences with SL as students, or

because they saw SL as a way to accomplish experiential learning goals for their students. Some reported that they were influenced to try SL by colleagues or by institutional training or emphasis on mission. Some saw incorporating SL into their courses as a good way for them to give back to their community. Some stated that they concluded after a reasoned process that SL was a good idea.

In reflecting on their experiences incorporating SL into their courses, interviewees spoke about additional incentives for using SL, as well as what could deter them from continuing to use SL and difficulties they encountered with SL. Benefits of SL for the various stakeholders emerged as a prime incentive.

Theme: Benefits as Incentives

The strongest incentives for these faculty members were the benefits they perceived SL as having for all the stakeholders—the "win-win-win" that George spoke about in the quote above. For students, they described learning-related benefits, work-related benefits, the benefits of citizenship training, and personal development benefits. They also spoke about benefits for the CPs and about benefits for faculty and for the institution.

Subtheme: Faculty perceived benefits of SL for students as an incentive to use SL [13]. Based on their experiences, interviewees identified four major categories of benefits that students derive from SL. They credited student SL for certain learning-related benefits [13], work-related benefits [10], citizenship training [8], and personal benefits [4].

Every interviewee mentioned ways SL improved learning for students. Learning benefits included added course impact as a result of SL. Faculty felt that course lessons lived out during SL were "stickier" (retained better, internalized) because they were linked to reality.

> *Linda:* I think it makes a more impactful educational and learning experience and it *solves* a real problem.

> *Teresa:* I think it's much more meaningful when instead of making things up . . . they get to see real things. So they end up coming out with a real skill when they graduate.

> *Mary:* I think it made it much more concrete for them. That's the biggest benefit. Which means they take it with them.

> *Dick:* Ideas that we talk about have a stickiness to them, because they've done something with those ideas besides talk about them or memorize them.

> *Betty:* The benefits of service-learning are out there. Kids—what they're getting from that is *incredible*—rather than just sitting in the classroom. They don't always know to take it to that next level. Their approach, if they're young especially and straight out of high school, is "OK, well, I'm here, let me absorb some more material," and never think once about what that material really means to anybody or anything and how I can apply it later. It's just there! You know? *{SC: mhm}* And most

of it, they'll forget. So this also helps them *retain* that. It's good for

retention.

The interviewees often emphasized the fact that SL makes classroom learning real and

therefore more meaningful. They spoke about how SL broadens students' understanding

by giving them the opportunity to "solve real problems" and "get a better sense of what's

going on." SL may also broaden students' understanding by exposing them to other

cultures and by giving them a chance to "walk a mile in their clients' shoes," to better

understand others, and to explore a variety of perspectives.

> *George:* It helps my students work with real-life clients where the
>
> stakes are real. . . . It gives them real world—as close as I can make it—
>
> practical experience dealing with real world issues that come up on a daily
>
> basis, that have a stake for them.

> *Mary:* I think what happens when they're able to go out into the
>
> community and then they're asked to reflect on what we're talking about
>
> in class . . . it gives them that concrete experience that they can't get
>
> necessarily in a classroom. I can create a lot of activities that will help
>
> them start making connections, but it's not real until they leave
>
> [the room]. . . . I taught it without service . . . but I couldn't do it much
>
> longer, because I was like, "You just don't *get it.*" So when I made that
>
> shift [to SL] it's been good.

> *Linda:* On teaching evaluations, I always get so many positive
>
> comments about . . . how it's helped them understand what we have been

talking about in class or reading in the books. . . . I'm showing what it means outside of the book and outside of the classroom—how it's applied, the experiential component of it, how it's applied in the real world.

Helen: You can hear and read about something, but it's only when you're on the ground, one-to-one with someone that you really understand how bad it is.

Others besides Mary and Helen also referred to the way SL experiences helped students "get it" or have "aha" moments as one of the benefits of SL.

Gene: I'm able to teach this stuff in its context, and I think it's something the students get because they learn it in its context.

Dick: When students *get it* and you know they've got it and they feel confident with it . . . they move from "This is too much. I can't figure out how to work through this" to "I'm able to use this and keep using this" in various roles that they're going to serve in in the future.

Betty: It's all good coming out of a textbook, but until you sit down . . . and actually start to apply it, you don't have those 'ah-ha' moments.

In addition to learning-related benefits, more than half the interviewees mentioned benefits to students that were related to work. They observed that SL helps some students clarify their career direction through increased self-awareness, and to become more aware of what they still need to learn in order to be prepared to enter their desired line of work.

Sam: When I first got *in* this job, you'd wait until the very end to go out in the field, and that's a tough one. When all of a sudden people realize they don't like it, or you realize they're not too good at it. As the field has changed, we've gotten people out there more and more as early as possible. And it *is* a service-learning; that's the whole idea behind it. . . . We make them think about [what they may want to do for a career] and make them think about it and reflect on it in light of their experiences.

Bart: It gives them a real-life experience with application of the skills and tools they may have learned in class and is a way of validating what they have learned. Because it is one thing learning some school material, and it is another thing being able to go out and actually put it to good use. In that process, you get to figure out what you have actually learned and you get to figure out what you need to learn in addition to what you already know.

Mary: They just keep building that understanding of here's what it takes to make *this much difference*.

George: From a pedagogical standpoint the whole thing about teaching is that you want the students to learn. This is a reality check for them, a gut check, an idea that "Am I prepared to go out into the workplace?"

In some cases, students may "reinforce their desire" to engage in a particular line of work, become "more open" to a field of work, or develop "a more positive attitude"

toward working in certain sorts of situations. For others, they may find out they weren't suited for or didn't like a given career choice after all. Interviewees considered either lesson to be valuable to students.

> *Helen:* Sometimes you get in there and you work, and you figure out after a while that was well and good, but you need to be somewhere else.

> *Sarah:* It pretty much gives them a diverse realm of places that they possibly could work at as they complete their degree, as well as to find out what's actually of interest to them versus something that's not.

Another work-related benefit of SL that interviewees saw for students was that the experience may help students land jobs in their field of interest. Participating in SL is a way for students to get real work experience, which prospective employers value highly. In addition, they may have an opportunity to begin networking and meeting potential employers through SL.

> *Linda:* I saw my role as providing students with some practical field experience that would help them get jobs. And indeed many of my students have gotten jobs, because in the interview process, they are the only ones that have any real experience in the field.

> *Bart:* Potential employers are more interested in knowing what students can actually *do*. That is not to say that other fields don't do the same, but increasingly in our field there is always the need for some kind of a portfolio.

George: When they come out of the class they have something to show for it when they go to prospective employers.

Sarah: I feel like it increases their skills and their expertise beyond graduation which may make them more marketable upon graduation when applying for jobs.

Sam: We see all the time where our students that are placed out in the field get jobs. Even in our freshman class, we've had a couple of our students get jobs because they're out helping.

Betty: A student who has [practical] application is a lot more valuable upon graduation than a student who doesn't. . . . [Most] jobs are obtained through networking. It's who do you know. So now is the time to start making those connections.

Other ways in which the interviewees felt SL may help students in terms of their future employment were helping them to "become better professionals," and to learn to be part of a team and to make a team work well together. Furthermore, students may begin to learn some of the "soft skills" that contribute to success in the workplace, but which are not directly taught in courses.

Mary: They have a service agreement form that they sign with their supervisor . . . so they have to sit down and talk through, "What are the expectations of this work that I am doing?" Like dress, punctuality, those sorts of things.

Grace: We spent a lot of time on professionalization. How to dress professionally when they go to these organizations and work with them. Making sure that they are on time. Having good communication.

Dick: It makes a great deal of sense that our students would know that this isn't about ideas that they are just going to learn in the classroom. This is information that they need to figure out how to apply personally and professionally.

Bart: You want it to be done as a group project so that students can come together and harness all of their resources, their expertise, and work together as a team. Basically, that's how it is done in the real world.

Betty: Everything is teamwork, and whether you like it or not, you've *got* to be able to work on a team. So understanding those dynamics and understanding that I need to back off and say, "This isn't junior high, you guys need to work this out. It's not about personalities. Get over the personalities and do the work."

George: It also may seem like that's a lot of back and forth with a client, but this is part of the educational process that they haven't been taught in their skills classes . . . soft skills—negotiating, listening to a client and saying this is what they say they *want*, but it's really not what they *need.* . . . I want them to come away with a sense of ownership of their project, but also a sense of "This is more than I thought and more complex than I thought. Those soft skills are really important."

Betty: You need to get some *approvals* on things . . . and it's all up

in the client's head sometimes. . . . Learning how to do work-arounds, how

to get the client to respond, or learning where your own parameters are.

Connecting in a meaningful way with their community opens another realm of

student development that more than half the interviewees felt could be affected by SL—

their development as citizens, or what Mary referred to as "citizenship training."

Interviewees described how SL has the potential to help develop students' sense of social

responsibility, and even help them learn how to bring about positive social change. Some

interviewees touched on this aspect of SL when they spoke about their initial incentives

to try SL, in terms of helping students develop a desire to "give back" to the community.

Others discussed the concept later in relation to citizenship training.

Mary: We have a lot of talk about how a 4-year institution is not

job training, it's citizen training. . . . For me it would be them

understanding that providing this service . . . is a citizen issue. Because

they have this skill set, what is their obligation to the community? To give

back.

Bart: As citizens, we should be able to think of ourselves as people

who can go out there and serve. Sometimes that part is missing in the

process. I try to always emphasize that. . . . Service-learning is a good

thing. It provides tremendous opportunity to enrich the teaching/learning

process while at the same time it gives the opportunity for faculty to

actually *encourage students* to learn to offer service.

Helen: I wanted students to explore how their talents that maybe they had never used, or their heart for helping certain kinds of things they were interested in, might actually benefit the community and certainly the people around them. . . . I wanted my students to become more compassionate, but I also wanted them to know that they have great potential to do a tremendous amount of good.

Sam: I think that a lot of people don't realize, and I've got to tell you, I think more and more what I see in our students is the need to be of service. And I think that people don't realize. They're always thinking about incentives. We've got to find incentives. And I think they don't realize that that's a pretty powerful incentive. . . . [SL] provides an emotional base for the learning and incentives for students learning—the *moral* and *emotional* sides of [our field]. I think, when you do get to that emotional side, not only is learning better, but I think you can touch things, ethical behavior and the emotional development of your students.

Betty: They're pretty insular—that's the way we all are at that age. You know? *{SC: mhm}* And it's our world and that's it. I've got my school, maybe I've got a job, and maybe I've got my friends. That's my circle right there—my sphere. I don't look beyond that very much. This gets them looking outward. It makes them look at their own responsibility in the world at large, and how if *they* don't contribute, no one will. That you can't *afford* to be insular; that you've got to be a better citizen.

Dick: Our culture, the health of our communities, depends on the

interconnectedness of people serving across multiple organizations. . . .

This is more than [students] learning ideas or networking. This is about a

way to be human that makes life better for everyone.

The prospect of inspiring students to continue serving beyond the course

requirement was mentioned as an incentive to incorporating SL into courses, but some

faculty members reported more success in that regard than others. Interviewees

considered students continuing to serve as a benefit both to students and to CPs.

Mary: They go in for 8 hours and then they end up doing—I had

one student do 80 hours. She was like, "I couldn't stop! They needed

me!" . . . I think that is [the CP's] hope, that if they can get them there

enough times that they will keep serving. And they generally do.

Sarah: Well, I've had students in their reflection papers express

that they wish they had more hours . . . besides just 20. They found that (it

may be their first time volunteering for an organization), they learned that

they actually like it and wish that there were more hours that it required

them to do. Some also go on to continue to volunteer for that organization.

In addition to student benefits related to learning, working, and citizenship

development, about a third of the interviewees said students may derive benefits in

relation to their personal development through SL experiences. Betty reported how

asking the right questions can help students become more confident and independent as

they learn to trust their own judgment. Helen pointed out how some SL situations can help develop a student's leadership skills.

Betty: They *attempt* to drag me in on everything and ask questions, which is part of their learning experience. . . . "Well, this is happening and this is happening! What do you think we should do?" I simply want to say, "Well, this is what you should do." "What do *you* think you should do?" is the better question.

Helen: Sometimes when you're working with people in service-learning the team that you put together maybe is not the correct team. But you still have to finish the work that you do. You have to find a way to be kind and helpful in spite of that and learn and then move forward.

Sam told how SL can help students become more tolerant of people who are different from themselves. Mary felt that SL could even be a transformative experience for students.

Sam: The ways of [helping change beliefs] rest with kids living, our students living, powerful stories. And service-learning really can do that.

Mary: To go back ten times and really feel like part of the organization, I think would be transformative for a lot of them.

Subtheme: Faculty perceived benefits of SL for CPs as an incentive to use SL [11]. Students being able to supplement what CP staff can do on their own was mentioned by nine interviewees as a benefit that interviewees perceived for CPs,

especially since non-profits are often "short-staffed" and "overwhelmed." Other benefits

for CPs were mentioned by only one or two interviewees but were also relevant. As

Linda pointed out, in the process of helping, students learn "practical skills" that they

may apply at the same or a different CP in the future. In some fields, CPs initiate the

contact, seeking helpers with specific skills that their staff members lack but the

organization needs. Either by being extra pairs of hands or by providing needed skills,

students can help CPs "further their missions." Furthermore, SL provides the CP with an

opportunity to see how students actually perform on the job without having to hire them.

As Sam put it, "It's just an incredibly good and long job interview." During SL,

interviewees reported that some students learn a lot about the CP where they serve, and

are able to advocate for the CP, sometimes as part of their SL assignment. In addition to

the other benefits of SL that faculty perceived for CPs, they also felt that CPs welcome

the opportunity to help students learn and practice their skills.

> *Grace:* It was nice to have those organizations come to campus
>
> and see our campus and see our students, see what they had been working
>
> on throughout the semester, and how being part of their organization, how
>
> working with them through service-learning, had helped the students in
>
> their education. . . . I think a lot of the people in the community are happy
>
> to have a connection to the university, that they *want* to help the students.
>
> *Dick:* I would hope they recognize they too are providing a service.
>
> That there is an opportunity to mentor, encourage, connect with students

who not only get to understand their passion for a particular cause, but they get to help a student. That's valuable in and of itself.

Subtheme: Faculty perceived benefits they derive from SL as incentives, in addition to faculty incentives the institution provides [13]. Some incentivizing benefits of SL for faculty that most interviewees [12] reported were intrinsic to the experience itself or were related to community engagement. Almost as many interviewees [11] mentioned incentives for using SL that came from the institution.

For many interviewees, SL was an intrinsically rewarding experience. Three interviewees appreciated having the opportunity SL provides for them to give back to the community by helping others and also to learn and grow as educators.

Sam: It *certainly* helps me knowing that we are helping. Makes it much more worthwhile than giving a *test* or something like that.

Gene: What do I get out of it? Well, it means a lot to me because I always want to feel like I am giving back. . . . It's good to know that I'm helping the people.

SC: So you're saying that feeling helpful is another part of it, too?
Bart: Yes, feeling very helpful and also being able to *learn*. Helpful in the sense that you are helping the organization, but they are also helping you as a faculty member, because they have given you the opportunity to learn as you work with them.

Almost half of those interviewed [6] said they appreciated the fact that SL helped them

keep up to date in their fields. Interviewees also described how SL helped them become

more effective teachers [4], and stretch themselves in new directions [1].

       Keith: When I read their reflection papers, I learn a lot as well.

They have said things where they thought that it was going to be *this* way,

but it turned out that it wasn't. Or what were the *deficiencies* they thought

in that organization. What were the *good* things. . . . So they learned a lot,

and I learned about a lot of different organizations. I didn't have to

actually *be* at each place. I think it is a great mutual learning experience.

       Mary: [SL] is beneficial because I always learn something new

when my students come back and tell me. They make connections I would

never think about. So I always think that's beneficial. I love that. Where

I'm like, "Woah! I never would have thought about that! You are so

smart!"

       Bart: As faculty, you have to learn how the industry is changing,

so you can be able to help out your students. Opportunities like service-

learning offer that opportunity, where you get to interact with *real* clients.

You get to know what they *really need.* You get to apply the knowledge

that you have, and also learn new ways to apply your knowledge or new

tricks or new techniques or skills as the field evolves. So for me as faculty,

and I assume it is for most faculty, it is an opportunity to do more

research, learn, and improve on your skill, update *yourself* pretty much.

And be able to go out there and be helpful to your community, while at the

same time, you learn.

Betty: Well, if I don't know what non-profits are having to go

through on an *individual* as well as a *general* basis, then my material is

dull. My material is dated. So it keeps me fresh too. Keeps me fresh and

keeps me updated with what's really happening in the communities. . . . It

allows me to know who's valuable to bring *into* the classroom for lectures

or go on tours or whatever.

SC: How about for yourself? What are the benefits that you see

from these experiences?

Mary: It scares the crap out of me! [both laugh]

SC: That's a benefit?

Mary: That *is* a benefit! Because as a highly introverted person I tend to

not want to do things that are scary, so it pushes me outside of my comfort

zone.

Other ways in which many interviewees [8] said they benefited from SL included feeling

a sense of pride and feeling that SL was "rewarding." Despite the time and effort

commitment required, most of the interviewees said the rewards made SL worth the

investment.

Linda: The reward and the payoff is so great! It's worth it. For the

time investment you put in, the reward and outcome is exponential. . . . I

feel like I'm providing a real *service* for the [CP], for my students, for my

community, for my discipline, so for me it's very rewarding in all of those aspects.

Sam: I get very proud of my students when they're helping somebody. . . . So that's really rewarding.

Helen: It's so *intellectually rewarding* but it also *feels good* to know that we've *done* some things, and I've *taught people* how to do things that they can carry forward in different ways in their lives.

Sarah: It truly warms my heart to read their reflections, especially with them expressing how they may not be 100% in at the beginning, and then by the end of their experience they wish they had more hours to complete. What I love the most is granting those students who had never ever, and probably would never ever *volunteer* for an organization, the opportunity to gain that experience. That's what I feel is most rewarding.

Betty: When I see their proverbial light bulb and them making the connection, that's *definitely* rewarding to me.

Grace: My benefits are mostly intrinsic happiness at seeing the students succeed and seeing them have learning opportunities that they wouldn't otherwise have.

In addition to the intrinsic benefits of SL, about half the interviewees [7] felt that there were additional benefits for faculty in terms of their relationships with and standing in the community. They observed that SL contacts helped build their personal and

professional networks, earned them respect within the community, and helped them

fulfill their mission as educators in a "community engaged" university.

Sarah: I feel that it helps increase professional relationships within

the community in which our university resides. I know personally, for

myself, I have gained a lot.

Gene: [SL] helps me professionally. . . . I know that the people that

I've worked with really value a lot of what we've done with them. The

fact that I'm respected means a lot to me . . . the fact that they value me

and the fact that they consider me a very, very important part of their

organization. It's just really important to me to be respected.

Dick: The benefit to faculty, in this particular faculty, is that it's

congruent with our mission. I don't see how we could carry out or be true

to that mission if we were isolated from the community.

Another category of incentives for faculty to incorporate SL into courses

originated with the institution. It was important to many interviewees [8] whether the

university consistently demonstrated that SL is valued at a variety of levels within the

university. However, on this issue more than any other, there was considerable

disagreement among the interviewees' perceptions as to how consistent institutional

support for SL had been at this university over time, as well as how consistent that

support was throughout different levels of hierarchy at the university.

Keith: I don't know at this point, how much importance is given

across the university. . . . Probably in Fall and in Spring everyone's going

to know more about it, and I'm hoping that that's going to be a big *support* for everyone in terms of resources and also time and other things. So we'll see.

Gene: This university has had, to put it mildly, very inconsistent and changing ideas about what it expects of its faculty. But at various times in the [time] I've been here, the university has valued service outside of the university, community service. . . . I don't think it always does this.

George: I have to tell you that [this university] has been very open to service-learning, and I think for all the right reasons. . . . I haven't received any real *material* support from [the university], but I have certainly received a lot of encouragement. There are very few barriers that I can detect for service-learning here . . . and I think that's really great.

Dick: It needs to be part of *their* assessment . . . deans and provost. If in *zero* conversations when chairs talk to their deans . . . if the word *service-learning* never comes up, versus it's one of the check boxes on how a chair is going to be evaluated in their department. And those shifts have yet to be made as far as I know. It's not an impossible step. Just start asking chairs, "What's going on? How can we support you better to make it part of your department?"

Betty: I'm just lucky that service-learning is such an *emphasis* here, and I have such a need for it.

Despite reported enthusiasm for SL in higher administration and among some faculty members, some awards recognizing SL at the college level, and the fact that some departments put a strong emphasis on SL, pockets of uncertainty remain as to how committed the university is to SL. Interviewees mentioned the service-learning workshops, the newly designated SL coordinator, and the prospect of a SL Center as evidence of commitment to SL at the institutional level. Awards recognizing SL excellence were taken as an indication of high value placed on SL at the college level. However, at the departmental level, faculty [5] did not always feel that SL was recognized in regard to tenure and promotion. Their reservations are discussed in more detail in the Deterrents section of this chapter. For faculty members whose SL involvement did count towards tenure and promotion, it was considered a strong incentive. For those for whom it did not count, it was a deterrent.

> *Grace:* The university needs to make it clear that [SL] is a
> component of tenure promotion. And that has to be *real*. It can't just be
> lip-service. The faculty have to really see that if I'm going to spend 50
> hours to teach service-learning, I'm *not* going to have those 50 hours to
> get another publication. And when it comes time for tenure and
> promotion, am I going to be penalized because I have one fewer
> publication because I taught a service-learning class? There's a limited
> amount of time. So is it going to be worth it for faculty to *trade* research
> time to teach a service-learning course? And will the university recognize
> that and value that service-learning course? Enough that you'll still get a

merit increase or you'll still get tenure if you decided to invest your time

in service-learning instead of in research or in something else?

       Mary: I did not have that battle. [Mary had the support of a strong

advocate for SL.] So I'm not quite sure how it feels to have to buck the

system in your own department to do something that you know is really

meaningful.

       In addition to recognition of SL in tenure and promotion considerations, faculty

described a general sense of support (such as George described above), stipends, and

released time as incentives for offering SL. Other potential incentives that were

envisioned, but not yet experienced by the interviewees who described them, are

presented under the theme *Faculty offered suggestions regarding SL.*

       Subtheme: Faculty perceived benefits for the institution as incentives to offer

SL [6]. In addition to benefits for students, CPs, and faculty, interviewees considered

benefits for the institution to be incentives to incorporating SL into their courses as well.

They cited partnerships established through SL as increasing visibility for their

departments and for the university in the community and enhancing the university's

image. Furthermore, one interviewee maintained that SL connections with CPs can lead

to greater support from the community and may also help attract students who are

interested in engaging in SL while in college.

       George: It raises the department's profile. It increases community

engagement for both the department and the university.

Sarah: I think it helps build partnerships that . . . help give our university a great name.

Mary: It's also beneficial because it raises the visibility of our department, at least in the community. . . . They know what our curriculum looks like. They now are supporting us.

Grace: [SL] gives [CPs] an opportunity to feel that connection, and the university too, to benefit from having them care about us and about our students.

Sam: I think to serve is incredibly . . . I think it has always been important to the students we have, but it's something that we've noticed in our most recent students. So when we're out recruiting, we hit that. . . .We talk about service and I tell stories about serving students, and you see people perk up.

SC: Did you find that to be a recruitment tool? Is that what you were saying about people perking up?

Sam: Yep. We use it all the time now. . . . I've used it a lot.

To summarize, interviewees described the benefits of SL that they perceived for all the stakeholders—students, CPs, faculty, and university—to be strong incentives for using SL. They felt that the "real-life" aspect of SL made student learning "stickier" and helped broaden students' understanding. SL experiences sometimes helped to clarify students' career choices, and also helped them land jobs and do better once they were on the job. Students sometimes grew in confidence, developed leadership skills, and began

networking in the community. In addition, interviewees liked being able to promote students' sense of social responsibility through SL. Improved student outcomes in terms of learning, employability, citizenship, and personal development such as these were strong incentives for faculty to incorporate SL into their courses.

Interviewees also saw benefits for other stakeholders. For CPs, having students serve helped supplement what staff could do, helped students learn skills valued by CPs, provided CPs a "good long job interview" with students, sometimes resulted in students continuing to serve beyond their SL requirement, and sometimes resulted in students advocating for the CP. As faculty, they said incorporating SL into their courses gave them a way to "give back" to the community, helped them keep themselves up to date, and helped them to grow personally and professionally. They found the experience to be very rewarding. Faculty also perceived the presence of a SL coordinator, services, and training at the institutional level; awards for SL excellence at the college level; and recognition of SL toward tenure and promotion at the departmental level to be incentives for using SL. The university itself derived benefits from SL, they reported, through heightened visibility in the community, better community relationships, and being able to tout SL during recruitment.

Theme: Deterrents and Difficulties Faculty Experienced with SL

For the most part, interviewees preferred not to speak about problems they had encountered related to SL as "deterrents" or "barriers," sometimes altering the wording in my questions to "challenge" or "difficulty." Although they did view concerns about the magnitude of the time commitment required, lack of fit with the subject matter of a

particular course, and tenure and promotion concerns as possible deterrents, or reasons

why one might not use SL, other difficulties (such as logistics, or problems with CPs or

students) were viewed as challenges to be overcome rather than as something that would

stop them from incorporating SL into their courses. In fact, some types of problems that

arose were perceived in a positive light, as learning opportunities for students.

Subtheme: Faculty described some factors as deterrents to using SL [11].

Interviewees identified three factors that could deter them from incorporating SL into

their courses: the amount of time and effort SL requires [9], not seeing how SL fit the

content of the course [4], and the lack of recognition of SL activities toward tenure and

promotion [3].

Many interviewees mentioned the amount of time and effort it takes as a deterrent

to using SL. The heavy time commitment required for SL, in conflict with other life

priorities, was the reason one interviewee gave for not currently engaging students in SL,

despite thinking it was a very worthwhile endeavor. Others said they would like to do

more with SL if they had more available time. Some expressed concern about the time

commitment in terms of proportion of class time taken up by SL, or the commitment

required of students, as well as of faculty.

>   *Grace:* I would place myself as somewhat outside of the norm of
>
>   faculty in terms of the *amount* of time and effort I'm willing to invest in
>
>   students to ensure that they're going to be successful or to try to give them
>
>   new opportunities, which is probably why not very many professors teach
>
>   with service-learning. But even after myself, a professor who is outside of

the normal distribution here, did a service-learning course, it was *so much work* that I haven't taught it again. . . . The faculty for whom just seeing students succeed is enough of a reward to put in fifty extra hours of work—there aren't very many faculty like that. And even if you can *find* a faculty member and get them to do it *once*, trying to get them to do it consistently, it's just an extraordinary burden to ask with everything else that faculty are doing.

Linda: It's such a huge time commitment—far more extensive and a lot more work for me than just teaching and lecturing.

Keith: I would love to have more time than what I am having, but it is difficult to devote that much time to just one course, because I teach other courses as well. . . . It's very time consuming.

Mary: I just can't figure out how to get it in there without compromising something else. [referring to adding SL to a particular course]

Sarah: I think another thing, when we talk about service-learning, it's just being understanding that some students, especially ones who may be non-traditional students, they may be working full-time jobs and have families. I think that's another factor that sometimes faculty should remember when it comes to assigning service projects. I know some students have expressed to me, "I don't know how I'm going to do this. I work full-time." Eventually we get it worked out, but I know that

sometimes is something that faculty need to be aware of—that

volunteering, especially if you already have a challenging schedule, may

be a barrier to some students when it comes to putting in hours for service-

learning.

As for the second perceived deterrent, lack of an appropriate fit between SL and

course content, there was some disagreement. Some interviewees felt that SL was not a

good fit for some of the courses they taught, or they could conceive of disciplines in

which SL would not be appropriate, but others expressed the view that such cases may

just call for some additional thought to devise a way for SL to fit with course content.

Bart: Not all the courses that I teach lend themselves to service-

learning.

Sarah: I think that the barriers there would be mainly the course

descriptions and what they entail. . . . If it doesn't relate in a course

description, I think it may be a challenge slightly. Unless the

professor/instructor/faculty just makes accommodations to take this course

to a different level, and not really focus on the details of the course

description, but taking it beyond and giving them more real-life service-

learning activities in class.

Mary: I think it can work for anything. It's just figuring out how to

make it work. That's the biggest resistance. "Oh, it doesn't work for my

discipline." I'm like, "Yes, it does! We just need to figure out how!"

In some cases, the tone of the interviews at the point interviewees were

commenting on tenure and promotion concerns was noticeably different from the rest of the interview. Two people even used the word "sad" as they summed up their views on the subject. Even when they themselves had tenure, they said concerns for their colleagues' career progress made them hesitate to recommend trying SL to them, if they were not already tenured and their department was not supportive of SL efforts.

> *Gene:* The thing that always irritates me is that on my annual reports when I do a lot of this sort of stuff, I get complimented for my work with [service to the university]. They tend not to appreciate the work with [SL].

> *Mary:* Other people who have these new faculty come in and they are like, "I want to do service, but it's not really supported in my department." And it's hard to say, "No! Do it!" because I can't sabotage your tenure. So if there is a way for you to do it and have it count, then yes. But I can't ethically advocate that you do this if you know it might prevent you from moving forward. And so that's sad for me.

> *Teresa:* If you ask me, they pay a lot of lip-service to service-learning, and it doesn't count. Because in the end, what they want to do is they count the publications and if you don't have it, that's it. . . . So that's the sad thing.

Subtheme: Faculty described some factors not as deterrents to using SL but simply as difficulties to be overcome [12] or even to be turned to positive use [4]. Interviewees reported some difficulties they had with SL that they did not consider to be

deterrents to using SL. They viewed these difficulties as problems to overcome in order to assign SL, not as reasons not to do it.

Difficulties in this category included logistics [1], as well as the effort [3] and personal expense [1] involved with SL.

> *Bart:* I think with every situation you always have challenges. Life has challenges all the time. So when I'm talking about the challenges, I'm not talking about challenges as something that are putting me off and wouldn't let me go ahead and do service-learning projects, or integrate service-learning in my courses. . . . I wish I could do more, but the logistics of putting it all together can also be a challenge—where you have to find the organization, or the client, to work with. And how you can pull it all together so that students can get that experience providing service, and then the service-learning organization also getting that need satisfied.

> *Teresa:* If you spend a lot of your time upfront coordinating all this stuff. . . . I'm exhausted. It takes me awhile to come back.

> *Helen:* Oh! And I will say this, sometimes you spend a lot of your own money. It can be expensive, depending upon your commitment.

Over a third of the interviewees [5] spoke about faculty having less control with SL (compared to classroom lecture environments), and how the prospect of unforeseeable circumstances can be "scary." In fact, one interviewee reported an instance in which she found herself in over her head: "I had really gotten myself off in a direction that was not my area of expertise."

Sam: You don't necessarily have control over it. What's going to happen is going to happen. You wish certain things would happen and a lot of times they do. . . . I have no control over the setting.

Helen: You never know what you are going to get into until you do it.

George: There are some factors that I can't control. Some of them have to do with the students and their level of skill, and I can't control that. . . . I can't control the level of learning that the students come to the class with. . . . The other thing that I struggle with . . . the class is always in flux, because I learn something new each semester about what could go wrong, what sorts of things need to happen.

Mary: I think [other faculty members], like me, would be scared initially of how difficult it seems. And you have to give up a lot of control. So if you are a traditional lecture-oriented professor, I understand why you can't even imagine how service would work.

Linda: For me one of the scary parts about taking on these projects . . . is that you *don't* know how it's going to turn out. You don't know what you are going to find when you get out there and work with this [CP]. Is it a challenge that I and my students have the skills to address, and solve, and help them with? For me the biggest scariest part is going into the unknown.

In response to questions about difficulties, interviewees spoke primarily about difficulties encountered with students [8] or with CPs [9]. SL experiences do not always go smoothly. As George noted above, faculty control over the skills that students enter class with is limited, and interviewees in other fields also found it difficult to commit in advance to include certain projects that require specialized skills, even though such projects provide valuable practice for students. Students' attitudes also can affect their learning. Other concerns regarding students were student unreliability, the unpredictability of what they might encounter, and student safety.

> *Dick:* There is no doubt, it would be *easier* if I could figure out a way to do one semester where they just learn the process, and then another semester where they're *doing* the process. Some students are better adept at doing both at the same time. And other students, boy, it's just really hard. They feel like they're struggling. "Well you could have taught us better before you had us do." Right? *{SC: mhm}* So perhaps that fits in the discouragement category—how to make sure that the particular project that they're involved in, how they're going to be serving their organization with that particular project, that they're as equipped as they can be.

> *George:* Students have a tendency to absorb whatever it is that's going to be on the test, and then at the end of the semester they do a short term memory dump. *Pwump. Pwump.* [head tilted to one side, "taps information out of ear"] "Don't need that again," and on to the next one. One of the things I'm frustrated about . . . is that when they come to us in

that mode [at the] the end of the semester it's *Pwump* and dump all that. And by the time they get to the capstone class (because they have been dumping all the stuff they supposedly learned) they get to the capstone class and "I don't know how to do this.". . . The students have to bring something to the table, too. So if they're not interested in learning anything or not interested in applying themselves, if it's just "I've got to get out of this class, I've got to get out of this class," they're not likely to get as much out of it as perhaps they should.

Helen: I was just shocked to learn that some of the people, they wouldn't come to their shifts. . . . Two people didn't show up. Didn't call us, didn't tell. So the real challenge is then you can't hold bitterness against those people. They probably have good excuses.

Sam: There are sad things that go on. There are things that are difficult. It is hard to get. You might not be successful. You can see bad parts of people . . . I mean, it's messy. Like life is.

Teresa: I mean, you're worried about students. You're training them. We're putting them in situations where they could possibly be hurt. . . . We do everything that we possibly can to ensure their safety.

One concern about students in SL had to do with one of the benefits—broadening understanding. Gene said he tried to be sensitive to students' backgrounds and values, and at the same time he "wanted them to experience something of the culture."

Difficulties or "frustrations" with CPs that faculty reported included lack of alignment between their expectations for a given project and what the CP wanted to have happen (or when the CP needed it done), and students' service not being as educational or as helpful as faculty intended.

Bart: For me it would be very good if I could find organizations maybe a month or two or three ahead that are willing to do something like this, so that I can plan ahead with my students and have them implement it. Usually it doesn't happen like that, because the organizations are real. Their needs are real. When they come in, they probably need it immediately. So balancing the needs and expectations and the timeframe within which the organization wants things done with that of how the class is going to be run—usually that has been the challenge.

George: I sometimes get frustrated with clients. Part of what I do is act as a buffer between both sides. Because in many cases the clients don't know what to expect and don't know what they should expect. In some cases they have a tendency to be too lenient. "They're just kids, just students." I try to get the clients to deal with the teams as if they were paying for the services that they were receiving. And then there is the client that goes too far the other way, so I have to mediate that.

Sarah: I wouldn't say necessarily *difficulties* . . . There was only one organization that wanted students to . . . She wanted, if we had students to volunteer, she wanted to give them certain dates out of the

month that they could come. However, that was very hard, because all students have different work schedules, different life schedules. So that was a little challenge to try to get all students that were volunteering for that particular organization to *come* on the same day.

Sam: It's frustrating when students have experiences that are not, in my mind, as good as they could be. . . . It's seemingly *reinforcing* what I don't want them to be doing. {SC: mhm} Those are tough.

SC: The bad examples.

Sam: Exactly.

Interestingly, faculty did not view all difficulties that they encountered during SL to be negative. Rather, they told how they turn those difficulties into positive teachable moments.

SC: How does that affect you? When students have experiences that are on the negative side of things?

Sam: It's good, in the sense that we can talk about those things. . . . I don't mind that, to be honest with you. And it's okay if students are having a difficult time, and they decide that it's not for them. That's okay, I don't mind that. I don't have any trouble with the negative aspects of it. It's bothersome sometimes. I can't necessarily validate what they're saying. . . . But it allows us to talk about it, and that's worthwhile, even if it is tough sometimes.

Betty: You hope they don't drag the rest of the team down, but that's part of *their* learning too, because in the real world, you've got that, too—somebody who's going to attempt to drag the team down. So what do you do to overcome that? You learn to give them specific tasks. They're not going to be there for the brainstorming. . . . This is a great leadership building task for them, because their immediate response is "I want to complain about this person, and I want to get this person off my team." And nope, that's not what we're here to do. You are here to learn how to get *positives* out of that person. Stop concentrating on their negatives, and get the positives out of them. What can you accomplish *with that person*? Well again, it's all been part of the learning. I can't think of any *broad* negatives. . . . [description of a particular problem situation] Then we figured it out. So that's a negative that turned into a positive. . . . See? It's all benefits!

In sum, although interviewees said the huge time commitment, not seeing how SL fit into a given course, or the lack of recognition of SL toward tenure and promotion could deter them from using SL, other difficulties encountered with SL were seen in a more positive light. In fact, some difficulties that arose helped students or faculty learn something about themselves. In other cases, difficulties presented faculty with opportunities to help students learn by working through real life problems.

Theme: Faculty Feelings about SL

For this sample, faculty feelings about SL were mainly positive. Mentions of positive feelings about SL were more numerous in the interviews. However, even though most interviewees expressed positive or enthusiastic feelings about SL, almost as many also described having at least some negative feelings. For almost half the interviewees, positive feelings and negative feelings were paired when I asked how they felt about SL.

Subtheme: Faculty expressed positive feelings about SL [10]. Most of the interviewees [8] felt that SL "worked well" or "was going well" for them, with about half the sample [6] expressing marked enthusiasm by using words such as "excited," "very rewarding," "very valuable for students," "critical," or "fantastic."

Linda: I feel like I'm meeting a need. I'm filling a gap. I feel like I'm giving back to my community. . . . I feel like I'm providing practical hands-on training for my students that they aren't getting elsewhere. And I feel like as an educator, I'm bringing the curriculum alive. . . . [SL] is my favorite way to engage with the students. . . . I think it's critical to give my students those hands-on practical skills. . . . I was eager to give it a try, I have refined it over the years, and I keep doing it because I'm comfortable with it.

Mary: [SL] is always exciting for me now. It's always affirming. My feelings about it. . . . It makes me feel good. It makes me feel like I'm doing the right thing. . . . I'm exhilarated by it. It's fantastic.

Sam: That [SL] has become more popular is good, because I think
it's right.

Bart: I like [SL]. I think it is a good way to teach and also to offer
service.

George: I really think it's important, and I really like teaching the
class.

*SC: How have your past experiences with service-learning affected
how you feel about assigning service-learning in the future?*

Helen: I am more enthusiastic about it than I ever was.

**Subtheme: Faculty expressed some negative and some mixed feelings about
SL [9].** On the other hand, interviewees also used words like "exhausting,"
"challenging," and "frustrating" to describe their feelings about SL [7]. One felt "guilty"
for not doing more with SL. Sometimes interviewees [6] spoke of having mixed feelings
about SL. Perceived benefits of SL were mentioned alongside difficulties by way of
explanation.

George: [SL] has its frustrations for many reasons. One of the
biggest frustrations is finding a balance between that classroom
environment and the workplace environment.

Linda: On the one hand, I cannot understand why everyone doesn't
do service-learning because it enriches the learning experience so much.
But on the other hand it is a lot more work. So I would guess that's

probably why everybody doesn't do it. It is an enormous time

commitment.

Sam: So that's really rewarding. And other times it's frustrating

when students have experiences that are not, in my mind, as good as they

could be.

Grace: I think it's great for students, but I think the time trade-off

is a hard one to make. . . . It's made me feel torn. I *want* to offer service-

learning courses, because I think they're so great for our students, but I'm

protective of my time.

Teresa: Very time consuming. I really enjoyed it. . . . It's exciting,

but it's exhausting.

Helen: You have to be discriminating about what you do with your

time, your talent, and your money, but I think I am more committed than

ever to helping my students do [SL].

Theme: Faculty Future Plans Regarding SL [13]

Based on their experiences with SL and their feelings about SL, interviewees

described their future plans regarding SL. They stated whether or not they intended to

continue using SL or use SL in more courses, would not be using SL in the near future, or

might use less SL.

Most faculty intended to continue with SL or even use more SL in their courses

[12]. All but one interviewee intended to use SL in the near future. Even so, there were

some nuances in their responses, partly in relation to their mixed feelings about SL. For

instance, the one interviewee who did not intend to use SL for some time due to

conflicting time commitments nevertheless felt SL was very beneficial for all parties

concerned—students, CPs, and faculty. Another interviewee was open to doing less SL in

the future if students felt they weren't ready: "If the students feel genuinely

uncomfortable. . . . I don't want to force them." Most of the interviewees expressed

commitment to continue incorporating SL into their courses. In fact, for some SL had

become part of their own identity, as well as part of their courses.

> *Gene:* I'm comfortable with assigning it now. I want to continue
> doing this same thing as long as I am here.

> *Mary:* Now, I would not *not* do it. I love it.

> *Helen:* It's who I am. I'm built that way.

> *Linda:* This is my teaching style. I can't do a class without it,
> because I'm not a lecturer. I'm a do-er.

> *Betty:* Oh gosh! I can't do without it! Even if this were a traditional
> campus that didn't have that metropolitan mission, I think I would try
> to . . . keep it up.

Four spoke about wanting to include SL in more of their courses, or in more

courses within their departments. A few mentioned a desire to expand current offerings to

include students at all levels of study, freshmen through graduate students. Some faculty

reported being actively engaged in trying to "figure out" how to do more with SL, seeing

how it would "fit in" and visualizing "what it would look like."

Bart: We are always looking out for opportunities to integrate service-learning in our classes. . . . I'm always willing, if there's the possibility, I'm always willing to see how I can integrate [SL].

Dick: I'm very aware that I could do better in some of my undergraduate courses of integrating some formal service-learning component. I've just not landed on how I want to do that yet with other courses. . . . I just need to think through and get past that obstacle in my mind of how to make that happen.

Keith: Well, I want to include service-learning in a couple of more courses, graduate as well as undergraduate, it's just, I think it's *challenging*.

George: There's a lot of stuff for them to absorb. So I can't say that service-learning ought to be *the* focus, it may should be *a* focus, or find a way to work an assignment into it that would help.

A few had specific ideas for SL in future courses, including having the class work together at one organization, students using Skype or video in online courses, and becoming "more focused."

Sarah: I think what would be really neat is having maybe one organization. And have a semester of a class work on a project for that organization, and that's all we do . . . for an entire semester that's related to service-learning. I feel like that would be a great experience. So that

would be something that I would *love* to someday try to do. I'm sure it

could be feasible.

   SC: So you think the experiences that you have had have

encouraged you, for the most part, to do more?

Keith: mhm. A lot. . . . In the next year and so on, they are discussing *a lot*

about service-learning. They want to include a lot more service-learning.

They are going to have a new center which will assist faculty and students

in having more service-learning, and I am looking forward to that. . . . I

would be interested in meeting and using all those resources. So I am

hoping for that.

   Dick: So the thing that we're talking about as a faculty is to make

sure that we get increasingly *focused*, that less is better in terms of

learning outcomes. There is a great deal that they could *learn*, but if we're

talking about experiential learning, and in the context of providing a

service, depth is going to pay off. We're engaged in those conversations as

a faculty. Where are those deep learning points that we would want to cut

across their varied in and out of class learning venues? . . . It's always

backing up to saying what are the, usually no more than three, learning

outcomes? What am I after? And then really, what's going to most help

the student get there.

Just over half of the interviewees [7] spoke of their willingness to talk to colleagues about

SL. In some cases it was to advocate for SL, and in others, it was to caution as well as

encourage colleagues who were interested in trying SL, as Mary described above when she said she would give different advice to colleagues depending on their tenure status and the level of support for SL in their departments.

> *Bart:* I would recommend [SL] to anybody who is interested in doing it. Like I said, we talk about it a lot in our department. We are always looking out for opportunities to integrate service-learning in our classes. That's how gladly I recommend it to anybody that wants to do that.

> *Grace:* Faculty members at [this university] who already have tenure, I would definitely recommend [SL] to. I would talk about how great it is for the students, and how this is a fantastic opportunity for them, student success, and student learning outcomes.

> *Teresa:* Well, whenever I've done this I invite the other faculty to come with me if they want, and some have taken me up on it. . . . Sometimes faculty would just come out and see us. I think some of them have gotten ideas from it, because at least a couple of them have become pretty big on doing service-learning, too.

> *George:* I would especially recommend [SL]. We're doing it! As a matter of fact, I have a couple of colleagues who are doing a lot of service-learning.

> *Dick:* I don't think at the graduate level it's that uncommon for students to be doing projects in organizations. To see it as service, to see it

as helping them get beyond just a career focus may be unique. So I have

certainly trumpeted what our department has been up to and encouraged

that. I've talked at least at one point with [a campus program] about the

fact that they do required service hours but they don't integrate it into their

learning.

> *Sarah:* I would definitely recommend [SL] to my colleagues. I
> think it's beneficial for everyone involved: the faculty, the students, as
> well as the organizations.

So, to sum up, interviewees had generally positive feelings, but also reported

having mixed feelings about their SL experiences. Although they perceived great benefits

from SL for students, CPs, faculty, and the university, as acknowledged earlier, they were

particularly concerned about time demands, applicability in certain courses, and tenure

and promotion for themselves and for their colleagues. Despite those deterrents and other

difficulties they had encountered with SL, almost all interviewees were inclined to

continue with SL and were thinking about ways to incorporate SL into more courses. In

fact, some said they could not do without it.

Theme: Faculty Suggestions Regarding SL

Interviewees offered some suggestions for ways they felt SL could be encouraged,

expanded, and supported at the university. Dick's comments about sustainability may

suggest a framework within which to consider how to move forward with SL at the

university.

Dick: I would hope as we're restructuring and we're moving

ahead, and certainly there's language about the importance of community

engagement. . . . It's always been here. Let's slow down and find out

what's working, and then figure some ways to get beyond where we are

now, so we have a sustainable growing healthy model where structures are

put in place to help people scale up what they're doing. I think about our

own department. There's been some sustainability over time with what we

value. . . . It's still being carried on. It's very sustainable. But that came

because of relationships, mentoring, stories, sharing life together in the

department.

Interviewees mentioned the need to "incentivize" SL for faculty. Those

interviewee suggestions may also contribute to sustainability, in that they may help

expand SL on campus by drawing more participants and supporters into the fold. Some

suggestions made by interviewees (such as the need for a "paradigm shift" or "culture

shift") would take considerable time and/or money to initiate, whereas others would

require merely a change of procedure or focus. Interviewees offered some suggestions for

getting faculty to try SL, suggestions for incentivizing SL at the institutional level, some

suggestions for training and support of faculty who are incorporating SL into their

courses, suggestions for expanding SL at the university, and some additional ideas

regarding SL that they thought might be useful.

**Subtheme: Faculty made suggestions regarding institutional incentivization

of SL [11].** Some interviewees suggested that getting faculty to try SL may incline them

to continue with SL, as they themselves had. Some felt that newer faculty might be more receptive to trying SL for the first time than more experienced faculty would be.

> *Linda:* That's the class I most remember from my PhD program. We would come to class, we would go over the material, then we would do it experientially, and then we would come back and process it. I think even a workshop like that in new faculty orientation for your newest people would show them how to make that connection about the material, then doing [SL], and get them excited about doing it, and then coming back and processing it. . . . I think your new wide-eyed people first teaching, I think those are the people to reach. . . . But [more experienced faculty] who have never done it, I don't know if you can change them. They're set in their ways (just as I am), in their teaching styles and their teaching methods.

> *Mary:* For people who, for whatever reason, are adamant that they couldn't ever do [SL] or it's not valuable, aside from making them do it like I did and then seeing the benefits of it, I don't know how much testimony can sway that. . . . Sometimes people have to *act* their ways into thinking. Unless there was some mandate that said they had to figure out how to do it, and then they sought out people who knew how, I'm not sure that kind of attitude change would happen.

Others observed that getting faculty to try SL for the first time involves catching their interest and then giving them a reason to take on this extra work.

Grace: If we want more service-learning classes, I think the key is incentivizing faculty to teach them.

Sarah: I think if they provided some type of stipend to the faculty that actually included service-learning in their courses, I think that would be an incentive for faculty to probably get on the bandwagon and try to increase that for their students. But I think that faculty also have to have a desire and an interest in service-learning and understand the benefits of it.

Dick: I don't think that, as a university, we have figured out quite how to jump start that process and improve it. So let me think of a parallel. We wanted online badly enough, right? *{SC: mhm}* Our university wanted to improve our online offerings and number of programs. Well, it was incentivized. It was *understood* that the start-up of an online course is more intensive than most people imagine. So it was incentivized [with stipends]. . . . But you were doing double duty. You were working more. So I'm wondering if the assumption is service-learning doesn't take more work or something? Or we don't quite recognize the transformational nature of it for the community and the student? . . . We need to sit down and talk about . . . just what *would* get us walking the talk more. Because we historically always engaged in our community, but do we have service-learning across the curriculum? . . . I mean you would hope that a student graduating with *any* degree from this university would have had *some*

exposure, in more than one class, to service-learning. That would be something to shoot for.

In addition to stipends, interviewees' suggestions for ways the university could promote SL included recognizing SL in considerations for tenure and promotion [4] and providing released time [4] for faculty engaging in SL. Along with lack of recognition of SL for tenure and promotion, one of the major deterrents to using SL interviewees perceived was the "huge time commitment." Interviewees had some suggestions for how the institution could lessen those barriers to expanding SL offerings.

> *Sam:* I think [SL] needs to become a priority. Administration has to recognize that faculty who continue to do [SL] need support and some recognition for doing that.

> *Mary:* There needs to be some certainty about *service-learning will be rewarded*. Instead of this thing you are warned *not* to do until you get tenure. That needs to be different.

> *Grace:* Yeah, tenure evaluation. . . . but I would say also, if the university wanted to encourage service-learning, if there was a course release or if there was additional salary, then I would say, "You'll get a course release for doing this, so it's definitely worth investing in. It will be great for your students and it won't take up more of your time because you'll have that release."

> *Dick:* I do think, finding some way when a faculty member decides to launch a service-learning component . . . it may be some start-up help, a

course release. *Something* to say, like we did with online education, that

the university so values this that when you are getting it going, we are

going to provide some help. I think there's probably a percentage of

faculty that are on the hump, and if their chair came to them and said,

"Look, next fall you teach one less class if you put service-learning in . . .

and then we know you've learned the ropes." Or sometimes even just a

small stipend to say "we realize this is going to take extra time."

Besides reducing major barriers, Betty said she would also appreciate institutional help in

two other respects. She would like some funding for student projects so that neither

students nor their teachers have to pay out of pocket for needed materials, and she would

like to have some graduate assistants to aid with SL research.

> *Betty:* I wish there were some resources that kids could rely on. I
>
> help them out, but it's out of their own pocket.

> *Betty:* In other words, is there something else that *I* could use?

SC: Yeah, mhm.

Betty: Yeah, some graduate assistants. Graduate assistants, because I have

a *feeling* that I'm plowing some fertile fields out there for new research,

but who has the time? You know?

Related to some of the concerns expressed while talking about their experiences

with SL, some said they would appreciate greater clarity from the university in terms of

expectations of faculty regarding their involvement in SL and balancing it with other

responsibilities.

Gene: If you are going to say service-learning is really important, there are ways of doing that. One way of doing that is giving some sort of course load reassignment credit for service-learning. . . . I think it is really important for the university to acknowledge that there are five main types of service, and to define what they want out of faculty in terms of each of the five. And if they are saying the committee work and the departmental governance and the university governance are really important, what they are really saying is that service to the community isn't, because you don't have time to do all of them. Or if you put energy into all five types of service, that means you are not going to get as much time in teaching and research.

Keith: So I am looking forward to what they are going to do. What are their initiatives, and what are their goals, and what do they want from faculty members?

The degree of support interviewees felt from various levels within the institution has not been consistent in all cases. In some cases interviewees felt supported by their department, but not so much by the university. As was mentioned under Deterrents, in other cases faculty felt SL was supported by their college or the university, but not within their department.

Gene: I think the department has helped us out. I think the university, it's just kind of a general sense of where the priorities are. . . . In terms of a general gut level feeling of support, there is more that they

could do to help us out. Not help us out . . . but just give us a sense of

support, I guess.

Some interviewees considered having a SL coordinator and various types of training and

support as indicators of institutional support for SL. They offered suggestions for ways

the SL coordinator, training, and support could help support faculty who use SL.

Subtheme: Faculty offered suggestions regarding training and support for

faculty who use SL [11]. Interviewees [7] like the idea of having a SL coordinator (or

center) to help with various aspects of the SL experience—assistance with SL placements

as well as both initial and ongoing training and support. Interviewees repeatedly referred

to the position as "SL coordinator" rather than "SL director" (the actual title had not been

determined at the time of the interviews), which seems to be in line with faculty

expectations for the office.

Sam: I can see where it would be very useful for us to coordinate

our efforts. Right now it's just by course. I don't necessarily know what

other people are doing and what's going on and if other people are

flooding this program that I have my students going to.

Linda: I don't know what a service-learning coordinator does, but

my vision is that they can help my students that are only doing 10 or 15

hours *find* organizations that are of interest to them personally. And that

they can coordinate all of that *for* me. They can find an organization based

on the student's interest. They can tell the student who to contact. They

can oversee any paperwork that needs to be done between this university

and the organization. That's what I would envision a service-learning coordinator could do to help make this process happen for me.

For more extensive SL projects, Linda foresaw faculty needing a different type of help—training. She also suggested making a SL workshop part of new faculty orientation and suggested making it experiential learning for faculty.

> *Linda:* I think for those of us who are going to be very deeply engaged in these *extremely* time extensive commitments, I think there should be some training on how to make those successful. I think for those of us sending kids out 10 hours a week, there's really not too much training. Maybe a 1- hour workshop would do. But I think for those of us doing something else, I think we need some training on how to make these extensive engagements successful. . . . Not just logistics, but thinking of my own experiences, how to select a project for success. And then the logistics of *running* a project and then how to wrap up and *debrief* the project. Connecting the project back to the learning goals of your course. I think there are a lot of topics that need to be covered if you are doing a really time intensive engaging project. . . . Maybe it could be part of the new faculty orientation? An afternoon workshop on service-learning? But even for them, I think you have to walk the talk. You can't just sit in a workshop all afternoon and tell them about how great it is. You have to make them do it.

Mary suggested that the "university needs to be better at promoting the [service-learning workshop] and giving an incentive for doing it. . . . There have been stipends for attending the [workshop] but they have been pretty small." Another form of support that interviewees thought would be helpful were opportunities for peer interaction and mentoring [6] (as Dick suggested above). A range of options for initial and ongoing training were proposed, as in Linda's remarks. Timing of training sessions was a concern Sarah would like to see addressed.

> *Sarah:* That's always been my issue with the training—the timing.
> So I feel like if they held a session during lunch hour, you know usually
> 11, noon, or 1. . . . I know that *I* would be available to do something like
> that. If it's during lunch.
> S*C: And would it be easier for you to commit to a long program like an 8-*
> *week, one day a week luncheon training? Or would you rather have it*
> *broken down by individual concepts?*
> *Sarah:* I think either would be fine. I just think, ultimately, something
> consecutively, but if it's short, I think that's fine. As long as it's within a
> time frame that I think is *most*, I would say, *convenient* for people, I think
> it wouldn't matter the length of time.

In addition to being informational, one interviewee referred to the "relational" nature of such meetings, and how that contributes to the sustainability of SL over time. Dick referred to helping faculty members share "what they are passionate about," which he termed "cross-fertilization," "people connecting with people." He also envisioned a

process through which faculty could be actively engaged in shaping the developing SL

program.

>
>
> *Dick:* A simple process . . . where one faculty member at a time, or
>
> one department at a time, you ask "Who are you?" (Many of your
>
> questions.) "What draws you into service-learning? What's working for
>
> you? What are you passionate about? Where do you need help? Where do
>
> you need support?" But to really just get to know people one at a time.
>
> "Who are the other people on campus that you talk to about these ideas?"
>
> As you are already aware, there are different flavors of service-learning,
>
> and perhaps different cohort groups that could support one another. I think
>
> it's got to be relational. Grassroots. One person at a time. It *cannot* come
>
> from simply on high. But I would hope over time those grassroots would
>
> create that scaffolding, so that all levels of administration have in their
>
> evaluation documents and their incentivizing documents things relating to
>
> service-learning.

Gene suggested that faculty members from different disciplines could come together to

cooperate productively on SL projects, sharing their areas of expertise to make the

projects successful. "Boundaries between disciplines [could be] broken down. . . . I think

that would be an area where service learning could really contribute."

Others spoke of establishing and maintaining good, ongoing relationships with

CPs also being essential to effective SL, and of what a timesaver having such a database

[7] would be to them. Faculty mentioned two kinds of resources they would like to have

available—a database of willing CPs' needs, along with contact information; and a

similar database of campus needs that could be met through SL projects. As Helen put it,

"I think there are ways we could better help each other."

> *Keith:* I would like to do more [SL]. It's just that I need to have
> some more amount of time and more resources.
>
> *SC: mhm. By resources you mean…?*
>
> *Keith:* By resources, I mean knowing more about community partners—
> meeting with more community partners, or avenues where I can approach
> them.
>
> *Grace:* Identifying organizations that are willing to place students,
> that's what took the most time. . . . Keeping up those relationships [with
> CPs] is important. I don't know if they could have a student assistant or
> someone whose job it was to contact every organization that had said they
> were still interested every semester and say, "Hey, would you still be
> interested in placing students in case we have any? Just wanted to touch
> base with you from [the university]." And maintain that relationship. Even
> maybe visit once a year or something. And then at the same time try to
> communicate to the professors the opportunities that are out there. If they
> know those organizations, then I think people might be more willing to
> teach service-learning classes because it will be less of a burden to find
> them.

Bart: If there were some kind of a database on campus or

something where I could check from time to time to see if there is an

organization that is looking for somebody to help them. . . . I would take

the initiative and contact them and ask them, "I saw your name in the

database. You're talking about this. You want some kind of help in this

area. I would like to meet with you and talk with you some more and see if

I can be of help, if my class can be of help to you. That would be very

helpful." . . . So if I were to change anything, or if I were to *wish*

something to happen in that area of how to get organizations to work with,

maybe some kind of a system where I can check from time to time.

Including out of town CPs in the database would be helpful, Sarah suggested.

Sarah: I think maybe giving students an even bigger pool of

organizations [would be helpful]. I mean we have some—a working list,

and then some students will share, if they live outside of [this county] or

something of that nature, a place within their hometown. And we will

allow them to do that if it meets the requirements.

Subtheme: Faculty made suggestions regarding expansion of SL [7].

Interviewees referred to three areas of possible expansion for SL at the university:

throughout students' programs from freshman through graduate school, across the

curriculum in all courses, and to engage all students.

Dick: I still think we have got a ways to go to get beyond where

we are now with [SL]. It seems like we have it at the beginning, and we

have it for the student who goes all the way to the graduate program. We just don't have a lot of consistent things happening in between. Service-learning shouldn't be just for the highly motivated students who probably already cared about service-learning before [college]. Every student. Every student. . . . Is the question "How do we create processes so a larger number of students are involved?" Or is it "What do we need to do so *all* students are involved?" Which is a different question. *All* means that we have decided as a university that it's a requirement for an educated person.

 Keith: I'm all for service-learning or experiential learning. And I think if, ideally if you can include some component of that in *all* the courses, I think that would be the best thing.

On the other hand, some interviewees cautioned about the danger of "burn out," if SL expansion were to go too far.

 Sam: We can't have it in every class, or we are just going to burn kids out, and maybe burn out the places we are trying to help. I think it has to be planned and coordinated. And we have to keep in mind that our students have other things to do than just our course. It can't be to where, for one assignment, they are exerting and spending all this time, and energy, and some money for travel and so on.

 Helen: I think what you have to do is decide what your talents and time can best serve. And I think there is such a thing as serving too much.

Mary: I think we have a good system in place for the projects, as

well as making sure we don't overwhelm too much. . . . That was my

biggest concern, was how that was going to shake out. So it's been

fine. . . . It's just making sure that the curriculum is reasonable. My

inclination is always to do more, which can burn people out too much, so I

am pretty proud of my restraint.

Assuming that SL has "a ways to go" before saturation has been reached with SL

at the university, interviewees suggested some ways to help spread the word about SL

and maybe entice more students and faculty to try SL.

Helen: Interview people on campus who are actually doing

service-learning with their students and talk about what they are doing.

And have students write in the newspaper or feature them about what have

they done and how has that helped them as human beings. Interview our

alumni and ask them what community service work they did, and if any of

it was inspired by what they learned at [college]. Or what they were

touched by . . . that made them think, "I can make a difference."

Sarah: They've been able to post a photo of them volunteering,

and give a brief description of what's in the photo. You know, what they

were doing. So it gives them a way to showcase what organization they

volunteered at. . . . I've found it to be very interesting to see them at *work*

volunteering. . . . It gives the other students ideas of places that the other

students have actually completed their service at. That's one way that I try

to increase their awareness of different organizations that are available.

They *do* usually have a volunteer *fair* each semester. They have

representatives from different organizations that will come and share their

volunteer experiences. I have actually used that as a resource, to help give

students different organizations to consider that we haven't had on our list

in the past. I also think if it was more like a community-wide, a campus-

wide *initiative* that encouraged faculty to increase service-learning in their

courses? I think that would help. . . . The fair is usually just the

organizations coming to share with the campus community about what

they offer and what *they do*. So there hasn't been, which I think it would

be really great, is like a service-learning *fair* where students get to

highlight things that *they've* done.

　　　　Mary: I love the service fair. I think that is something that needs to

happen every semester.

　　　　Dick: We [could] do more to showcase research, and maybe that's

where some initial *seed money* could happen. To show that this *means*

students get it . . . showing, wow, students *learn better*.

SC: You're saying showcasing students?

Dick: Showcasing *research* that proves that students learn more.

　　　　Teresa: Now, it is true that if you do something like that, you

really *should* evaluate it and you should put it out there in the literature.

Subtheme: Faculty offered suggestions and cautions for faculty who use SL [13]. Beyond their suggestions for the university and the SL coordinator-to-be, everyone had some ideas that grew out of their experiences with SL that they wanted to share with their colleagues. These comments covered faculty modeling service for students [3], the importance of effective screening of CPs and explaining the SL project to them [9]; the need for alignment of goals [2]; need for feedback and assessment [4]; having CPs come to campus [3]; the prospect of paid jobs for students at CPs [1]; and benefits of having former students become contacts at CPs where they work following graduation [2].

Several interviewees shared detailed stories about their own service experiences, which they said they also share with their students, sometimes by telling their stories, and other times by taking students along with them (modeling service). In some cases, they took entire classes out to serve alongside them on major projects in which they were involved.

Bart: You have to let them understand that you give service. Faculty, we do service.

Helen: I started asking my students, "Would some of you like to join me?" And three or four of them did.

The importance of screening CPs ahead of time and of explaining the SL project to them was mentioned by three-fourths of the interviewees. They felt it was very important for goals of the CP and the service and learning goals of the given SL project to be "aligned."

Linda: I try to screen the projects up front and talk to the [CP] and get a really good understanding of what they need and what they are looking for, and can I do that, and can I teach my students to do that, and does it fall within the learning goals and learning outcomes for my course. So I try to do some upfront screening and only select the projects that I *believe* I can be successful with. So then ultimately, I think if I have screened them well, they *do* have the outcomes that I hoped for and they *do* work out well.

Keith: They have to provide me a contact of the person with whom they are going to work—the email contact address and everything, and I verify that. I call them to see if it's appropriate for this student. If it's not, I tell them that "This is not what you should be doing, try to choose some different organization."

Bart: One of the things I usually discuss with the organization that we work with as clients is that it's a learning process for my students. As much as they are giving a service, it is also a learning process. I don't anticipate *rushing* them through the projects. I want it to be *gradual,* so that we get it done.

Grace: Each one I contacted over the phone, and then set up a time to meet with them, and then talk with them through what the service-learning process would be like. . . . That is what took the most time—was finding organizations, meeting with them personally, explaining to them

what service-learning is, what the project would look like, what's expected

of them.

   Sam: When we have aligned goals like that then good things are

going to happen. I think that is important. Again, we should serve, but it's

tied to a course and students should be learning from that experience.

Afterwards, the interviewees pointed out, it is useful to collect feedback from students

and CPs to find out how well everyone's goals were met.

   Sam: As a faculty member, you've got to learn. You've got to

listen to your students. You've got to assess how it went. You've got to

learn. . . . I think you have to pay attention. You've got to develop your

assignments across time. You've got to be really involved with them—or

at least have somebody who is really involved feeding back to you. . . .

SC: So you are saying not just from the students but also from the

community partner? Feedback?

Sam: Yes. We have to make sure we are actually helping too, right?

   Dick: If you care about it, you value it financially, with time, but

also with recognition. *And* measurement.

   Sarah: Towards the end of the semester, they will complete a

reflection paper where they're to reflect on the organization's strengths

and weaknesses, their personal experience—things that they feel

benefitted *them* as well as challenges or barriers they've encountered

during their experience.

Besides getting this sort of feedback from students and CPs, interviewees also suggested two other assessments related to SL. One mentioned assessing the SL training that faculty receive, and another suggested following up on student service beyond course requirements.

> *Mary:* They've gotten evaluations of how [faculty] felt about the [SL workshop], but not the impact of it on their understanding of service-learning.

> *Dick:* I don't *consciously* follow up on that, but I know our students *stay engaged*. But how many of them and in what areas?

In line with the importance interviewees placed on building and maintaining strong relationships with CPs, they suggested inviting CPs to come to campus to participate in SL training workshops and to attend student presentations.

> *Keith:* What I would like to have is more involvement of community partners in workshops. Or they can come together or let us know how it can be mutually beneficial to them as well as the students.

> *SC: So communication? And getting to know them face to face?*

> *Keith*: Getting to know them, yeah. Getting to know them. That's probably what I am looking for. I think that is going to be the most important thing.

> *Grace:* I think it was nice to have those organizations come to campus, see our campus, see our students, see what they had been working on throughout the semester, and how being part of their organization, how

working with them through service-learning, had helped the students in

their education.

As good as it is to establish new relationships with CPs, interviewees spoke of another

way to enjoy good relations with CPs—having students or former students on the inside

of the organizations.

Bart: Finding organizations sometimes can be a challenge, but the

other aspect of it that I would like to see happen is the possibility of

service-learning transitioning into some kind of employment opportunity

for some of the students. It could be part-time. It could be full-time.

Teresa: I have one graduate assistant . . . that I am still in touch

with, and she works at an organization that I work with.

Betty: It just so happened that one of the students was working

there part-time, so it worked *very nicely*. She had the inside . . . because

you're looking in most of the time. You're trying to [consider] their

resources and their goals. But you're not on the inside, you don't always

know *exactly* what those are.

Linda: That was a particularly successful project. To put my

students with *him* [a former student], because now we had an inside

person who was the leader of the team, knew the ins and outs of the

organization he was working with, and *this* was part of his *job*.

In sum, interviewees offered suggestions for promoting SL and making it more

sustainable at the university. They mentioned stipends, recognition of SL toward tenure

and promotion, released time, funding for student projects, and having graduate assistants to help with SL research as incentives for trying SL. They expressed some confusion about what the university expected of them in terms of SL and some frustration at not being able to find time to fulfill all their responsibilities, so they would like the university to clarify which proportion of their time should be devoted to each aspect of their jobs.

Getting support from a SL coordinator in the form of training, assistance, opportunities for peer interaction, and databases would be helpful, they said. They spoke about how SL could be expanded through all levels of study, or across the curriculum, or to include all students, but also cautioned against "burn-out." They recommended publicizing SL, expanding the service fair to include examples of student work, and showcasing SL research. They emphasized the need for faculty to model providing service to the community, the need for aligning CP goals with course goals, and the need for feedback and assessment. Finally, they urged that CPs be invited to campus for student presentations and as part of SL workshops for faculty.

Summary of Answers to Research Questions

In this section is a summary of answers found in the data to each of the three research questions which guided the study. Whereas the Findings section was organized by theme according to the Node Tree, in this section answers are presented in association with individual research questions.

RQ 1: How do college faculty members perceive *incentives* they have experienced when assigning SL in their courses?

Initially, some interviewees were attracted to SL because of personal experiences they had had with SL as students themselves, which they found so meaningful and effective that they wanted the same for their students. Some wanted experiential learning opportunities for their students ("real-life," "hands on," "giving back"). In addition, some were influenced by faculty SL training experiences, colleagues' SL experiences, or colleagues' SL research. In some cases they referred to institutional or departmental mission statements as spurring their interest in SL.

Having tried SL, interviewees found incentives in the benefits they saw for everyone concerned—students, CPs, faculty, and the university. Student learning was "more impactful," "stickier" because it was "real-life," and interviewees felt students broadened their understanding through exposure to SL. It was easier for students to "get it" and to have "Aha!" moments in real life situations. Students were able to get practical work experience, which helped them define their career choices, increased their chances for being hired, and helped them learn professional skills, teamwork, and "soft skills" in real situations. Interviewees felt students also grew personally in terms of increased confidence and independence, leadership development, and networking, and by "living powerful stories" doing SL. Lastly, interviewees said SL helped students become more socially responsible citizens.

Perceived benefits of SL for CPs included having students supplement what staff could do, sometimes serving beyond the requirements for the course and even advocating for the CP upon occasion. Faculty thought SL helped students learn skills of value to the

CPs, gave CPs a "good long job interview" with students, and provided the CP with an opportunity to help students.

In addition to considering benefits for students and CPs to be incentives for engaging students in SL, interviewees saw benefits for faculty as well. They welcomed the opportunity to "give back" to the community, felt that involving students in SL helped faculty stay "up to date," teach more effectively, and grow as individuals. They enjoyed working with SL, found it "rewarding," and appreciated the respect it earned them in the community. Interviewees said contacts needed for SL helped them form and maintain relationships within the community network. Besides the intrinsic benefits of SL, interviewees recognized having a designated SL coordinator and SL training provided by the university, awards recognizing SL excellence, and recognition of SL toward tenure and promotion to be incentives for incorporating SL into courses.

In addition, interviewees considered benefits to the institution, such as heightened visibility in the community, stronger community relationships, and enhanced appeal for the university during recruitment to be incentives for using SL.

RQ 2: How do college faculty members perceive *deterrents* they have experienced when assigning SL in their courses?

Interviewees mentioned three deterrents, concerns that could keep faculty from offering SL in courses. The "huge time commitment" was a major concern, particularly when combined with the third deterrent, a lack of recognition of SL toward tenure and promotion. The second deterrent identified by interviewees was not seeing how SL fit with a given course's content and purpose.

Difficulties, sometimes referred to as "challenges," that interviewees said would not deter them from assigning SL in the future were problems with logistics, the effort or expense involved, the uncontrollable ("unknown," "scary") aspect of SL, or difficulties with CPs or students. Interviewees preferred to look at these situations as learning opportunities, and even advantages of SL.

RQ 3: How do college faculty members' perceptions of incentives and deterrents they have experienced incline or disincline them to assign SL in future courses?

Despite prevalent mixed feelings due to perceiving both incentives and deterrents, all but one of the interviewees had plans for incorporating SL in future courses. Some said they "can't do without it," and some have been trying to figure out how to do more with SL. The only one who had conceived of doing less, said it would be out of consideration for students who might not be comfortable doing the type of SL offered.

Based on their experiences with SL, interviewees suggested additional incentives that may incline faculty to do more with SL. They suggested stipends and released time, funding to help pay for materials for student projects, graduate assistants to help with SL research, initial and ongoing training in SL, peer support and mentoring, opportunities to meet with CPs, and databases to help locate CPs for SL projects. Some interviewees thought clarifying administration's expectations of faculty regarding SL could help incentivize faculty to use more SL. Others suggested that showcasing student SL and SL research could give faculty ideas for how to incorporate SL into their courses and entice them to offer more SL.

In Chapter 5, I further explore and interpret implications of the answers to these research questions. I analyze the contribution that results of this study make to the field of SL, assess the potential impact for social change, and make recommendations for future research and for practice based on these findings.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this study was to explore faculty members' past experiences with SL and how those experiences may either incline or discline them to assign SL in the future. At higher education institutions like the one where I conducted this study, SL has been recognized by some faculty members and planners to be an effective pedagogy. By identifying what faculty said could deter them from offering SL and what faculty perceive as incentives to offering SL, planners can better promote SL among their faculty. Findings from this study extended the literature and enhanced understanding of faculty inclinations to assign SL. With this understanding, planners may reduce or eliminate deterrents to using SL and initiate or increase incentives so that more faculty will be inclined to try SL and to continue assigning SL.

Findings from the study fell into 6 major themes or topics, most of which had multiple subthemes. Theme 1, Initial Incentives, had 5 subthemes: personal history; experiential learning goals; influenced by others; giving back to the community; and decision to use SL *a no brainer* (an obvious choice). Theme 2, Benefits as Incentives, had 4 subthemes: benefits for students; benefits for community partners (CPs); benefits for faculty; and benefits for institution. Theme 3, Deterrents and Difficulties Faculty Experienced with SL, had two subthemes: actual deterrents to using SL; and other difficulties faculty experienced with SL. Theme 4, Faculty Feelings about SL, had 2 subthemes: positive feelings about SL; and negative and mixed feelings about SL. Theme 5, Faculty Future Plans Regarding SL, did not have subthemes. Theme 6, Faculty Suggestions Regarding SL, had 5 subthemes: sustainability of SL; institutional

incentivization of SL; training and support for faculty who use SL; expansion of SL; and suggestions and cautions for faculty who use SL.

In the findings, interviewees identified ongoing incentives primarily as the benefits of SL—for students, faculty, community partners (CPs), and the university. Benefits for students were in four areas: learning-related, work-related, citizenship training, and personal development. Benefits for faculty were divided into personal benefits and benefits/incentives to use SL that came from the university. Personal benefits to faculty included giving back to the community, keeping up to date in one's field, being a more effective teacher, stretching one's comfort zone, finding SL emotionally and intellectually rewarding, being respected in the community, networking in the community, and being better able to fulfill the university mission. Incentives that came from the institution were having a SL coordinator or SL center, awards for SL excellence, and recognition of SL towards tenure and promotion (where that was their department's policy).

Interviewees identified three major deterrents to using SL—the extra time commitment involved with SL (and the conflict with trying to allot sufficient time to activities that were recognized toward tenure and promotion), a perceived lack of fit of SL with course content, and lack of recognition of SL activities toward tenure and promotion. Other difficulties, such as with logistics, their own uneasiness, students, or CPs, they viewed as problems to be overcome or to be turned into teachable moments, rather than as deterrents to using SL.

Findings revealed that faculty had mostly positive, but also some negative feelings about SL. Positive feelings included being enthusiastic about SL, finding SL valuable for students, feeling SL was *the right thing to do*, and feeling good about being able to give back to the community. On the other hand, faculty also said SL could be exhausting, challenging, and frustrating. Sometimes interviewees paired positive and negative feelings in one sentence or spoke of feeling *torn*.

In terms of future plans based on their experiences with SL, only 1 out of 13 said she would not be using SL in the near future due to the heavy time commitment required. The rest planned to continue and maybe even use SL in additional courses. Some said they could not do without it. Many were willing to advocate for SL among their colleagues.

Findings included suggestions from faculty regarding SL at their university. Suggestions concerned ways SL could be incentivized, training and support for faculty who use SL, how SL could be expanded, and suggestions and cautions for faculty who use SL. Having SL activities count toward tenure and promotion, awards recognizing excellence in SL, stipends for incorporating SL, released time for faculty who assign SL (in recognition of the time commitment required), funding for student projects, training, support from colleagues, and a SL center or coordinator were also mentioned as incentives. Databases of community and campus needs that could be met through SL were identified as potentially helpful and time-saving resources. Finally, the prospect of improving relationships with people in the community also provided incentive for faculty to use SL.

As reported in detail in Chapter 4, participants in this study said SL helps them to improve student academic and career outcomes, and to foster social responsibility and citizenship development in students. They would like to see more students have the opportunity to benefit from SL. Expanding SL opportunities implies enlisting more faculty to incorporate SL into more courses. Involving more faculty in using SL would help ensure that SL would continue at an institution even if a few strong supporters leave the campus. In order to extend engagement in SL to more students and faculty and make SL more sustainable so that it will remain a factor in campus culture well into the future, planners need to understand what inclines and what disinclines faculty to assign SL. This chapter is devoted to interpreting these findings in the context of recent related studies, potential limitations of this study, recommendations for future research, and implications of this study for positive social change and for practice.

Interpretation of the Findings

This study confirmed some findings from previous studies in identifying deterrents and incentives for college faculty to assign SL, and contributed a few more to the list (See Figures 6 and 7). In addition, this study revealed some nuances that enhance understanding of college faculty experiences with SL and their inclination to continue using SL. Following the discussion of findings from previous studies and this one as summarized in Figures 6 and 7, I make some recommendations for future research.

Deterrents	Previous Studies that Identified Deterrent	This Study
Time consuming, effort required	Bowen & Kiser, 2009; Furco & Moely, 2012; Karasik, 2013; Neeper & Dymond, 2012; Shek &Chan, 2013	**Deterrent**
Lack of recognition (tenure, promotion)	Forbes, Wasburn, Crispo, & Vandeveer, 2008; Ford, 2011; Karasik, 2013; Neeper & Dymond, 2012; Shek & Chan, 2013	**Deterrent**
Not relevant to course	Karasik , 2013; Neeper & Dymond, 2012; Shek & Chan, 2013	**Deterrent**
Lack of institutional support	Forbes, Wasburn, Crispo, & Vandeveer, 2008; Ford, 2011; Furco & Moely, 2012; Karasik, 2013; Lambright & Alden, 2012; Napoli, 2012	Difficulty
Lack of funding	Bowen & Kiser, 2009; Furco & Moely, 2012; Napoli, 2012; Neeper & Dymond, 2012	Difficulty
Lack of departmental support	Bowen & Kiser, 2009; Napoli, 2012; Neeper & Dymond, 2012	Difficulty
Difficulty finding sites	Bowen & Kiser, 2009; Forbes, Wasburn, Crispo, & Vandeveer, 2008; Karasik, 2013; Neeper & Dymond, 2012; Shek & Chan, 2013	Difficulty
Logistical difficulties	Bowen & Kiser, 2009; Ford, 2011; Karasik, 2013; Neeper & Dymond, 2012	Difficulty
Difficulty recruiting students and getting them to follow through	Bowen & Kiser, 2009; Ford, 2011; Furco & Moely, 2012; Karasik, 2013; Neeper & Dymond, 2012	Difficulty (follow through)
Balancing service experience and class time	Karasik, 2013	Difficulty
Scary, lack of control		Difficulty
Work skills required beyond own expertise		Difficulty
Difficulties with students		Difficulty
Difficulties with CPs	Bowen & Kiser, 2009	Difficulty

Figure 6. Deterrents identified in this study and in other studies. In the third column, *Deterrent* indicates perceived as deterrent by participants in this study. *Difficulty* indicates perceived by participants in this study as a difficulty or challenge, but not as a deterrent to using SL.

Incentives	Previous Studies that Identified Incentive	This Study
Improved student outcomes	Karasik, 2013; Lambright & Alden, 2012; McMenamin, McGrath, & D'Eath, 2010	Yes (in detail)
Increased relevance of course material	Ford, 2011; Karasik, 2013; McMenamin, McGrath, & D'Eath, 2010	Yes
Internal motivation	Ford, 2011	Yes
Recognition of SL and SL research	Forbes, Wasburn, Crispo, & Vandeveer, 2008; Lambright & Alden, 2012	Yes
Released time or stipend	Ford, 2011; Lambright & Alden, 2012	Yes
Funding for SL	Bowen & Kiser, 2009; Furco & Moely, 2012; Lambright & Alden, 2012	Yes
Faculty development	Forbes, Wasburn, Crispo, & Vandeveer, 2008	Yes
Peer support group	Furco & Moely, 2012	Yes
Informal mentoring	Lambright & Alden, 2012	Yes
Faculty Fellows program	Bowen & Kiser, 2009	
Perceived benefits for faculty	McMenamin, McGrath, & D'Eath, 2010	Yes (in detail)
Perceived benefits for CPs	Karasik, 2013; Lambright & Alden, 2012; McMenamin, McGrath, & D'Eath, 2010	Yes
Perceived benefits for institution	McMenamin, McGrath, & D'Eath, 2010	Yes
Influenced by colleagues		Yes
Improved relationships between faculty and CPs		Yes

Figure 7. Incentives identified in this study and in other studies.

As shown in Figure 6, the three main deterrents to using SL identified by participants in this study—the time commitment required, the lack of recognition of SL activities toward tenure and promotion, and the perceived lack of relevance of SL to course content—confirmed findings from multiple previous studies. However, participants in this study did not consider other difficulties to be deterrents to using SL. Rather, they referred to them as *challenges* or *difficulties* to be overcome, not as something that would deter them from using SL in their courses. Lack of funding or other support within their departments or from the institution at large, difficulty finding sites and other logistical problems, effort required, coping with variable levels of student readiness, getting students to follow through, and striking the right balance between time allotted to SL and to other course activities were identified as difficulties both by participants in previous studies and in this one.

In addition to confirming some deterrents and difficulties identified in previous studies, participants in this study referred to the *scary* nature of SL—the lack of control over what happens at the site and the act of venturing into the unknown. They also mentioned students' varying levels of the work-related skills required for SL projects, and occasionally exceeding limitations of their own expertise. In addition, some reported difficulties dealing with CPs' unrealistic expectations in some instances. Notably, participants in this study considered some difficulties at the service sites to be learning opportunities for students and thus to be positive rather than negative experiences, ultimately.

Similarly, findings from this study confirmed some incentives identified in previous studies, and identified some new ones as well. Figure 7 summarizes incentives that were identified in previous studies and confirmed in this one, as well as two additional incentives that did not emerge from the reviewed previous studies.

In this study, as in previous studies, perceived benefits for students and improved student outcomes were mentioned as a prime incentive for assigning SL. Participants in this study described in detail learning-related, work-related, personal development, and citizenship training benefits that students may experience through SL (see Chapter 4 for full description). As noted in previous studies, participants in this study identified internal (personal) motivation, recognition of SL toward tenure and promotion, stipends or released time, and the prospect of funding for SL to be incentives for using SL in their courses. Likewise, scaffolding for faculty incorporating SL (in the form of faculty development training in SL, peer support groups and mentoring) was identified as an incentive both in previous studies and in this one.

As in other studies, faculty participants identified benefits to themselves as incentives for using SL. Participants in this study specified as benefits for faculty the opportunity to *give back* to the community, to *stay up to date* in their fields, and to *stretch their comfort zone*. They said SL helped them to *fulfill their mission* and to *be more effective teachers,* and earned them *respect* in the community, providing them with *networking* relationships with CPs. They reported finding SL *rewarding*. Awards for excellence in SL and the presence of a service learning coordinator were also described by participants in this study as incentives for incorporating SL into their courses.

In this study as in former studies, perceived benefits from SL for CPs and the institution were also identified as incentives. Participants in this study described these potential benefits in some detail. For CPs, they said students supplement what staff can do; some students continue to serve beyond course requirements; in some cases, students advocate for CPs; and student service can be a *good long job interview* with the CP. Faculty participants said CPs benefit from students learning practical skills they may apply in the community after graduation, and that they thought CPs appreciated the opportunity to help students. For the institution, participants identified heightened visibility of the university, improved campus-community relationships, and the appeal of SL in recruitment for the university as benefits.

Two incentives identified in this study did not emerge in the reviewed studies. One was being informally influenced by colleagues to try SL. Another was their feeling that SL interactions with CPs helped strengthen faculty relationships with people and organizations in the community.

This study confirmed some findings of previous studies and added a few new factors to the list. Generally speaking, a distinctive feature of this study is the degree of specificity and detail. The responsive interviewing approach resulted in participants sharing their stories fully, replete with emotion, intensity, and details that enrich understanding.

Findings in the Context of the Conceptual Framework

In Chapter 2, I discussed the experiential learning roots of SL, Chickering's seven vectors of college student development, and the influence of Kolb's four dimensions of

complexity and my constructivist orientation on the nature of the interview guide. Each of these concepts is reflected in the findings.

Findings of this study included descriptions of experiential learning aspects of SL. Phrases related to experiential learning appeared often in the data—*real, real-life, hands-on.* In addition, faculty described another variation of experiential learning that is described in the literature as *project-based service-learning*, in which whole courses were built around a service project. In these courses students practiced skills related to their fields of study as they met a special need of a non-profit partner in the community.

Faculty descriptions of ways SL benefits students closely resembled Chickering's seven vectors of student development—developing competence, learning to manage emotions, moving through autonomy to interdependence, forming mature interpersonal relationships (including empathy), forming one's identity, and developing purpose (Chickering & Reisser, 1993; Reisser, 1995). Faculty described how students can hone skills doing SL, learn *soft skills* like dealing with frustration in a professional manner, and grow in confidence and independence through SL. They said students may become more empathetic doing SL, learn things about themselves they may not learn otherwise, and develop purpose and a sense of social responsibility.

Kolb's (1984) four dimensions of complexity (p. 139) and my constructivist orientation helped shape the interview guide and thereby the findings. Questions were shaped to explore each of Kolb's four dimensions—perceptions, feelings, understanding, and actions. Questions were open-ended in order to explore faculty thoughts, feelings,

understandings, and plans related to their experiences with SL as thoroughly as possible.

The result was complex, detailed, nuanced data.

Limitations of the Study

This study could have been limited by researcher bias, small sample size,

inconsistent coding, incomplete reporting from participants, or inadequate analysis of

data. However, I addressed all of those threats to minimize their effect on the study, as

discussed below.

Risk of Bias

For instance, to prevent my bias (as an advocate for SL) from skewing collection,

analysis, or interpretation of the data, I began by reflecting on the interview questions and

writing out my answers, so that I was aware of my own perceptions resulting from my

experience as faculty assigning SL. Thus I was better able to distinguish my perceptions

from those of the interviewees during data collection and analysis, and to prevent my

perceptions from affecting my interpretation of the data. So as to avoid limiting

interviewees' responses by my expectations, I devised open-ended questions and used

responsive interviewing techniques (Rubin & Rubin, 2005) to encourage interviewees to

express themselves fully. During the interviews I made separate notes related to what

interviewees were saying and what I was thinking. At the conclusion of each of the

interviews, I asked interviewees whether they would like to add anything, and invited

them to contact me if something occurred to them later. Following the interview I made

additional notes on the pages of notes I took during the interview to clarify or expand

notations.

Following transcription of the digital recordings and my listening to the recordings while reading the transcripts to check them for accuracy, I sent each interviewee a copy of the transcript of his or her interview for member checking (Johnson & Christensen, 2004, p. 252), again inviting each one to add anything that would contribute to the topic. This approach resulted in the interviewees reporting that they had thoroughly covered the topic in their responses, as illustrated in their answers below and in later e-mails.

SC: Is there anything at this point that you've thought about in passing as we were talking that I didn't touch on in the questions? That you didn't get a chance to mention?

Betty: No not really. I think I've covered the waterfront there. [*pause*] No, I think that's it.

SC: Is there anything else that you'd like to add at this time? That's the questions I had in mind.

Grace: I think you did a great job with those questions. You got lots out of me. [*both laugh*]

SC: That's the idea!

Grace: I think you got it all!

SC: In case I didn't, I'll give you my card so you can contact me.

Sample Size

The sample of 13 faculty members who agreed to be interviewed was an appropriate size for a basic interpretive qualitative study of this nature. The goal for this

type of study would be 10-12 participants, so this sample slightly surpassed that goal. The sample was as representative of the population as potential participants' (who met the criterion of having taught a course using SL) willingness to be interviewed allowed. Purposeful maximum variation sampling was used (Maxwell, 2005, p. 112; Miles & Huberman, 1994, p. 279) to achieve as diverse representation in the sample as possible. Almost equal numbers of men (6) and women (7) were interviewed, 9 different departments were represented in the sample, and one interviewee taught a course that was entirely online and included SL. However, only one interviewee did not have a PhD, and only one interviewee did not intend to continue using SL at this time. Depth of detail in the data was the focus in this study rather than breadth in the sample. I had prolonged and repeated contacts with participants, giving them multiple opportunities to expand on their remarks if they so chose (Maxwell, 2005, p. 110).

Coding Consistency

In order to ensure consistency in coding of the data, I used the properties feature in NVivo to maintain an updated code list with definitions (Miles & Huberman, p. 285). I also maintained a running log in a research journal in NVivo of decisions made regarding coding to keep track of changes (Miles & Huberman, pp. 282, 284). My committee chair provided peer review of transcripts, codes, and categories during analysis. When codes and categories ceased shifting during analysis, I reviewed coding one more time to make sure all passages were coded in line with the latest definitions.

Thoroughness of Reporting by Interviewees

To be sure that the data accurately portrayed participants' experiences and inclinations, I conducted extended responsive interviews (Rubin & Rubin, 2005) with participants, employing open-ended questions. This method of data collection encouraged interviewees to say whatever they wanted to say and as much as they wanted to say about their experiences assigning SL, their feelings about SL, and their inclination to continue using SL. I was able to follow the interviewees' trains of thought and to encourage them to elaborate on their remarks. At the end of their interviews, I gave participants my contact information and invited them to contact me if later they thought of anything they would like to add. Interviews were digitally recorded and transcribed verbatim.

Furthermore, I took notes during the interviews and wrote supplementary notes alongside those notes immediately following the interviews. Following transcription and prior to analysis, participants received copies of their transcripts and were invited to review their transcripts (member checking) and to revise or add to their responses if they wished. All transcripts were approved, some with minor corrections or changes.

Adequacy of Data Analysis

So that the data would yield as much information as possible, I spent extensive time reviewing, interpreting, and analyzing the data, aided by NVivo software. Coding and interpretations were subjected to my repeated reviews and revisions as well as to peer review (Maxwell, 2005, pp. 109, 112), until they settled into meaningful form.

The steps taken to keep potential limitations to a minimum ensured that the study can be trusted to meaningfully represent faculty members' experiences and to broaden

planners' understanding of college faculty experiences with SL and their inclination to continue using SL based upon those experiences. In addition, quoting rich details from the transcripts provides other researchers and planners with sufficient information to evaluate to what extent and in what respects the study could be transferable to their own situations (Creswell, 2007, p. 209).

Recommendations

To broaden exploration of faculty inclination to assign SL as reflected in the literature, future researchers could separate out which types of SL faculty are including in their courses instead of asking about SL as if all SL were the same in terms of time and effort required. In general, researchers have not distinguished among faculty according to level of experience with SL. Perhaps needs and perceptions of less experienced faculty are very different from those of more experienced faculty, both in terms of general teaching experience and of experience with SL. In this study participants disagreed whether new faculty or tenured faculty would find it easier to transition into SL. In future studies researchers could explore the level of challenge that faculty of various ranks or faculty with varying levels of experience teaching encounter as they consider incorporating SL into their courses.

Following the line of inquiry of this study, future researchers could further contribute to understanding experiences and inclinations related to assigning SL by extending inquiry specifically to more faculty members who have tried SL and then stopped using it, and to faculty who have expressed an interest in SL but have not gone on to put it into practice. Whereas this study represents in detail the views of a sampling

of PhD faculty who are continuing to incorporate SL into their courses at one metropolitan university, more could be learned from faculty members who represent other faculty ranks, such as non-PhD and adjunct faculty, and those who teach at a variety of other higher education institutions, such as private colleges and community colleges.

Implications

This study has implications for positive social change, which I detail below. Also in this section, I relate a distinctive category of SL that appeared in participants' descriptions of their SL assignments to experiential learning and to recommendations for practice. Other recommendations for practice implied by the findings of this study are also presented.

Potential Impact for Positive Social Change

This study contributed to the understanding of college faculty members' experiences assigning SL, which may be useful to planners in higher education. At the study site, this information may suggest changes in policy, procedures, and programs which will entice more faculty to try SL, reducing deterrents to using SL, and providing additional support for faculty who do incorporate SL into their courses. If faculty do include more SL in their courses, students, the community, faculty, and the institution all may enjoy increased benefits. If more courses include SL, students will have more opportunities to engage in SL and thus to enjoy more of the benefits that can be derived from SL in terms of enhanced academic outcomes, preparation for work, social responsibility, and citizenship development. The longer students' exposure to service, the

more likely they may be to get into the habits of heart and mind that lead to lifetime service in the community. Thus, the surrounding community may benefit, not only from increased student service provided during SL but beyond, because students may enter the workforce better prepared for work, service, and responsible citizenship.

Through their increased interactions with CPs during SL, faculty may develop closer ties with CPs and thus enhance networking relationships. Just as students can benefit from real life experiences during SL, so can faculty benefit from more engagement in the community, which may help keep them up to date and help them demonstrate how lessons in the classroom apply in real life.

For the college or university, increased SL opportunities not only may make learning more effective, thus helping advance that aspect of institutional mission, but may also improve campus-community relationships and enhance visibility and appeal, which may facilitate recruiting. Therefore, this study may have positive social impact at personal (student, faculty), organizational (institution—college or university), and societal (community) levels.

Theoretical Implications

Some of the participants in this study were using a form of SL not previously discussed in this paper. They were combining project-based learning with service-learning, which elsewhere in the literature (Brescia, Mullins, & Miller, 2009) has been referred to as *Project-Based Service-Learning*. Project-based service-learning is a subset of experiential learning where service-learning and project-based learning overlap, as shown in Figure 8.
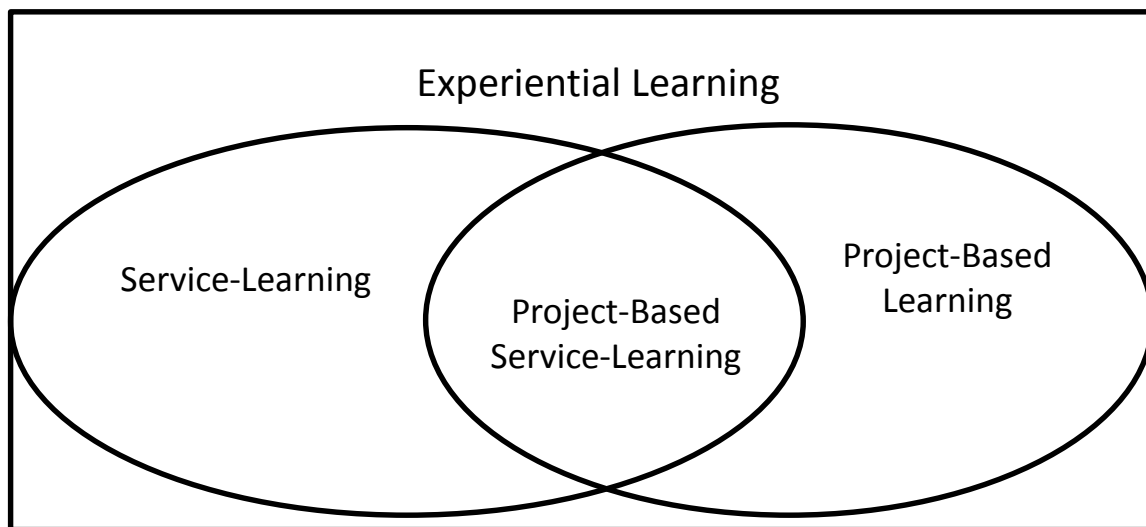
Figure 8. Illustration of how experiential learning, service-learning, project-based learning, and project-based service-learning are related.

In project-based service-learning, students do real (often group) projects for non-profit organizations in the community, practicing in the real world skills they are learning in the classroom. What is done depends upon the field of study, but generally speaking, the project involves the faculty member and students meeting with their non-profit CP, negotiating a project that will be of real use to the CP and that is within the range of skills the students can provide. Students return to the CP to get feedback on their ideas and the execution of the plan until the CP is satisfied and the project is completed. In this way students get real-life practice in dealing with a client, negotiating, communicating, planning, and executing a project, using skills being taught in their course. The CP gets a real need met that otherwise may not have been affordable or accessible.

I mention this distinctive type of SL here to make the point that some types of SL assignments may call for more support and be more time-consuming for faculty than other types, based on their complexity and the degree of faculty involvement. Therefore,

planners may want to offer a range of support services to faculty who incorporate SL into their courses, in order to meet varying needs of faculty who are using a variety of types of SL, as noted in the following section under Recommendations for Practice.

Recommendations for Practice

Findings from this study suggest some recommendations for practice regarding SL. Generally speaking, higher education planners who would like to see more SL opportunities for students at their institutions and make SL more sustainable over time may want to take steps to extend SL throughout the curriculum and to establish support for SL throughout the campus hierarchy. In order to expand SL offerings, planners may want to implement changes that will help eliminate deterrents to faculty who include SL, and may want to help increase incentives for faculty to try SL and to continue using SL in their courses.

Results from this study suggest that three major deterrents to address may be (a) lack of recognition of SL and SL research toward tenure and promotion, (b) the time commitment required to incorporate SL into a course, and (c) perceived lack of fit with course content. Making recognition of SL activities and research count toward tenure and promotion in all departments across the curriculum would help enable all faculty to commit the necessary time to SL activities if they so desired. Institutional incentives such as stipends and released time for faculty who use SL would also make it easier for faculty to commit additional time and effort to SL. Other ways to address the time demand deterrent may include services from a SL center or coordinator, such as establishing and maintaining databases of community and campus needs that could be met through student

SL, and listing potential CPs with whom students could serve, so that faculty would not need to scout out sites for themselves. Hosting events like Service Fairs where faculty could meet CPs, and where SL projects and research could be showcased so that CPs and faculty could get ideas from one another could help spread interest in SL, as well as help faculty conceive of new ways in which they could incorporate SL into their courses.

Another way to make faculty be more likely to try and to continue with SL may be by providing faculty with supportive scaffolding. A SL center or coordinator could provide a range of training and support appropriate to faculty who have a variety of levels of expertise and interest and to a variety of types of SL. Just as there is a continuum of SL from single visit service (such as helping serve a holiday meal at a homeless shelter), through multiple visit service (like tutoring), and project oriented service (designing a web site for a non-profit, for instance), so does there need to be a continuum of support for faculty who undertake those various types of SL. Experienced faculty who assign short-term SL which students arrange for themselves and then reflect and report on in connection with coursework, may need no help or minimal help, whereas faculty who are trying SL for the first time or who want to build an entire course around a SL project may welcome more training, peer support meetings, or one-on-one mentoring. Some faculty may be interested in simply an introductory orientation over lunch, whereas others may be ready for a workshop on logistics, welcome an opportunity to brainstorm with more experienced colleagues, or feel the need for ongoing support.

If efforts to expand the number of SL opportunities is successful, at some point planners will need to be aware of the potential for overload and burn-out, for students and

for faculty. For instance, students may need to arrange their schedules so that they have SL every term, but only in one course. Coordination among colleagues, perhaps under auspices of the SL director, may help ensure that SL activities are optimal and not burdensome for students, CPs, or faculty.

Conclusion

What stands out for me as I look back over this study is the intensity of emotion that shines out from the data. Participants in this study were not just convinced that SL is a good pedagogy—they were passionate about it. While it is unlikely that every college faculty member could be brought into that fold, by being attuned to what faculty are experiencing with SL and how they feel about it as this study has tried to do, perhaps planners can reduce deterrents and increase incentives for assigning SL so that more faculty will give SL a try. Recognizing SL activities and research toward tenure and promotion, providing stipends or released time and time-saving resources such as online databases of community needs and prospective CPs, and helping faculty members brainstorm ways that SL could enrich courses in their fields, may help reduce the three strongest deterrents to offering SL that were identified in this study (tenure and promotion concerns, time commitment, and lack of fit with course content).

For faculty who are incorporating SL into their courses, having a SL center or coordinator offering a continuum of faculty training and support appropriate to a range of forms of SL from one-shot simple service through longer duration commitments and project-based SL may encourage some faculty to start small and be inclined to continue incorporating SL or even to deepen their commitment over time. Involving more faculty

from a wider range of disciplines may help institutionalize SL and make it more

sustainable by broadening its base of support. Maintaining and communicating consistent

ongoing institutional interest and support for SL at all levels of administration

(institution, college, and department) also aid institutionalization and sustainability of SL

as an integral part of campus culture over time. Sustainability may also be aided by

establishing and maintaining feedback loops with all stakeholders—students, CPs, and

faculty—in order to make sure SL is operating as intended and meeting the needs of

those involved, and to alert planners when changes need to be made to improve a

situation.

Taking such steps may increase the number (and perhaps intensity) of student SL

opportunities, thus increasing the benefits that derive from SL not only to students, but

also to CPs, faculty, and the institution. SL has been shown to improve student outcomes

by bringing course content to life, broadening understanding, and making lessons *stick*. In

this study, faculty also referred to giving students the chance to learn and practice work

skills, to gain self-confidence, and to clarify career choices while at the same time getting

to *give back* to their community. The more students doing SL, the more CPs benefit from

their service and the better they get to know students who may continue to serve the

organization or apply for work with them after the course ends. Faculty may find it

rewarding to have increased opportunities to give back to the community, to stretch

themselves, to network with CPs, and to make their teaching more impactful and

meaningful. The institution may find that increasing SL increases institutional visibility

in the community, strengthens campus-community relationships, and facilitates recruitment.

Therefore, if findings from this study contribute to understanding of faculty experiences with and feelings about SL, and what can be done to incline faculty to assign SL in more courses, they may provide a guide for planners who would like to expand SL opportunities, institutionalize SL, and make it more sustainable. My personal hope is that findings from the study will help move more faculty members from *It scares me* to *I can't not do it.* Participants in this study have indicated that sort of transformation is possible, given appropriate accommodations.

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Appendix A: Recent SL Research in Higher Education Categorized by Department

Discipline	SL Research
Art	Bachar & Ofri, 2009
Business Marketing Economics	Brower, 2011; Buddensick & Lo Re, 2010; Cadwallader, Atwong, & Lebard, 2013; Gillard, 2010; Kelly, 2008; Lee, 2012; Lopez, 2009; Peric, 2012; Poon, Chan, & Zhou, 2011; West & Simmons, 2012; Wilson, 2008; Yorio & Ye, 2012
Civic Education	Harris, 2010
Communication	Britt, 2012
Education	Carrington & Selva, 2010; Carter Andrews, 2009; Cartwright, 2012; Chambers & Lavery, 2012; Cone, 2009a; Cone, 2009b; Goebel, 2008; Iverson & James, 2009; James & Iverson, 2009; Kirtman, 2008; Ledoux & McHenry, 2008; Marchel, Shields, & Winter, 2011; Prasertsang, Nuangchalerm, & Pumipuntu, 2013; Schamber, 2008; Simons et al., 2010; Slavkin, Braysmith, & Faust, 2010; Stewart, Allen, & Bai, 2011; Stratman, 2013; Wilczenski & Schumacher, 2008; Zygmunt-Fillwalk, Malaby, & Clausen, 2010
Engineering	Dukhan, Schumack, & Daniels, 2008; Lathem, Neumann, & Hayden, 2011; Schaffer, Chen, Zhu, & Oakes, 2012
Environment	Leege & Cawthorn, 2008; Newman, 2008; Richards, 2009; Stears, 2009; Webb & Burgin, 2009; Wiese & Sherman, 2011
Family & Consumer Sciences Human Services	Brandes & Randall, 2011; Diambra, McClam, Fuss, Burton, & Fudge, 2009; McClam, Diambra, Burton, Fuss, & Fudge, 2008
Gerontology	Anstee, Harris, Pruitt, & Sugar, 2008; Karasik, 2013; Mitchell & McDonald, 2012; Zucchero, 2009
Language	d'Arlach, Sanchez, & Feuer, 2009; Jorge, 2011
Law	Morin & Wysdorf, 2011
	(table continues)

Discipline	SL Research
Library	Meyer & Miller, 2008
Math	Sherman & MacDonald, 2009
Medicine Pharmacy Dentistry Physical Therapy	Amerson, 2012; Audette & Roush, 2013; Basi, 2011; Casey & Murphy, 2008; Dharamsi et al., 2010; Falter et al., 2011; Furze, Black, Peck, & Jensen, 2011; Lawler, 2008; Pechak & Thompson, 2011; Sheu et al., 2011; Vogel, Seifer, & Gelmon, 2010; Zaidi, Ahmed, Ud Din Saif, & Khan, 2011
Music	Burton & Reynolds, 2009
Physiology Physical Education	Bjerke, 2012; Galvan & Parker, 2011; Meaney, Bohler, Kopf, & Scott, 2008
Poverty Studies	Hughes et al., 2012
Public Relations Public Affairs Administration	Gleason & Violette, 2012; Rogers & Andrews, 2013; Waldner, Roberts, Widener, & Sullivan, 2011
Religion	Deffenbaugh, 2011
Research	Forbes, Wasburn, Crispo, & Vandeveer, 2008; Nandan, 2010; Reynolds & Ahern-Dodson, 2010
Social Marketing	Domegan & Bringle, 2010; Farazmand, Green, & Miller, 2010; Mottner, 2010
Social Studies	Bednarz et al., 2008; Ponder, Vander Veldt, & Lewis-Ferrell, 2011
Social Work	Lowe & Clark, 2009; Scott, 2008
Sociology	Bach & Weinzimmer, 2011; Rooks & Winkler, 2012
Tourism	Ruso, 2012

Appendix B: Interview Guide

Interview Guide to Explore
College Faculty Experiences Assigning Service-Learning
and Their Inclination to Continue

I. Introduction

    A. Introduce self

    B. Express appreciation for participating in 2012 Service-Learning Survey (as

        appropriate)

    C. Reminders (voluntary, confidential, interested in hearing *your* story, general topics

        to be covered)

    D. Permissions and consent (Okay to record? Okay to quote, using pseudonym? Sign

        consent form)

II. The Interview Questions:

    A. Opening

        1. **What attracted you to service-learning (SL) in the first place?**

        2. **What did you hope would happen when you assigned SL?**

        3. **What do you think the benefits (if any) of SL are for the following people:**

            [Allow time to answer for each one separately]

            - **Students?**
            - **Community Partners?**
            - **Faculty?**

    B. Past experiences with assigning SL

        1. **Let's begin with your description of a SL assignment that you've made.**

Please tell me about a service-learning assignment you made in one of your courses.

1. **How did it work out for you?**

2. **How did you feel about that?**

[repeat for additional assignments]

C. Transition

1. **We've been talking about . . . . Now I'd like to hear [more] about . . . .**

[explore both incentives and deterrents to assigning SL, both positive and negative experiences and feelings]

D. Present feelings about SL

1. **How do you feel about assigning SL now?**

2. **Based on your experiences with SL, is it something you would recommend to other faculty members to try? [Why or why not?]**

E. Future with SL

1. **What effect, if any, do you think your past experiences with SL have had on your inclination to assign SL in future courses?**

[refer back to positive and negative experiences described by interviewee]

2. **What would you change if you could about your experiences with SL? Is there anything that might incline you to offer more SL than you already do?**

III. Closing

   A. **That covers what I wanted to ask about. Is there anything you'd like to add or ask at this time?**

   B. **As I listen to the recording and look over the interview, if I have any questions, may I contact you? How do you prefer to be contacted, by phone or by e-mail?**

   C. **After the interview recording has been transcribed, I'll send you a copy of the transcription. I want to retain the live feel of the original, so I don't mean for you to edit your remarks, but if you notice I've gotten something wrong, please let me know. Or if you want to clarify something you said or want to add some details, you'll be able to do so then—anything you think will help me understand what happened and how you feel about it.**

   D. [give business card with my contact information] **Feel free to contact me if you recall something later that you think I need to know.**

V. Exit

   A. **Thank you for talking with me and sharing your experiences and feelings. You've really helped me understand what assigning SL has been like for you. That's just what I needed to hear.**

   B. **Is there anyone else you think it would be helpful for me to interview? Someone else you know who has assigned SL [at this university]? Or maybe someone you know who was interested in assigning SL but ran into too many difficulties and decided against it? I'd like to hear their stories, too.**

Appendix C: Invitation to Participate in Research Letter

[logo for site university Office of Community Engagement goes here]

Study Title: College Faculty Experiences Assigning Service-Learning
and Their Inclination to Continue

XXXX Protocol #14-202
Walden University IRB approval #04-01-14-0092658

[insert date]

Dear _____,

I am conducting a research study at XXXX in cooperation with the Office of
Community Engagement (OCE) for my PhD dissertation from Walden University. When
I taught at XXXX, like you I assigned service-learning (SL) to my students.

Your response to the SL survey I conducted for the XXXX OCE in 2012 was very
helpful. I hope you will be willing to help again by agreeing to be interviewed as part of
this new project.

The purpose of this study is to help planners understand how they can better
support faculty members like you who assign SL, and whether they might remove
deterrents that are inhibiting faculty from assigning SL in their courses. By insuring that
your perspective is heard, you can help make a difference for yourself and others.
Because the sample for the study is small, each participant's input will carry a lot of
weight.

Should you choose to participate, at a time and place convenient for you, you and
I will engage in a 30-60 minute interview. In the course of that conversation, I will ask
you to reflect upon your past experiences with assigning SL, both the rewards and the
challenges, and how you feel about continuing to assign SL in your courses. Questions
will be open-ended so that you can feel free to tell your story your way.

With your permission, the interview will be digitally recorded. After the interview
recording has been transcribed, you will have the opportunity to review it and clarify or
add to your responses. If you agree, I may contact you by e-mail or by telephone
following the interview if I have questions. If other details occur to you later, you may
add to your remarks up until I write up the results of the study.

Participation in this study is completely voluntary. During the interview you
would be free to refuse to answer any questions that make you uncomfortable. No one at

XXXX will treat you differently if you decide not to be interviewed, and if you do consent to take part, you still could withdraw at any time without consequence to you.

When I report on the findings (to staff at the OCE at XXXX, in my dissertation and in any other publications) pseudonyms will be substituted for real names and identifying information will be withheld to maintain confidentiality. With your permission, excerpts from your comments may be used to illustrate a point and to enliven the report. A summary of the results will be sent to you, so that you can see what we learn from the study.

I will be happy to answer any questions you may have about the study. If you have questions or would like to schedule an interview, please contact me at xxxxx@xxxx.xxx or call me on my cell phone at xxx-xxx-xxxx. I appreciate your consideration and look forward to hearing from you soon. If I do not hear from you within the next week, I will call to see whether you are willing to participate.

Thank you,

Shannon Chamberlin

Email: xxxxx@xxxx.xxx
Phone: (xxx) xxx xxxx

Appendix D: Consent Form

CONSENT FORM

College Faculty Experiences Assigning Service-Learning
and Their Inclination to Continue

XXXX Protocol #14-202
Walden University IRB approval #04-01-14-0092658

You are invited to participate in a research study of college faculty members' experiences with assigning service-learning. You were selected as a possible participant due to your experience assigning service learning. Please read this form and ask any questions you may have before acting on this invitation to be in the study.

This study is being conducted by Shannon Chamberlin, a doctoral candidate at Walden University. Shannon taught Composition in the Rhetoric and Writing department here at XXXX, and she conducted the 2012 Service-Learning Survey for the XXXX Office of Community Engagement.

Background Information:
The purpose of this study is to learn how faculty members' past experiences with service-learning influence their inclination to assign service-learning in subsequent courses. Planners may use this information to better understand how to remove deterrents and enhance support for faculty who assign service-learning.

Procedures:
If you agree to be in this study, you will be asked to participate in an interview of about one hour, either in your office or in a small conference room at the library, as you prefer. You will have the opportunity to review the transcript of that interview and to add to your remarks in case you think of something later. Shannon will conduct the interview, and with your permission, she might contact you by phone or e-mail afterwards for clarification or additional details.

Voluntary Nature of the Study:
Your participation in this study is strictly voluntary. Your decision whether or not to participate will not affect your current or future relations with XXXX. If you initially decide to participate, you are still free to withdraw at any time later without affecting that relationship. You may terminate your participation at any time. You may refuse to answer any questions you consider invasive or stressful.

Risks and Benefits of Being in the Study:
There are no known risks associated with participating in this study. Benefits might include appreciation for the chance to reflect on your service-learning experiences and the satisfaction of knowing you are helping make a difference. If greater

understanding of the challenges of and motivators for assigning service-learning results in planners offering more effective support, then you might directly benefit from that support.

Compensation:
There will be no compensation provided for your participation in this study.

Confidentiality:
The records of this study will be kept private. In any report of this study that might be published or otherwise shared with others, the researcher will not include any information that will make it possible to identify you. During processing, recordings and transcripts will be under password protection on personal computers. Then research records will be stored in a locked file, and only the researcher will have access to the records.

Contacts and Questions:
The researcher conducting this study is Shannon Chamberlin. The researcher's faculty dissertation chair is Dr. Catherine Marienau (xxxxxxxxxx@xxxxxx.xxx). You may ask any questions you have now. If you have questions later, you may contact Shannon via xxxxxxxx@xxxxx,xxx The Research Participant Advocate at Walden University is Leilani Endicott, you may contact her at xxx xxxx, extension xxxx if you have questions about your participation in this study.

You will receive a copy of this form from the researcher.

Statement of Consent:

☐ I have read the above information. I have asked questions and received answers. I consent to participate in the study. I agree to have my interview digitally recorded. I agree to quotations from my remarks being included in the report of the study, as long as information that would identify me is withheld.

_____

Printed Name of Participant

_____

Participant Signature

_____

Signature of Interviewer

Appendix E: Outline of Findings based on NVivo Node Tree

Outline of Findings based on NVivo Node Tree for
College Faculty Experiences Assigning Service-Learning
and Their Inclination to Continue

I. Initial Incentives for Trying Service–Learning (SL) **[Theme]**
    A. Personal History **[Subtheme]**
    B. Experiential learning goals **[Subtheme]**
        1. "Real-life"
        2. Outside classroom
        3. "Hands on"
    C. Influenced by others **[Subtheme]**
        1. Service-learning training at this university or elsewhere
        2. Influenced by others' research or experiences
        3. Institutional mission/emphasis
    D. "Giving back" to the community **[Subtheme]**
    E. Decision to use SL a "no brainer" **[Subtheme]**
II. Benefits as incentives **[Theme]**
    A. Benefits for students **[Subtheme]**
        1. Learning-related
            a. "More impactful" educational experience
            b. "Stickiness" of learning
            c. Broader understanding
            d. "Real-life" experience
            e. "Get it", "Aha!" experiences
        2. Work-related
            a. Clarification of career direction
            b. SL as practical test of what learned, what still need to learn
            c. Enhanced employability
            d. Becoming a better professional
            e. Practice being part of a team
            f. Developing essential "soft skills" that are not taught directly
        3. Citizenship training
            a. "Giving back"
            b. Sense of social responsibility
            c. Moral learning and development
            d. Effecting social change
            e. Continued service
        4. Personal development
            a. Increased confidence and independence
            b. Leadership development
            c. "Live powerful stories" (enhance tolerance)
            d. Community engagement

  B. Benefits for Community Partners (CPs) **[Subtheme]**
    1. Students continue to volunteer beyond course requirement
    2. SL supplements what staff can do
    3. Students learn practical skills that benefit CPs
    4. "Good long job interview" with students who serve
    5. Students advocate for CP
    6. Opportunity for CPs to help students
  C. Benefits and other incentives for faculty **[Subtheme]**
    1. Personal benefits
      a. Opportunity for "helping" and "giving back"
      b. Helps keep up to date, get to learn from students
      c. "More effective teacher"
      d. "Stretches comfort zone"
      e. "Intellectually rewarding" and "rewarding"
      f. Respect within community
      g. Professional community networking, relationships with CPs
      h. SL helps fulfill mission
    2. Incentives to assign SL that come from the institution
      a. SL coordinator, SL center, service-learning workshop (institutional level)
      b. Awards recognizing SL excellence (college level)
      c. Recognition of SL toward tenure and promotion (departmental level)
  D. Benefits for institution **[Subtheme]**
    1. SL heightens visibility of department in community
    2. Community relationships
    3. SL useful in recruitment
III. Deterrents and Difficulties Faculty Experienced with SL **[Theme]**
  A. Actual deterrents to using SL **[Subtheme]**
    1. Time commitment and effort required
    2. Lack of fit with course content
    3. Tenure and promotion
  B. Other difficulties faculty experienced with SL **[Subtheme]**
    1. Logistics
    2. Expense
    3. "Scary," unknown, lack of control
    4. Beyond own expertise
    5. Difficulties with students
    6. Difficulties with CPs
    7. Difficulties not deterrents
    8. Difficulties as learning opportunities

IV. Faculty feelings about SL **[Theme]**
    A. Positive feelings **[Subtheme]**
        1. It works or is going well
        2. Excited or exhilarated or fantastic
        3. Rewarding
        4. Very valuable for students
        5. Great because hands-on
        6. Comfortable
        7. Right thing to do or affirming
        8. Giving back
    B. Negative and mixed feelings **[Subtheme]**
        1. Exhausting
        2. Challenging
        3. Frustrating
        4. Guilty
        5. Mixed feelings
V. Faculty Future plans regarding SL **[Theme]**
        1. Does not plan to use SL in near future
        2. Possibility of using less SL in the future
        3. Plan to continue using SL
        4. "Can't do without it"
        5. Might do more SL
        6. Faculty more focused in terms of student outcomes for SL
        7. Willing to talk to colleagues about SL
VI. Faculty suggestions regarding SL **[Theme]**
    A. Sustainability of SL (Introduction)
    B. Institutional incentivization of SL **[Subtheme]**
        1. Paradigm shift or culture shift
        2. Try it; you'll like it
        3. Newer faculty or tenured more likely to try SL
        4. Incentivization and stipend
        5. Recognizing SL for tenure and promotion
        6. Released time
        7. Funding for student projects
        8. Graduate Assistants for SL research
        9. Institution clarify faculty role in SL initiatives
       10. Service to university vs. service to community

C. Training and Support for Faculty Who Use SL **[Subtheme]**
    1. SL coordinator
    2. Training and peer support
        a. Workshops
        c. Mentoring
        d. Relational
        e. Cross-fertilization
    3. Need for database
D. Expansion of SL **[Subtheme]**
    1. All students, all levels of students' programs, or all courses
    2. Risk of SL burnout
    3. Publicize SL
    4. Service Fair
    5. Showcase SL research
E. Suggestions and Cautions for Faculty Who Use SL **[Subtheme]**
    1. Faculty modeling service
    2. Screening and explaining
    3. Need for alignment of SL with course goals and CP Goals
    4. Need for feedback and assessment
    5. CPs come to campus for presentations and workshops
    6. Prospect of paid job for student
    7. Former students as CPs