

DISSERTATION

FACULTY MEMBERS/COURSE INSTRUCTORS' INCORPORATION OF SERVICE-
LEARNING WITHIN THEIR TEACHING: UNDERSTANDING
MOTIVATING FACTORS AND PERCEPTIONS OF INSTITUTIONAL SUPPORT

Submitted by

Anita Balgopal

School of Education

In partial fulfillment of the requirements

For the Degree of Doctor of Philosophy

Colorado State University

Fort Collins, Colorado

Spring 2014

Doctoral Committee:

Advisor: Linda Kuk

Sharon Anderson

Nancy Banman

Lisa Miller

Copyright by Anita Balgopal 2014

All Rights Reserved

ABSTRACT

FACULTY MEMBERS/COURSE INSTRUCTORS' INCORPORATION OF SERVICE- LEARNING WITHIN THEIR TEACHING: UNDERSTANDING MOTIVATING FACTORS AND PERCEPTIONS OF INSTITUTIONAL SUPPORT

This study sought to understand why a select group of faculty members and course instructors are motivated to incorporate a service-learning component within their teachings. It explored how they incorporated this teaching approach within their course curriculum and research agenda. The study also examined the participants' perception as it pertained to institutional support and resources availability when creating and maintaining service-learning courses. All participants worked at a large, Midwestern, research extensive, Land Grant institution. As an eligibility criterion, the group of faculty members and instructors were all recognized for their achievements in incorporating a service-learning component within their course curriculum by the public engagement unit on their campus. The study employed collective case study methodology and seven faculty members/instructors participated in in-depth interviews.

All seven participants identified that service-learning courses encompass three elements: (i) gaining knowledge; (ii) applying knowledge; and, (iii) reflecting on the experience. Participants were intrinsically motivated by four factors to incorporate service-learning within their curriculum: (1) student success; (2) school mission and values; (3) meeting societal needs; and, (4) self values pertaining to community engagement. And although participants recognized support by the institution, unit support for incorporating service-learning within their curriculum was lacking. Study implications identified that service-learning instructors need to be recognized

and rewarded and appropriate university resources should be allocated to support these endeavors.

ACKNOWLEDGEMENTS

I was raised in a Hindu home where early on I was taught about the concept of *seva*, service to others. My parents modeled selfless acts of *seva* and I began to understand it to be a way of life. Being part of an academic family I embraced the notion of being a lifelong learner and recognized the many means we can attain and apply our knowledge. It is through these two concepts, *seva* and learning, that attracted me to the area of service learning. I would like to thank my parents for instilling such beautiful values at any early age and for encouraging me to perform my own acts of *seva*.

There are so many people who have supported and motivated me over the last four years. I cannot thank my parents enough for their constant and continuous help during this period. They helped me in invaluable ways from taking care of Karthik, making my favorite meals, and talking with me about my area of interest and research. I love you, mom and dad.

I am thankful to my committee who helped me through this journey. Linda, you were always accessible to me be it via our face-to-face conversations, e-mails, phone calls, and the occasional frantic text. I truly appreciate your words of encouragement and thoughtful guidance along the way.

I have an amazing group of friends who have cheered me on through this process. Loreli, your support and encouragement throughout this means everything! I look forward to the day we can work together at the same institution of higher education. To Lori, my partner in crime in my PhD cohort, you have an uncanny ability to know just when I need to hear from you. It has been fun sharing this experience with you. And to Danielle, my second sister, who simply understood it is in my DNA that I would complete this degree. Your words of love and enthusiasm were

often the extra push I needed, especially on those sunny Saturday afternoons when everyone was out playing and I was inside typing.

There is no one I can thank more than my big sister, Meena Didi. Didi, I am not sure I could have completed this without your guidance and mentorship. I know I may not have shown my appreciation when I was seven and broke a violin bow on your head during one of our practicing sessions, but I do appreciate everything you have shared and taught me all of these years. You are an amazing teacher and I am so lucky to have you as my sister! Thank you for believing in me and celebrating each milestone!

To Chris, my husband, who had no idea what he was getting into when he married me. Thanks for the support and hugs. And yes, once this is done I promise we will spend more time as a family, playing games, spending hours outside, and most of all laughing.

I dedicate this accomplishment to my dear Karthik. I hope over the last 4 years I have taught you that with a certain amount of discipline and passion, thirst for knowledge and humor, and most importantly a network of supportive friends and family, you can accomplish anything. That even includes your current dream of travelling to each planet in the Milky Way!

I love you all.

TABLE OF CONTENTS

ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iii
DEFINITION OF TERMS	x
CHAPTER 1: INTRODUCTION.....	1
Background and Historical Context	1
Purpose of the Study	3
Conceptual and Theoretical Framework	3
Research Questions	4
Summary of Methodology	4
Delimitations to the Study	5
Limitations to the Study	5
Significance of the Study	6
Researcher’s Perspective	7
Context of Carnegie’s Foundation’s Community Engagement Classification	8
CHAPTER 2: LITERATURE REVIEW	11
Background and Context.....	11
The Public Purpose of Higher Education	11
Commitment to Community Service & Engagement.....	12
Campus Compact.....	12
Carnegie Commission on Higher Education	14
Carnegie Foundation’s Community Engagement Classification	15
Theoretical Framework: Constructivism.....	15
Communities of Practice	15
Cognitive Apprenticeship.....	16
Social Development Theory	17
Situated Learning.....	18
Engaging Students through Service Learning.....	20
Academic Motivation and Persistence in College.....	20

Personal, Social and Emotional Health Benefits	21
Commitment to Engagement	21
Increased Educational Opportunities	22
Faculty Role in Civic Engagement.....	23
Summary	26
 CHAPTER 3: CONCEPTUAL FRAMEWORK AND RESEARCH DESIGN.....	27
Purpose of Research	27
Research Questions	28
Research Design	28
Table 1. <i>Johnson & Christensen's (1989) Characteristics of Phenomenology and Case Study Research Approaches</i>	29
Collective Case Study	29
Selection of Cases and Participant Enrollment	30
Participant Recruitment	31
Research Instruments	32
Table 2. <i>Question themes and specific data collected</i>	33
Data Analysis	33
Within-Case Analysis	34
Cross-Case Analysis	35
Conceptual Framework	36
Establishing Trustworthiness in Qualitative Studies.....	36
Table 3. <i>Methods used to account for trustworthiness in my study</i>	38
Strengths and Limitations.....	38
University Context	39
Public Engagement Unit.....	40
Human Subjects and Ethical Considerations	42
 CHAPTER 4: FINDINGS	43
Re-statement of Study, Purpose and Research Questions.....	43
Case Profiles.....	44

Table 4. <i>Summary of participant characteristics</i>	44
Allison	45
Barbara	46
Caroline	48
Danielle.....	49
Erica.....	49
Frances.....	50
George	51
Within-Case Analysis.....	52
Defining Service Learning	52
Component 1: Course assignments and exercises	55
Component 2: Application of the constructivist approach “in the real world”	54
Component 2: Reflection of the service learning course	55
Cross-Case Analysis.....	56
<i>Figure 1. Factors that motivate a faculty member/instructor in incorporating service learning</i>	57
Theme 1: Student Success	59
Offers practical experience.....	58
There is a real world.....	59
Theme 2: School Mission and Values	60
Staying in line with the Land Grant University mission	61
University and unit support	62
Tenure and advancement.....	63
Theme 3: Recognizing and Addressing Societal Needs.....	65
Helping the community	65
Sharing university resources	65
Theme 4: Self Values Pertaining to Civic Engagement	66
History of Volunteerism.....	67
Spiritual upbringing.....	67
Integrating community engagement with professional teaching role	69
Findings Related to Research Questions	70

Research Question 1: Incorporation of service-learning into curriculum?	70
Research Question 2: Incorporation of serve learning into research agenda?.....	71
Research Question 3: Motivation to incorporate service learning into curriculum?.....	71
Research Question 4: Perceptions of institutions’ support and acceptance of service learning?	72
Summary	75
 CHAPTER 5: IMPLICATIONS AND DISCUSSION.....	 77
Incorporating service learning into research curricula	79
Incorporating service learning into research agenda.....	84
Motivation to incorporate service learning into agenda.....	82
Figure 2. <i>Overlapping communities of practice</i>	82
Students	82
School.....	83
Society	84
Perception of institutional support	86
Implications for future research	88
Recognition	89
Rewards	90
Resources	91
Implications for Future Research	92
Summary	95
 REFERENCES	 102
APPENDIX A. PARTICIPANT RECRUITMENT E-MAIL	109
APPENDIX B. IRB APPROVAL AND INFORMED CONSENT DOCUMENT.....	110
APPENDIX C. INTERVIEW INSTRUMENT	111

DEFINITION OF TERMS

Civic/Public Engagement: “the collaboration between institutions of higher education and their larger communities (local, regional/state, national global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Driscoll, 2008, p.39).

Self-identified civic engaged faculty: For the purpose of this study the participant population included individuals who received a public engagement grant offered by the institution and who showcased their service learning course at the annual Public Engagement Symposium hosted in 2013 by the Office for Public Engagement

Service-learning: a component of the learning process by which students have an opportunity to apply knowledge gained from classrooms by participating in related service experiences. Bringle and Hatcher (1996) identified service learning as “course-based, credit bearing education 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 for the discipline, and an enhanced state of civic responsibility” (p. 274).

CHAPTER ONE: INTRODUCTION

Land grant universities recognize their responsibility to teach the concepts of the common good and citizenship to those that enroll in their institutions and to the community in which they reside. This study examined a group of faculty members and course instructors at a large, Midwestern, research-extensive, land grant institution that have self-identified as being civically engaged. One approach to civic and public engagement is to take students out of the classroom and into communities and apply their skills and share their knowledge. The benefits students receive by participating in coursework that incorporate service learning and teach concepts of civic engagement are well documented (Jones & Abes, 2004; Lee, 2009; Moely, Mercer, Ilustre, Miron, & McFarland, 2002; Payne, 2000). Furthermore, research indicates that communities in which students apply the knowledge gained in classrooms reap invaluable rewards. However, little research has been conducted on how civic engagement is embraced by those within the academic community of service learning instructors. This study intended to examine why a group of faculty members choose to incorporate service learning within their respective courses.

Background/Historical Context

The recognition and importance of civic engagement in the United States dates back to our founding fathers, who valued “engaged citizens” and encouraged institutions of higher education to teach students such concepts (Colby, Ehrlick, Beaumont, & Stephens, 2003). These values continued to have a place in higher learning with the creation of the Morrill Act of 1862. This act resulted in the establishment of land grant universities in the 37 states in the Union.

The creation of Campus Compact in 1985 illustrates how the commitment to civic engagement continues to have a role in our nation’s higher learning sector. The Presidents of

close to 1,200 colleges and universities, representing some 6 million students, have signed the President's Declaration on Civic Responsibility of Higher Education (Campus Compact, 2012). The commitment by these presidents illustrates a common belief that administrative and academic leadership play a key role in the development of civic engagement at institutions of higher education and results in the allocation of resources towards service initiatives.

Over the last several decades, our country's presidents have recognized the importance of community service from the establishment of the National and Community Service Act of 1990 and the passing of the National and Community Service Trust Act of 1993. In 1995, the American Association of Higher Education used the theme of the "engaged campus" for their annual conference. In 2000 and 2001, the Kellogg commission issued a series of reports challenging higher education to become more engaged with communities through collaborative partnerships rather than as experts with pre-conceived solutions to larger, complex problems.

Recognizing the interest and growth of the volunteer and community engaged movement, the Carnegie Foundation for the Advancement of Teaching introduced a new classification in 2006, *The Community Engagement Classification*. The establishment of this new classification scheme validated the heightened interest in community engagement and community service and recognized those institutions that have made a commitment to community engagement on their campuses. Furthermore, as noted by McCormick (2012), former director of Carnegie's classification work, the classification "represents a significant affirmation of the importance of community engagement in the agenda of higher education" (www.carnegiefoundation.org, 2011). Although there is some evidence of faculty involvement (Butin, 2006; Campus Compact, 2004; Jones et al., 2002), it is evident that there is some disconnect between an institution's commitment to community engagement and expectation for faculty involvement.

This study collected data from one land-grant, research university. The university received the Community Engagement Classification in 2008. The Community Engagement Classification report submitted by the Office for Public Engagement detailed the number of civic engagement programs, projects, courses and initiatives on this campus. The university continues to foster a culture of being civically engaged and rewards students, academic professionals and faculty for their efforts and achievement within this arena.

Purpose of the Study

I sought to understand why a self-selected group of faculty members and course instructors were motivated to incorporate service-learning components within their courses. This study explored how the participants incorporated this instructional approach within their respective course curricula and research agendas. The study also examined the participants' perceptions of institutional support and resources available when creating and maintaining their service-learning courses.

Given the nation's movement towards civic engagement, the commitment of institutions of higher education and the recognition of student's interest in such issues, it is difficult to disregard the lack of faculty adoption. However, as noted by O'Meara (2007), the culture of research universities is the desire to strive toward becoming a top-tier research university and maintaining that prestigious status. The relevance of this study is to understand how service-learning can be truly integrated on campus and the roles faculty members play in accomplishing the university-wide mission. Furthermore, it seeks to identify the faculty members' perception of university support as it pertains to service learning.

Conceptual & Theoretical Framework

Theorists of *constructivism* asserted that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Cognitive Apprenticeship (Collins, Brown, &

Newman, 1989) and Situated Learning Theory (Lave, 1988) are both grounded in constructivism. Cognitive Apprenticeship was founded on the theory that people learn best from one another, through observation, imitation and modeling. Situated Learning theorists posit that learning is best acquired through authentic activity and context. Civic engagement programs embrace the concepts of situated learning and cognitive apprenticeship because they allow learners to be placed in settings in which they can practice what they have learned in formal classrooms. One common civic engagement approach that can be implemented in university courses is service learning. Service learning allows students to have an opportunity to apply knowledge gained from classrooms by participating in related service experiences outside of their college course setting.

Research Questions

To fully understand what motivates self-identified civically engaged faculty to incorporate service learning at a research land-grant university, the following research questions were asked:

1. How does a faculty member/instructor incorporate service-learning within his/her teaching curriculum?
2. How does a faculty member/instructor incorporate service-learning within his/her research agenda?
3. What factors motivate a faculty member/instructor to incorporate service-learning within his/her teaching?
4. What are the faculty member/instructor's perceptions regarding the university administration's acceptance, rejection, and/or promotion of service-learning models?

Summary of Methodology

This study employed a qualitative research approach to help answer the research questions. The participant pool was comprised of faculty members who participated in a poster

presentation highlighting their service-learning course at the annual Public Engagement Symposium hosted in 2009-2013 by the Office for Public Engagement at this university. This study employed a collective case study approach—a study that analyzes several cases in an effort to understand a phenomenon (Stake, 1995). I conducted one-on-one interviews with seven faculty members and instructors who have incorporated service learning within their curricula. Interviews dove deeper into each individual's perception of institutional support pertaining to service learning and provided further explanations as to why they chose to utilize service-learning as a teaching strategy.

Delimitations to the Study

All participants worked at a large, Midwestern, research extensive, land-grant institution. Seven individuals participated in in-depth interviews pertaining to their implementation of a service-learning component within their course. As an eligibility criterion, the group of faculty members and instructors were all recognized for their achievements in incorporating a service-learning component by a public engagement unit on campus.

Limitations to the Study

This study was limited to only one institution in an effort to see how a self-selected (volunteers) group of faculty member and instructors embraced service-learning and how they perceived institutional support as it pertained to incorporating service-learning within their respective curricula. Findings cannot be generalized to all land –grant or research extensive higher education institutions.

This study was conducted under an assumption that faculty members and instructors who embraced concepts of civic engagement also understood the importance of service-learning and

therefore, incorporated these methods within their teaching. Like all research studies there are elements in which the researcher has no control. Limitations for this study are as follows:

1. The public engagement unit began hosting their symposium showcasing successful service-learning courses since 2009. In order to present at the symposium, faculty members and instructors had to submit an application. Many faculty members may not be aware of this grant program or, faculty members are aware but prefer to apply for a grant elsewhere. Therefore, the pool of participants may not be representative of the complete group of civically engaged individuals at this research site.
2. A limitation for this qualitative research is I did not have the time to develop a relationship with the participants. Without a relationship and the time needed to gain trust, it may have prevented participants from speaking honestly about their frustrations regarding lack of university support and resources with me.

Significance of the Study

Research indicated that most people learn best and are able to retain new knowledge when they can be engaged in learning experiences and find personal relevance and ownership of this new knowledge (National Research Council, 2000). It is not uncommon for students to be told to learn the theories and models that others have developed and then to be given assignments to resolve well-defined problems. However, as detailed in the next chapter, there is substantial evidence recognizing the benefits of service-learning coursework that is not incorporated within the traditional teaching model (Bringle, Hatcher, & Multhiah, 2010; Eyler, 2002; Furco, 1996; Lee, 2009) The significance of this study is to understand who incorporates service-learning techniques within their curriculum, how they do this and their motivating factors to do so. These answers may help us increase such efforts at a research-intensive university.

Researcher's Perspective

The role of the researcher in qualitative research is considered an *instrument* of data collection (Denzin & Lincoln, 2008). That means the primary data collected is through a human instrument rather than through interviews and questionnaires (Creswell, 2009). The researcher asks questions, listens, and then follows up with probing questions to get to deeper levels of the conversations. From this, I was able to build a picture from theories and themes drawn from a variety of sources.

I have never taken a service-learning course at any time of my educational career. However, I have been an engaged citizen in my community as part of a family that supports these endeavors, and modeled by parents who are also publically and civically engaged through active volunteerism. From the time I was in high school through graduate school, I have had five internship and practicum experiences. These experiences allowed me to apply knowledge learned in classrooms in a real world setting while still as a student, it helped me identify and appreciate support networks in my field, and it has encouraged me to be a lifelong learner.

The concept of service learning is not new to the teaching arena and, as discussed in chapter two it is known that service-learning courses benefit the student, the community, and the school. The voluntary community engagement classification offered by the Carnegie Foundation for Advancement of Teaching indicates the trend in valuing service-learning course development and the number of institutions applying and receiving this classification has been on the rise over the last three application periods. This is further evidence that the institutions also see value to this teaching methodology. The institution in which data were collected received the voluntary Carnegie classification in 2008; this institution is also a research extensive, land grant university

I have worked at four institutions of higher education for close to two decades. These institutions are all diverse between size, community setting, and student population. They do share one common feature; all four are research-extensive universities in the Midwest. I have worked within the area of research administration at all four institutions and have vast knowledge and understanding of the research systems and practices. Blending my personal experiences in experiential learning methods and my professional role as a research administrator, I began to question who, how and why instructors are motivated to offer these experiences to their students. The purpose of creating land-grant universities and the commonly shared mission of research-extensive universities are not always aligned. I was interested in studying this topic at the chosen institution in an effort to better understand how one university balances these two missions.

Context of Carnegie Foundation's Community Engagement Classification

The Carnegie Foundation's community engagement classification is voluntary. Institutions undergo an application and documentation process that is extensive and substantive, focused on significant qualities, activities and institutional provisions that ensure an institutional approach to community engaged (Driscoll, 2008). It is critical that as one reviews the following research study they are cognizant that only a small fraction of the total classified institutions have applied for and obtained the community Engagement classification. Therefore, one cannot make the assumption that those without a recognized commitment to community engagement have a lack of interest in such initiatives or fail to provide exemplary programs.

Since its inception, Carnegie classified seventy-six schools to be *community-engaged* and 119 and 151 in 2008 and 2010 respectively. In 2006 and 2008, institutions had an option to apply under a Curricular Engagement option or an Outreach and Partnership option. However, in 2010,

campuses seeking the Community Engaged Classification were no longer able to pick category options. Rather, only one classification was offered that included “substantial commitments in the areas of Curricular Engagement and Outreach & Partnership. The data set used for this analysis is publically available and can be found on the Carnegie Foundation web-site, www.carnegiefoundation.org. In 2010, a complete list 346 schools who were recognized by the Foundation as having “substantial commitment” in both curricular engagement and outreach & partnership.

The establishment of this new classification validates the heightened interest in community engagement and community service and recognizes those institutions that have made a commitment to community engagement on their campuses. This classification is voluntary. Institutions undergo an application and documentation process that is extensive and substantive, focused on significant qualities, activities and institutional provisions that ensure an institutional approach to community engaged (Driscoll, 2008).

Carnegie Foundation is opening up a fourth opportunity for institution to participate in this voluntary classification in 2015. Already over the last five years there has been a fair amount of communication regarding the elective classification and as explained by Holland (2009),

“The launch of the Carnegie elective Community Engagement Classification presents an opportunity to consider the impact of community engagement on academia, but perhaps not through a focus on traditional indicators of institutionalize. The data reported by institutional applicants provide an interesting portrait of organizational change in action: changes that illustrate how community engagement is helping colleges and universities become more explicit about their missions, the learning environment that students experience, the design and rewards for faculty work, and the ways they develop and sustain dynamic partnership relationships with other entities” (p. 86-87).”

Sandmann, Thornton, and Jaeger (2009) make note that “ in a time of demands for accountability in higher education, the limited linkage of engagement with evaluation, outcomes or accreditation of postsecondary education is striking” (p.101). A critical area in need of research

and attention is evidence that seeking and receiving the elective classification has longitudinal impact and advantages.

CHAPTER TWO: LITERATURE REVIEW

Background and Context

The public purpose of higher education. Land Grant universities were created under the Morrill Act of 1862 grounded on the principle that an educated public was essential for sustaining democracy (Bonnen, 1998). At the time the Act was enacted, the U.S. was in the process of developing a unique system for higher education one that addressed the nation expanding in industry and economy and gave attention to the agricultural and manufacturing needs (Bruns, Fitzgerald, Furco, Sonka, & Swanson, 2011). This philosophy and set of core values about society's responsibility to provide broad access to education and to generate the professional workers was important for the U.S.'s ability to expand the industrial productivity and to improve the welfare of farmers and industrial workers (Bonnen, 1998). American institutions of higher education were "focused on efforts to develop the agricultural and manufacturing needs of an expanding nation in a maturing industrial and market economy" (Bruns et al., 2001, p.5). The establishment of the colleges encouraged faculty, students, farmers, and business owners in investigating the means to generate an infrastructure that supported the transformation of an economy based on the advancement of technology and industry.

Over the decades we have continued to see the U.S.'s higher education system evolve while adhering to its commitment to the growth and development of a productive community. However, over the last half of a century, land grant universities, as well as private and state institutions of higher education, have been criticized for having lost or having compromised their public purpose (Bok, 1982, 1990; Gumpert, 2000; Kerr, 1994). In response to this criticism, colleges and universities were challenged to redirect their attention and return to the needs of the community (Bok, 1982; Boyer, 1990; London, 2003). Although the mission statements of

colleges and universities continued to purport a commitment to social purposes, higher education's commitment to addressing current and important society needs did not occupy a prominent or visible place in the academy, according to Votruba (1992).

Land grant colleges and universities were founded on a belief that institutions of higher education value the sharing and transfer of knowledge with the residents of the community in which they reside, and provide an opportunity for all members of the working class to obtain a liberal, practical education. A sub-set of civic/ public engagement is providing students with an opportunity to apply knowledge gained in classrooms to real world settings.

Commitment to community service and engagement. Over the last several decades, the country's presidents have recognized the importance of community service. In 1990, the National and Community Service Act was signed into law by President George H.W. Bush and in 1993, President Bill Clinton passed the National and Community Service Trust Act. This Act led to the creation of the Corporation for National and Community Service, charged with overseeing three federal programs; Senior Corps, AmeriCorps and Learn and Serve America.

The American Association of Higher Education's 1995 annual conference theme was the "engaged campus." Holland (2009) asserted that since that time there has been an ever-increasing interest in and commitment to service learning at colleges and universities. In time, the nation's colleges and universities have recognized their role and responsibility to resolving societal level. This growing interest and commitment has resulted in the establishment of national organizations (i.e., Campus compact) and the allocation of resources to be allocated towards service initiatives.

Campus compact. In 1985, the respective presidents of Brown, Georgetown, and Stanford Universities created Campus Compact, a national coalition of close to 1,200 college and

university presidents, dedicated to promoting community service, civic engagement and service-learning opportunities in higher education (Campus Compact, 2012). The commitment by these presidents illustrates a common belief that administrative and academic leadership plays a key role in the development of civic engagement at institutions of higher education and results in the allocation of resources towards service initiatives

In the 2010 Annual Member Survey of Campus Compact, it was reported that during the 2009-2010 academic year, 35% of the organization's member schools participated in service, service learning and civic engagement. The report boasted that this was the third consecutive year-to-gain in this measure. The pool of students engaged in civic/ community engagement reflected more than 382 million hours of service and contributed an estimated \$7.96 billion in service to their communities, based on the Independent Sector's 2009 value of volunteer time, \$20.85/hour.

Boyer (1990) encouraged the definition of scholarship to consist of discovery, integration, application, and teaching. As a result, faculty roles of teaching and application should be valued as much as research. "Critics called for renewed emphasis on the quality of the student experience; a broader definition of scholarship-based teaching, research, and service; implementation of true university-community partnerships based on reciprocity and mutual benefit; and an intuitional focus on the resolution of a wide range of societal problems" (Bruns et al., 2011, p. 6). This new engagement created a framework for scholarship that shifted from the emphasis of product to the emphasis on impact (Bruns et al., 2011). Boyer challenged higher education, and specifically land-grant institutions, to "renew its covenant with society and to embrace the problems of society in shared partnerships with communities" (Bruns et al., 2011, p.7).

Concurrently, foundations publicly supported efforts to reengage public institutions in efforts aimed at increased civic engagement. In 2000 and 2001, the Kellogg commission issued a series of reports challenging higher education to become more engaged with communities through collaborative partnerships rather than as experts with pre-conceived solutions to larger, complex problems. Following the Kellogg Commission reports, other organizations, such as: the Committee on Institutional Cooperation; Carnegie Foundation for the Advancement of Teaching; Association of American Colleges and Universities; the American Association of Community Colleges; the Council of Independent Colleges; Campus, Imagining America and others began to define “engagement.” In the process, these organizations recognized the importance of identifying ways in which community partnership and engagement were being and could be prioritized in higher education.

One remarkable example of public engagement is Tulane University’s Renewal Plan, instituted after the devastating natural disaster, Hurricane Katrina. In 2006, Tulane established the Center for Public Service, The Center supports a university curriculum and research agenda by uniting academics and action, classroom, and communities. The Board of Trustees at Tulane further emphasized their commitment by implementing a graduation requirement for all undergraduate students. A component of the undergraduate core curriculum was the requirement that all students complete a two part service learning coursework/experience. It was the Center’s belief that “public service, rooted in an academic context while growing into other areas of service, contributes to the development of student civic engagement” (<http://tulane.edu/cps>, 2012).

Carnegie commission on higher education. The Carnegie Commission on Higher Education developed a classification of colleges and universities in 1970 to support its program

of research and policy analysis. The classification scheme was designed to “be used in the study of higher education, both as a way to represent and control for institutional differences, and also in the design of research studies to ensure adequate representation of sampled institutions, students or faculty” (www.carnegiefoundation.org, 2012). It is critical to note that the Carnegie Commission and Carnegie Foundation are in no way intending to rank our nation’s schools. Rather, it is a mechanism that may “be used in the study of higher education, both as a way to represent and control for institutional differences, and also in the design of research studies to ensure adequate representation of sampled institutions, students or faculty” (www.carnegiefoundation.org, 2012). The classification has been updated multiple times since it was originally published in 1973; the most recent updates took place in 2010.

Carnegie foundation’s community engagement classification. Acknowledging the interest and growth of the volunteer and community engaged movement Carnegie Foundation for the Advancement of Teaching introduced a new classification in 2006, *The Community Engagement Classification*. The Foundation defined *community engagement* as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Driscoll, 2008). As noted by former director of Carnegie’s classification work, Alexander C. McCormick (2011), the classification affirms the role community engagement has in the agenda of higher education.

Theoretical Framework: Constructivism

Communities of practice. Theorists of *constructivism* assert that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Drawing on constructivist writings, anthropologists Jean Lave and Etienne Wenger (1991) developed the

theory of *Communities of Practice* (CoP). They posited that learning should not be viewed as simply the transmission of knowledge from one individual to another, rather a social process whereby knowledge is co-constructed. They suggested, instead, that learning is situated in a specific context and embedded within a particular social and physical environment. Wenger (1999) defined CoP as “groups of people who share a concern or a passion for something they do and learn how to do better as they interact regularly” (p. 1). For example, metal smiths identify themselves as being part of the same community and recognize that they share language, practices, behaviors, and tools unique to their community. Stemming from the CoP theory, Lave and Chaiklin (1993) subsequently developed *Situated Learning Theory*, which describes that acquiring knowledge must occur in the same context in which it is applied. Drawing on the example of metal workers, Lave’s situated learning theory explains that an apprentice who works with a master metal smith eventually rises to the level of journeyman after learning the practices of the trade. Only after demonstrating complete command of the practice can a journeyman be promoted to and accepted by the CoP as a master.

Cognitive apprenticeship. Situated cognition, hence, suggests that learning is naturally tied to authentic activity, context, and culture. In this vein, researchers Brown, Collins, and Duguid (1989) emphasized the concept that *cognitive apprenticeship* supports learning in a domain by enabling students to acquire, develop and use cognitive tools in a specific setting. Collins, Brown, and Holum (1991), embraced the notion that “apprenticeship is the way we learn most naturally” (p. 17). They recognized that the apprenticeship model is not one that can be handed to educators as a packaged set formula; rather, it is an instructional paradigm for teaching. Researchers have acknowledged this approach may not be relevant in all subjects of teaching; however, literature has proven how it can be applied to a number of disciplines when

conveying a complex task to students (Brown et al., 1989; Collins, et al., 1990; Collins & Smith, 1982).

Although Lave is often credited for developing the situated learning theory and initiating its movement, evidence from early theorist and simply how we lived our lives in early times proves otherwise. Long before the establishment of schools, skills were taught by showing an individual how to perform a task and helping them accomplish it. Furthermore, Vygotsky and Dewey, two of the original constructivist theorists, discussed the role of mentorship and guidance when acquiring new skills.

Social development theory. Lev Vygotsky's Social Development Theory was one of the foundations of constructivism and is based on three major themes: (i) social interaction plays a role in the process of cognitive development; (ii) the More Knowledgeable Other which refers to anyone who has a better understanding or higher ability level than the learner in respect to a specific task or concept; and (iii) the Zone of Proximal Development which refers to the distance between a students' ability to accomplish a task under adult guidance and/or teamwork and peer collaboration. It was Vygotsky's (1978) opinion that learning occurred in the Zone of Proximal Development. His concept suggested that teachers create task assignments based on how challenging they may be when approached independently but not so difficult that they cannot be resolved through peer collaboration and guidance from teachers.

John Dewey's research and analysis indicate that the learning experience does not start with an external experience to the individual, but rather with a stimulus involving both the sensory and motor actions of an individual and the context in which the situation has occurred. The context can include such things as the person's past experiences, the environment in which the event takes place, and the level of engagement or how involved the person is in the

experience. Dewey advocated situated approaches in learning and believed in the notion that understanding is defined within a social unit (Dewey, 2001/1915).

Situated learning. History has shown us that most learning occurs through activities, cultures and context and this approach was used to teach people how to farm, build houses, make clothing, etc. But this notion seems to have been dismissed in school curriculum, instead, “the primary concern of schools often seems to be the transfer of the substance, which comprises abstract, de-contextualized formal concepts...the activity and context in which learning takes place are regarded as ancillary to learning” (Brown et al., 1989). However, only in the last century, and only in industrialized nations, has the apprenticeship model been abandoned. The process of thinking appears to be absent in today’s “traditional schools,” whereas in the apprenticeship model the thinking process is visible and encouraged to be examined and explored. It is from this reasoning that Collins et al, (1991) insist that “cognitive apprenticeship is a model of instruction that works to make things visible” (p. 1).

Often in today’s classrooms, students are asked to reason about rules and laws that have been created and implemented by others. Additionally, they are given the assignment to resolve well-defined problems. This approach differs greatly from the real world, thus the skills students acquire in the now “traditional school setting” may not necessarily prepare them for life outside the classroom. Only after examining how an apprentice learns and acquire skills, is it comprehensible why this model is successful at engaging learners. Apprentices are given the chance to reason with unique cases, act on real situations, and resolve complex, ill-defined problems. They are instructed by teachers, who can help negotiate and problem-solve, and are provided with tools that can be applied in their chosen discipline.

Collins et al. (1991) designed a framework for learning environments that consists of six teaching methods: modeling, coaching, scaffolding, articulation, reflection, and exploration. The theorists suggested that teaching methods should be designed “to give students the opportunity to observe, engage in and invent or discover expert strategies in context” (p. 13). By implementing such an approach, Collins et al. (1991) argued that students would not only have the opportunity to apply their factual and conceptual foundation but also be encouraged to develop personal tools that can enhance their knowledge and expertise in the field.

There is evidence of research on Collins et al. (1991) theory and its application and relevancy in teaching various disciplines. Collins and Smith (1982) studied its applicability to the field of reading comprehension and specifically illustrated how a teacher may model the reading process by reading aloud to his/her students. Schoenfeld (1985) studied the theory and its use in the field of mathematics. Palincsar and Brown (1984) adopted the model in their reciprocal teaching strategy.

Civic engagement programs embrace the concepts of situated learning and cognitive apprenticeship because they allow learners to be placed in settings in which they can practice what they have learned in formal classrooms. One common civic engagement approach that can be implemented in university courses is service learning. Service learning allows students to have an opportunity to apply knowledge gained from classrooms by participating in related service experiences outside of their college course setting. Bringle and Hatcher (1996) identified service-learning as “course-based, credit bearing education 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 for the discipline, and an enhanced state of civic responsibility” (p. 274).

Service learning marries the activities of providing a service to the community within a structured curriculum that strengthens the student's knowledge of a field of study. Hence, both the recipient of the service-learning efforts (community members) and the provider of the service (learner) benefit. It is important to note that service learning is different from volunteerism and community service. Volunteerism is an engagement in activities where some good service of work is performed. It involves one's willingness to work on behalf of others without expectation of pay or tangible gain (Pate, 2002). Although this activity provides a benefit, it does not provide the student with evidence of knowledge gained nor does it provide an education experience (Bringle, Games, & Malloy, 1999). Community service encourages a student to become active within their community; however there is little exchange between the student and community and rarely an opportunity for reflection (Pate, 2002).

Engaging Students through Service-Learning

Academic motivation and persistence in college. Research has demonstrated that courses engaging students through service-learning initiatives have a positive impact. First, students are more likely to persist in college and academic motivation (Astin, Vogesland, Ikeda, & Yee, 2000; Bringle et al., 2010; Eyler, 2002; Gallini & Moely, 2003; Hamner, 2002; Payne, 2000). Extensive research has indicated that educational programs that incorporate service-learning components provide students with an opportunity to retain more concepts taught in the traditional class setting and provide a more positive student experience and greater satisfaction with the course (Eyler, 2002; Hamner, 2002; Payne, 2000). Research has also demonstrated that service-learning components help students increase their understanding of community awareness, changes students' stereotypical beliefs, and expands their appreciation of diversity (Eyler & Giles, 1999; Hamner, 2002; Jones & Abes, 2004).

Personal, social, and emotional health benefits. A second positive result of incorporating service-learning within curricula is on the personal, social and emotional health of students (Bringle et al., 2010; Eyler, Giles & Braxton, 1997; Eyler & Giles, 1999; Furco, 1996; Giles & Eyler, 1994; Kendrick, 1996; Lee, 2009; Ostrow, 1995). Furco (1996) argued that service learning teaching sets itself apart from other experiential education approaches through its design and suggests that both the recipient and the service are impacted. As noted above, service learning is not simply about engaging oneself in a volunteering activity. Rather, it is embedded within the course objects and enables students to thoughtfully apply their skills. When courses partner course content to service-learning components, students are able to maximize their learning experience (Lee, 2009).

Commitment to engagement. Lee (2009) asserted that service-learning incorporated within curricula instills a commitment to lifelong, civic engagement. A strong sense of empathy and appreciation for civic engagement in both the short and long term is a third benefit and outcome of creating service-learning courses (Astin, 1989; Ikenberry, 1997; Jones & Abes, 2004; Klusman, 2006; Lee, 2009; Maldonado, Lacey, & Thompson, 2007; Moely et al., 2002; Simons, Williams, & Russell, 2011). Moely et al. (2002) research on both students enrolled in service-learning courses and those not showed that there was little difference between the two groups at the time of pre-test regarding student ideas about course work and their respective career. However, by the end of the semester, the students engaged in service-learning courses had an increased interest in plans for future civic engagement and showed greater satisfaction with course work and higher levels of understanding about their academic field and their community.

Maldonado et al. (2007) asserted that institutions of higher education have a responsibility to foster and nurture an understanding of ethical and moral responsibility.

Ikenberry (1997) noted that not only is this obligation to their students, universities must extend this obligation to society. Astin (1989) shared the similar belief that institutions of higher education should give thoughtful attention to social issues such as poverty, racism, world hunger and issues of justice when designing curriculum content. Roepke (1995) concurred and asserted that an important goal of higher education is one where students are encouraged to develop the integrity and character strengths critical to successful leadership.

Maldonado et al. (2007) completed a qualitative study that involved interviews with fourteen contemporary moral leaders regarding moral development and higher education. Their findings were consistent with previous research which indicated that universities should “continue to have ethical and moral obligations to assist students in the areas of character building or moral consciousness that lead to values, character, wisdom, idealism, wise judgment, truth telling, self knowledge and an understanding of how to live ethical and reflective lives.” (Maldonado et al., 2007, p. 22). The study concluded that “community service and field experiences are vital for moral development and that education that stresses values and personal reflection also accommodate moral growth process” (Maldonado et al., 2007, p. 25).

Increased educational opportunities. Jones & Abes (2004) studied the long term impact of service learning and analyzed qualitative data from eight subjects through semi-structured interviews. These individuals were able to provide verbal reflection as to the role of the service learning course noting that the course provided opportunities where relationships were nurtured through a growing sense of efficacy and the development of empathy and compassion (p. 155). This long term benefit is critical to note as it allows us to recognize that service learning opportunities provide students with an increased likelihood of developing positive interpersonal, problem-solving and leadership skills (Moely et al., 2002), and, it provides a “context for one to

internally define sense of self then influences openness to new ideas and future commitments” (Jones & Abes, 2004, p. 165).

Extensive research has indicated that educational programs that incorporate service learning components provide students with an opportunity to retain more concepts taught in the traditional class setting and provide a more positive student experience and greater satisfaction with the course (Eyler, 2002; Hamner, 2002; Payne, 2000). Research has also demonstrated that service-learning components help students increase their understanding of community awareness, changes students stereotypical beliefs and expand their understanding of diversity (Eyler & Giles, 1999; Hamner, 2002; Jones & Abes, 2004).

Furco (1996) recognizes that service-learning sets itself apart from other experiential education approaches through its design that its benefits are impacted by both the recipient and the service. As noted above, service learning is not engaging oneself in a volunteering activity. Rather, it is embedded within the course objects and enable students to thoughtfully apply their skills, “effectively linking service-learning to course content not only offers students a powerful opportunity to maximize academic learning but also promotes their personal growth and instills a commitment to lifelong, civic engagement” (Lee, 2009, p.46).

Faculty Role in Civic Engagement

The 2008 Executive Summary highlighting Campus Compact’s (2010) achievements indicated that of its member colleges and universities, an “estimated \$5.7 billion was contributed and 282 million hours of services were provided to their communities during the 2007-2008 academic year” (p.1) and “93% of members offer courses which incorporate service-learning” and, on average 7% of faculty on campuses taught such courses. Butin (2006) acknowledged that higher education has begun to embrace a “scholarship of engagement.” He explained, however,

that as service learning has moved into the mainstream of academy over the last ten years, its “institutional footprint appears uncertain” (p.474). He credited this to how it is often funded – by soft, short term grants; overwhelmingly used by the least powerful and most marginalized faculty (e.g. people of color, women and untenured); adopted by those in the most professional disciplines and field (e.g. social work and education) and perceived by faculty as time-consuming, and thus having little impact on tenure and promotion committees decisions (Butin, 2006, Campus Compact, 2004). Responding to Butin’s concerns is important. Further studies of service-learning initiatives and how they are enacted and supported is clearly warranted. In other words, university missions may state that civic engagement is valued; however, these efforts are often lead by individual faculty member, who themselves are evaluated under codes for promotion and tenure that may not reflect the broad university missions.

In 2002, the Michigan Journal of Community Service Learning (MJCS) published an article titled, “Factors that motivate and deter faculty use of service-learning” authored by Abes, Jackson & Jones. This study distributed surveys to faculty at twenty-nine diverse institutions of higher education located throughout the state of Ohio. Researchers wanted their subject pool to include faculty who do and do not integrate service learning into their teachings. Effort was made to identify those who currently incorporated service learning at their institutions/colleges, and, a random sample of 10% of faculty not identified as service-learning faculty. Results indicated consistency amongst factors that motivate faculty members who incorporate service learning and factors that deter faculty members from incorporating service-learning teaching methods. The only apparent difference was among academic departments and non-service-learning faculty member’s perception of relevance and academic rigor. For example, those in math and science disciplines were more skeptical that their courses would improve with a

service-learning component. The only faculty group who indicated the reward structure was an important consideration were untenured faculty members at research universities. Reward structures for those not using service-learning teaching models were insignificant (Jones et al., 2002).

During the 2010 review of highly engaged institutions, the Carnegie Foundation for the Advancement in Teaching recognized categories of practice in need for continued development, one of which included faculty rewards. As it pertained to faculty rewards and recognition for roles in community engagement, the Foundation saw minimal changes in “institutional practices related to the scholarship of engagement” (Carnegie Foundation, 2012).

In spite of the classification efforts of the Carnegie Foundation, institutions of higher education do not interpret civic or public engagement, of which service-learning is one component, in a consistent fashion. Saltmarsh, Giles, O’Meara, Sandmann, Ward & Buglione (2009) conducted an analysis of faculty reward policies at fifty-seven institutions recognized by the Carnegie Foundation in both the Curricular Engagement and Outreach & Partnership classifications. Their findings indicated that there is great variance in how community engagement is defined and, more importantly, how engagement is counted—as teaching, research or service. Only seven of the campuses have made significant changes in tenure and promotion policies after receiving the Carnegie classification.

Promotion and tenure remains one of the forefront ways an institution articulates its values; it is how institutions and their leaders assess individuals and the work they do (Moore & Ward, 2010; O’Meara, 2007). The process was criticized for protecting unproductive faculty and neglecting undergraduate education (O’Meara & Rice, 2005; O’Meara, Terosky, & Neumann, 2008). As a result of this scrutiny, campuses across the nation began revising their promotion

and tenure guidelines to acknowledge a broader definition of scholarship, and particularly to define the scholarship of teaching and the scholarship of community engagement as legitimate scholarly work (Braxton, Luckey, & Helland, 2002; O'Meara & Rice, 2005).

Summary

This chapter established a theoretical framework for the proposed dissertation study by exploring the recent movement towards a college or university's commitment to civic engagement. Existing literature reveals the long standing mission of land grant institutions and the legacy of civic engagement. Although there is some evidence of faculty involvement, it is clear that there is some disconnect between an institution's commitment to community engagement and the role and expectation, if any, of faculty. There has also been a recent surge of recognition and awards honoring those institutions of higher education dedicating resources to this area. For example, the Carnegie Foundation for the Advancement of Teaching introduced a voluntary classification in 2006 recognizing those institutions that have made a significant commitment to community engagement on their campus. Furthermore, colleges and university may have their own awards and recognition for those who have displayed a commitment to civic engagement.

CHAPTER THREE: CONCEPTUAL FRAMEWORK AND RESEARCH DESIGN

Purpose of Research

Within the culture of research universities is the desire to strive towards becoming a top-tier research university (O'Meara, 2007) and maintaining that prestigious status. Land grant colleges and universities were founded on a belief that institutions of higher education value the sharing and transfer of knowledge with the residents of the community in which they reside, and, provide an opportunity for all members of the working class to obtain a liberal, practical education. A sub-set of civic/public engagement is providing students with an opportunity to apply knowledge gained in classrooms to real world settings; sometimes this is achieved through service-learning courses.

This study sought to understand why a select group of faculty members/instructors are motivated to incorporate a service-learning component within their instruction. It explored how they incorporated this teaching model and how they implemented a service-learning component within their teachings and research agenda. Lastly, the study examined the participants' perception as it pertains to institutional support and resources available when creating and maintaining service-learning courses. The group of faculty members and instructors were all recognized for their achievements in incorporating a service-learning component within their course curriculum by the public engagement unit on their campus. The purpose for recruiting from this population was that not only did they display an interest in public engagement within their teaching efforts, this endeavor was recognized by a central, administrative unit on their campus.

Research Questions

To fully understand what motivated the faculty members and instructors to incorporate service-learning at a research, land-grant university the following research questions were asked:

1. How does a faculty member/instructor incorporate service-learning within his/her teaching curriculum?
2. How does a faculty member/instructor incorporate service-learning within his/her research agenda?
3. What factors motivate a faculty member/instructor to incorporate service-learning within his/her teaching?
4. What are the faculty member/instructor's perceptions regarding the university administration's acceptance, rejection, and/or promotion of service-learning models?

Research Design

As defined by Creswell (1994), a qualitative study is “an inquiry process of understanding a social or human problem based on building a complex and holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting” (p.1). Data collected via qualitative research methods can be beneficial in the area of service-learning trends in higher education. It is through the face-to-face, open-ended dialogue that a researcher can effectively explain one's motivation to service-learning as a teaching method. Furthermore, the researcher can probe during the interview and obtain a clearer understanding of the interviewees' perception of institutional support and encouragement.

There are four major types of qualitative research: phenomenology, ethnography, grounded theory and case study. Phenomenological and case study analysis have some overlapping qualities (Table 1). Table 1 is an adaptation of Johnson & Christensen's (1989) description of characteristics of qualitative research approaches. The biggest difference between the two research methodologies is the data analysis approach. A phenomenological approach

identifies significant statements in the interviews, determines the meaning of the statements and fully understands the phenomenon. In a case study approach, the researcher provides holistic descriptions of the analysis, conducts multiple layers of coding and may conduct a cross analysis between the cases.

Table 1. *Johnson & Christensen's (1989) Characteristics of Phenomenology and Case Study Research Approaches.*

Dimension	Phenomenology	Case Study
Research Purpose	To describe one or more individuals' experiences of a phenomenon (e.g., the experience of the death of a loved one)	To describe one or more cases in-depth and address the research questions and issues
Primary data-collection method	In-depth interviews with up to 10-15 people	Multiple methods are used (e.g., interviews, questionnaires, documents)
Data analysis approach	List significant statements, determine meaning of statements, and identify the essence of the phenomenon	Holistic description and search for themes through coding to shed light on the case. May also include cross-case analysis
Narrative report focus	Rich description of the essential or invariant structures (i.e., the common characteristics, or essences) of the experience	Rich description of the context and operation of the case or cases. Discussion of themes, issues, and implication

Collective Case Study

Yin (2003) identified four condition when it is appropriate to use a case study approach: (a) the focus of the study is to answer “how” and “why” questions; (b) you cannot manipulate the behavior of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the phenomenon and context. This approach is relevant in this study, because it examined why a faculty member decided to incorporate service-learning within

their teachings and examined how they did this. Furthermore, it explored if the faculty member/instructor's service-learning teaching experience had impact on their research agenda.

There are several types of case study design identified by Stake (1995) and Yin (2003): (i) explanatory; (ii) exploratory; (iii) descriptive; (iv) multiple/ collective; (v) intrinsic; and (vi) instrumental. This study employed a collective case study approach. A collective case study is a study that analyzes several cases in an effort to understand a "phenomenon, population or general condition" (Stake, 1995, p.437). Yin (2009) described these as analytical generalizations rather than statistical generalizations.

Researchers employing a case study methodology sometimes have a tendency to attempt to answer a research question that is too broad. In order to prevent this from occurring, Stake (1995) and Yin (2003) suggested placing boundaries on the cases selected, case study methodologist refer to this as binding the case. Different strategies can be used on how to bind a case: (i) by time and place (Creswell, 2003); (ii) by time and place (Stake, 2005); and by definition and context (Miles & Huberman, 1994). These boundaries help the researcher narrow in on what will and will not be studied in the research scope. This study will bind the case through the time (2009-2012) and place (large, Midwestern, research extensive, Land Grant University).

Selection of Cases and Participant Enrollment

According to Yin (2003) a multiple case study approach provides an opportunity for the researcher to explore differences and similarities within and across cases. Because similarities will be identified, it is critical the cases are selected carefully so the researcher can predict contrasting results based on a theory. Yin described how multiple case studies can be used to "(a)

predict similar results (a literal replication) or (b) predicts contrasting results but for predictable reasons” (p. 47).

Eligible subjects were those faculty members and course instructors who participated in the annual symposium hosted by the public engagement unit on campus. This symposium included a poster presentation which featured the various community engagement projects at the university, several of which highlighted service-learning courses offered on campus. The researcher directly contacted the instructors of these courses via email and invited them to participate in the study. The public engagement unit has been hosting the symposium for five consecutive years. Over the five year period, a total of 23 poster presentations were selected by the public engagement office over the five years period involved those that featured service-learning courses offered on campus.

Participant Recruitment

Twenty-three eligible participants were sent an e-mail recruiting them to participate in the study. Follow-up e-mails were sent to non-respondents several weeks after the initial e-mail was sent. A total of seven individuals volunteered to participate in the study. After eligible participants indicated their interest, a mutually agreed upon time and place to conduct the interview was determined. When one-on-one interviews were scheduled, participants were asked to share copies of service-learning course syllabi and other course artifacts, as applicable to service-learning components.

Participants were told interviews would be audio-recorded and would not be last more than two hours. Prior to the interview, written informed consent was obtained from each participant. Obtaining informed consent is a process and not just a document a research subject signs. During this process, the researcher: had a discussion with the potential participants; gave

them an opportunity to ask questions; ensured the subject understood what they were consenting to; clarified how de-identified data will be disseminated and reminded the individual they may discontinue their participation at any time. All seven interviews lasted between 75 minutes – 110 minutes. Interviews were digitally recorded and transcribed within two weeks to ensure ease in recalling what was said during the interview. Any follow-up questions were asked within one week of transcribing the interview to ensure the participant was able to recall what was discussed during the interview. To protect the confidentiality of the interviewee, transcriptions were coded, retained separate from the informed consent documents, and a pseudonym was used in data analysis.

Research Instruments

A pilot study of one instructor incorporating service-learning within their teaching was conducted prior to data collection. This individual shared many of the same characteristics of the seven interviews for this study. He was also employed at a large, Midwestern, research extensive, land-grant institution that had extensive experience teaching in diverse settings. He was an active volunteer in the community with the goal of cultivating opportunities for himself and his students in local community events. The themes that emerged and the implications identified helped develop the interview instrument used in this research study.

Research guiding questions are included as Appendix A and themes and type of data collected in the one-on-one interview (Table 2). Participants were asked to share relevant course artifacts (e.g., course syllabus, reading material pertaining to service-learning, class exercises, etc). These documents were used as additional support to emerging themes. As noted by Greene, Caracelli and Graham (1989), triangulation of data from multiple sources and methods will seek convergence, corroboration, correspondence of study findings.

Table 2. *Question themes and specific data collected.*

Theme	Specific data collected
Demographic data	<ul style="list-style-type: none"> years at current institution faculty rank tenure status on a tenure track full-time part time employment status
Teaching & Learning	<ul style="list-style-type: none"> community/public engagement activities first experience experience as a student experience as an instructor
Self Motivating Factors and Perception of Motivating/Deterring Factors of Others	<ul style="list-style-type: none"> personal motivating factors perceptions of what motivates others on campus perception of what deters others on campus
Service Learning Impact	<ul style="list-style-type: none"> on student, community and institution impact on your research and scholarship impact on advancement
Institutional Support	<ul style="list-style-type: none"> perceptions of institutional support resources available to those who want to incorporate service-learning
Research	<ul style="list-style-type: none"> products produced as a result of service-learning activity: articles, publications, presentations, etc. any research conducted on service-learning endeavors [i.e. student impact, community benefits, etc.] any community based research conducted related to service-learning courses

Data Analysis

Stake (1978) defended the case study approach as it provides “through the words and illustrations our reports, the natural experience acquired in ordinary personal involvement” (pg.5). The knowledge gained from this research is a form of *naturalistic generalization*, what, as Stake (1978) pointed out “develop within a person as a product of experience. They derive

from the tacit knowledge of how things are, why they are, how people feel about them, and how these things are likely to be later or in other places with which person is familiar” (pg. 6).

The enrollment goal of seven was large enough that it provided a depth of understanding in this area due to subjects were coming from the purposefully selected pool and were employed at the same research university. Furthermore, the group was not so large that it was difficult to achieve a depth of understanding (Harling, 2012). Because subjects volunteered to participate in the study, this reduced selection bias.

Within-case analysis. Within-case analysis was the first technique used followed by cross-case analysis. Kathleen M. Eisenhardt of Stanford University is a recognized scholar in case study analysis. She noted, in her frequently cited article, *Building theories from case study research*, (1989) “there is no standard format for analyzing [case studies]...in fact, there are probably as many approaches as researchers” (p. 540). The overall idea when conducting within-case analysis is for the researcher to become as familiar with each as a stand-alone entity (Eisenhardt, 1989), which will be useful in the cross-case analysis.

For this research study, each case study was transcribed and coded. Coding was conducted using a constant comparative approach as described in Glaser and Strauss (1967). Initial themes (open codes) were be framed by the research questions. As sub-themes (axial codes) became apparent, the transcripts were reviewed multiple times to ensure that these were saturated and appropriate. Finally, selective codes were identified and substantiated with examples provided by the participant. Before it was determined if these were the final salient themes, the transcript were not be reviewed for several days. After a few days, data analyses resumed by rereading the transcript in its entirety while the existing salient themes served as a guide.

Cross-case analysis. Cross-case analysis is used when the unit of analysis is a *case*, which is any bounded unit, such as an individual, group, artifact, place, organization, or interaction. This type of analysis enables one to compare multiple cases in a variety of ways that is not possible within a single case analysis. Cross case analysis then takes place as patterns begin to appear across the cases, the corroboration of these patterns adds strength to the findings. However, there is a danger of researchers prematurely jumping to conclusions and identifying themes (Eisenhardt, 1989).

Eisenhardt (1989) suggested counteracting this by looking at the data in various ways. As a result, the likelihood of achieving an accurate and reliable theory is improved. There are several tactics Eisenhardt identified when conducting cross-case analysis: 1) the researcher selects a category and begins to look for within-group similarities and intergroup differences. Identifying patterns encourages the researcher to go beyond the initial findings and impressions of data; 2) identify and select pairs of cases and construct a list of similarities and differences between each pair. What may result is that by forcing comparison new concepts and patterns emerge; and, 3) divide the data by data source to exploit “unique insights possible from different types of data collection” (Eisenhardt, 1989, pp. 540-541).

Multiple case study design allows us to confirm a logic chain of evidence (Miles & Huberman, 1994; Yin, 1984). In order to define recurring patterns and to identify themes, each case was conducted in the same way. Pattern matching is comparing two patterns and determining whether they match [are the same] or do not match [they differ]. Gliner, Morgan, and Leech (2009) referred to Robert Yin as “the father of the qualitative case study research approach” (p. 97). Yin (1984) identified pattern matching as the most desirable analytic strategy in case study research. Simple pattern matching identifies a certain outcome as a dependent

variable and explores how and why this outcome occurred in each case, being the independent variable (McGuiggan & Lee, 2008).

Conceptual Framework

A conceptual framework was developed during data analysis and interpretation. Baxter and Jack (2008), urged researchers to continue to develop and complete the conceptual framework as the study progresses and, “the relationships between the proposed constructs will emerge as data are analyzed” (p.553). The final framework for this study highlighted all themes that were identified during analysis. Baxter and Jack (2008) recognized that a conceptual framework has its drawbacks; it may limit the inductive reasoning needed when exploring the cases. Therefore, they encouraged researchers to journal thoughts and decisions that arise during analysis. Doing so will allow the researcher to not become deductive thinkers.

Establishing Trustworthiness in Qualitative Studies

As with any research study it is important to reduce researcher bias during the data collection and analysis process (Guba & Lincoln, 1989). Reducing bias in qualitative studies is referred to as establishing trustworthiness and can occur using various strategies, including: multiple reviews of transcripts; member checking; triangulation of data sources; peer debriefing; and inter-rater coding reliability (Creswell, 2003; Merriam, 2009). Moreover, the purpose of case study analysis is not centered on establishing generalizability but on finding themes that emerge across cases to answer the research questions.

I employed several strategies to establish trustworthiness of my research findings (Table 3). First, I conducted both within-case and across-case analyses. Examining multiple case studies improves trustworthiness by using a wide range of data, allows identification of multiple comparisons, and adds naturalistic triangulation of findings (Miles & Huberman, 1994) through

replication logs (Eisenhardt, 1989). Second, I used the same interview protocol (see Appendix C) for all participants in order to not bias what data were collected from each participant (Miles & Huberman, 1994). Yin (1984, 2009) explained that this strategy ensures reliable data collection techniques. Bourgeois and Eisenhardt (1988), who conducted a study of four cases in the microcomputer industry, also used this strategy, which informed my own protocol. Third, multiple transcript reviews and transcriptions took place sooner rather than later to ensure saturation of codes. “Pattern matching” was conducted so I could identify and describe themes that all participant transcript analyses yielded. Fourth, because I was the only researcher collecting and analyzing the data, peer review was sought to conclude that my interpretation of findings were supported by evidence and reported without bias. Fifth, member checking was established by providing transcripts of the interviews to the participants for their review along with initial codes. This allowed me to ensure I had interpreted the participants’ words as they had intended and gave them an opportunity to provide additional feedback. Sixth, course syllabi and course artifacts were examined to provide more support for the emergent themes because, as Yin (2009) explained, in case study research it is important to ground findings in data beyond just interview transcripts. Greene et al. (1989) and Denzin and Lincoln (2008) remind case study researchers that triangulation of data from multiple sources and methods will seek convergence, corroboration, and correspondence of study findings. Finally, an inter-rater coder helped establish the consistent coding of the transcripts. The inter-rater coder was trained using one transcript, which we discussed. Subsequently, the inter-rater coder read all of the other six transcripts independently of me using the coding scheme that I developed. After all transcripts were coded, we met and discussed the overlap of our codes, which was initially 90%. Final themes presented were the result of 100% inter-rater coder agreement with me after discussion of

a few discrepant codes. To protect the anonymity of interviewees, pseudonyms were used and other identifying information altered or removed in the discussion of findings and dissemination of research.

Table 3. *Methods used to establish trustworthiness in my case study research.*

Case study tactic used in my research	Purpose
<ul style="list-style-type: none"> ▪ Data collection by multiple research instruments ▪ Chain of evidence: Data collection based on developed research questions and through pilot testing ▪ Have key informants review interview transcriptions ▪ Pattern-matching ▪ Use replication logic in multiple case studies in the selection of cases ▪ Inter-rater coder 	<ul style="list-style-type: none"> ▪ Triangulation ▪ Reliable protocol to ensure consistency in data collection ▪ Member checking ensures that participant discourse is interpreted as speaker intended ▪ Data analysis across cases ensures trustworthiness ▪ Data analysis across cases ensures trustworthiness ▪ Reliability of analyses

Strengths and Limitations

All research designs have their strengths and limitations and these need to be recognized and taken into account when analyzing the data. Flyvbjerg (2011) succinctly detailed these for the case study approach, arguing that this methodology provides depth to the subject matter; provides a high conceptual validity; allows the researcher to understand the context, processes, what causes a phenomenon which allows one to link causes and outcomes; and fosters new hypotheses that may result in new research questions. In regards to its limitations, case study approaches may employ selection bias which may overstate or understate the relationships; offers a weak understanding of the occurrence in population of phenomena under study; and does

not a provide a clear or known statistical significance, which in turn limits its statistical generalizability to larger samples or participant pools.

University Context

A large, Midwestern, research extensive, land-grant university served as the sole data collection site for this study. The institutional system is made up of three campus that share some administrative units (e.g., Presidents Office, Legal Council, University Audit, and others.) but are primarily operated autonomously. For example, there are separate matrices for the Chancellor's and Provost's Offices for each campus. The three campuses are all unique to one another and the differences in organizations reflect this diversity. The overall mission for the university system prioritizes serving society through education, creating knowledge and sharing this knowledge on a large platform. The institution was established as one of the original 37 public land grant institutions as a result of the creation of the Morrill Act of 1862. Seventeen colleges and schools are a part of the university, offering more than 150 programs of study to over 42,000 students by over 3,000 faculty members.

The institution was recognized by the Carnegie Foundation for the Advancement of Teaching for its commitment to community engagement and received the voluntary classifications of curriculum engagement, outreach and partnership in 2008. This classification affirms that a university or college has institutionalized engagement with a community in its identity, culture and commitments (Driscoll, 2009). The university's submission application is available on the Office for Public Engagement website and details the institution's commitment to community engagement through the mutually beneficial exchange of knowledge and resources and reciprocity through the collaborative efforts between the university and its respective larger (state) community (Driscoll, 2009).

The university's application for the voluntary Carnegie classification identified the university as functioning on a decentralized structure that is "ingrained in its culture and is documented in appropriate bylaws and statutes." The public engagement efforts evolved from a "we get things done" culture which are "fueled by the passion and dedication of students, staff, faculty and administrators." This application material noted that the decentralized structure is used to identify community needs; assess community perceptions; recognize faculty, staff and students commitment to community engagement; collect aggregate data and evaluate the data for program success and future needs. In the 2008 Carnegie application, it noted that 352 service-learning courses were offered by the university amounting to 2% of the total courses taught on campus taught by 15% of the faculty. During data collection for this research it was impossible to identify all service-learning courses offered and it was unknown how the percentage provided in the 2008 application was determined. The individual responsible for data collection, classification assembly and submission is no longer employed at the university. The unit has since been restructured by the Chancellor's office.

Public Engagement Unit

The primary responsibility of the public engagement unit is to attract the community, businesses and organizations to develop partnerships with the university, as allied organizations. Allied Organizations are those organizations closely associated with the University that support specific aspects of the University's program and those governmental, professional and technical organizations or agencies whose activities contribute directly to the University's program.

The office hosts a series of events, youth summer programs, lectures and symposiums, including a public engagement symposium. The symposium features poster presentations that highlight community engagement efforts taken place on campus. The purpose of this event is to

provide an opportunity for faculty, academic professions and students to share ideas and approaches to public/civic engagement within the community.

The university recognized faculty, academic professions and staff for their civic/public engagement activities and for innovative programs and courses involving the community in a variety of ways. For example, an annual award is given for those who have displayed an excellence public engagement; student fellows are recognized by the Chancellor's office and through grants offered by the public engagement unit.

The subject pool was comprised of all applicants for the public engagement grant awarded by public engagement unit from the time of its inception, 2009, to the most current and complete list, 2013. The public engagement unit has not conducted any analysis on trends in civic/public engagement. However, they expressed an interest in the findings so they may expand their civic/public engagement efforts. Furthermore, they acknowledged they are unaware of all service-learning opportunities for students. For this reason, they have agreed to work with the researcher to better understand why faculty members and instructors do or do not incorporate a service-learning component within their teaching.

The researcher also contacted the UIUC Provost Office and met with the Associate Provost for Academic Affairs. The Provost office does not keep count of the number of service-learning courses either. Both Offices (Public Engagement and Provost) expressed an interest in providing more courses that incorporate service-learning teaching methods. They both agreed to collaborate with the student researcher specifically to better understand why this particular group of self-identified, civically engaged faculty members are motivated to or deterred from incorporating an service-learning component within their teaching. The public engagement unit is under an assumption that those individuals who have already proven to be civically minded are

most likely to also incorporate service-learning coursework, or provide evidence as to what resources faculty would like in order to incorporate a service-learning component.

On multiple occasions, participants enrolled in the study remarked that the university's number one priority was research and, although teaching is recognized as being important, it was not perceived by participants to carry the same value. Each campus shares the institutional system's mission. The campus on which data were collected is a highly engaged in research, as designated by the Carnegie Foundation (previously categorized as an R1 institution). The campus does not have a separate mission statement from the greater institutional system; however, it does specify their priorities are slightly different, listing research first followed by teaching and service through the application of knowledge. It is not surprising that the priorities are slightly different between functions for the system's mission and the campus' purpose given the highly engaged in research classification.

Human Subjects & Ethical Considerations

I collected data from human participants and adhered to the federal regulation of human subjects research: a systematic investigation of data collected from human participants designed to develop or contribute to generalizable knowledge [45 CFR 46, 102 (d)]. Therefore, IRB review and approval was received prior to any subject recruitment and data collection. This study qualified for expedited review under category 7 as the research only involves an interview procedure and no sensitive questions were asked. Furthermore, study findings were stripped of participant identifiers and were destroyed following transcriptions of the interviews. There has been no disclosure of the participants' responses outside the research that place unreasonable risk on the subject. I have completed human subjects training through CITI, the Collaborative Institutional Training Initiative.

CHAPTER 4: FINDINGS

Re-statement of Study, Purpose and Research Questions

Within this study I sought to understand why a self-selected group of faculty members and course instructors were motivated to incorporate a service-learning component within their courses. I explored how participants incorporated this teaching approach within their respective course curricula and research agendas. I also examined the participants' perceptions of institutional support and resources available when creating and maintaining service-learning courses. All participants worked at a large, Midwestern, research-extensive, land-grant institution. As an eligibility criterion, the group of faculty members and instructors had all been recognized for their achievements in incorporating a service-learning component within their course curriculum by the public engagement unit on their campus. There were four research questions in this study:

1. How does a faculty member/instructor incorporate service-learning within his/her teaching curriculum?
2. How does a faculty member/instructor incorporate service-learning within his/her research agenda?
3. What factors motivate a faculty member/instructor to incorporate service-learning within his/her teaching?
4. What are the faculty member/instructor's perceptions regarding the university administration's acceptance, rejection, and/or promotion of service-learning models?

This study employed a collective case study approach because several cases were analyzed in an effort to understand a "phenomenon, population or general condition" (Stake, 2000, p.437). The researcher conducted one-on-one hour interviews with 7 faculty members and instructors who have incorporated service learning within their teaching. Interviews dove deeper

into the individual's perception to institutional support pertaining to service-learning and provide further explanations as to why they chose to utilize service-learning as a teaching strategy.

Analysis was conducted using two approaches, within case analysis and across case analysis.

Case Profiles

A total of seven participants were interviewed for this study: Allison, Barbara, Caroline, Danielle Erica, Frances and George. This next section includes a brief case profile of each participant. To protect the anonymity of each subject, pseudonyms were used. Furthermore, because all participants were employed at the same academic institution, the participants were identified as working within the natural sciences, liberal arts and sciences, consumer relations and performing arts rather than identifying the specific department. An overview of the characteristics of each participant is presented (Table 4).

Table 4. *Summary of participant characteristics*

Participant	Gender	Appointment & Tenure Status [if applicable]	Area of Discipline	Outside Work Experience
Allison	Female	Faculty – Tenured	Media & Consumer Relations	Yes
Barbara	Female	Academic Appointment	Natural sciences	Yes
Caroline	Female	Academic Appointment	Liberal Arts & Sciences	Yes
Danielle	Female	Visiting Professor – Not Tenured Track	Performing Arts	Yes
Erica	Female	Faculty – Untenured	Media & Consumer Relations	Yes
Frances	Female	Academic Appointment	Natural Sciences	No
George	Male	Academic Appointment	Behavioral Sciences	Yes

Allison. Allison joined the university seven years ago as an associate professor with tenure. Her full-time appointment is within the media and consumer relations discipline in which she has had experience working in both academic role and administrative roles serving as acting head of the department in a field that studies Marketing. In addition to her academic role, Allison has done a great deal of work working with nonprofit organizations within her discipline as both a graduate student and as a professional. Allison developed the graduate level service-learning course and first taught it in 2011. Students were split into groups of four with the goal of figuring out how a potential resumed target audience received a marketing message. Each student interviewed community members, transcribed interviews, and analyzed their findings. Students were then responsible for developing public service announcements that were shared with those they interviewed and the larger community. Both the community members and the university students benefitted from this assignment.

As a student, Allison never took a course that emphasized service-learning or any experiential teaching model. In her discipline, students typically have opportunities to work on client projects for both non-profit and for-profit companies. However, in her experience, these were designed more as course exercises; these courses never required that she leave the classroom and work with clients, targeted audiences or community stakeholders. Her first motivation involved filling a void she saw in her unit--integrating hands-on experience into her curriculum. She recognized that many of students were taking her course to work professionally in the discipline, and she wanted to show them how to apply their knowledge in this real-world capacity. She also thought it was important that these students think "beyond themselves." For example, her class assignment expected her students to develop messages regarding healthy eating practices as families. All but one of her students in her class was a mother. Allison knew

that in order for the students to develop an effective and informative public service announcement her students needed to understand the targeted audience and the best way to do that was to work directly with these families. In other words, she developed her assignment so it would engage not only her students but the community members too.

Allison noted that as a class they presented a paper at one of the largest conferences in her academic field. She also helped several other students develop poster presentations that were part of national and university held conferences and symposiums. When further asked about how her service-learning course aligned with her research agenda, Allison commented that she is now “being a little more deliberate when I choose these projects and I think how does this fit my broader research goals.” She has discussed her service-learning course with others in her academic department, which has led to co-writing an article and submitting to a peer-reviewed journal in her academic field regarding “these types of service-learning courses and the pedagogy of impact...kind of talk about the win-win-win situations these courses have.”

Barbara. Barbara is completing her Ph.D. in the Natural Sciences. She is also a full-time, academic professional in the Liberal Arts and Sciences division. Prior to pursuing her graduate studies, Barbara taught science for four years outside of higher education as a secondary teacher. She co-developed the required course for undergraduates in the college and has overseen the instruction for the last four years. Barbara described the course purpose of the course as “learning about an issue of global importance in the area of human need and bring that to the community level and look at the local implications.”

All honor students in her college are required to take the course Barbara describes as a “processual course with three systematic series of actions directed to one end.”

Theme 1: ME – students envision their own potential and think about their own development, style and character and reflect on that

Theme 2: YOU – collective others, identify needs in the community and looking at where the students feels they fit into that, students are encouraged to think outwardly

Theme 3: WE – how do us work together? This exercise encourages students to think of leadership as people together influencing positive change. This stage links service and leadership together under this idea that there is a “we”

Barbara believes service-learning to have two components: (i) students identify and provide service to a site and then they reflect on their experience as a group; (ii) students are given an opportunity to learn about an issue of global importance in the area of human need and they bring that to the local level and look at the local implications. In the course Barbara co-developed with Caroline [another participant in the study], students are given the task of learning about a community program that is supporting and addressing this issue. Examples of issues include: the local food coop, animal rescue and human society chapter, community advocacy group that empowered citizens to become knowledgeable health care consumers, etc.

In her academic appointment Barbara has the primary responsibility of over-seeing this program. Although she did not take any service-learning courses as a student she has maintained her role as an active citizen in her community through volunteering activities and serving on local non-for-profit boards. After starting her employment at the university, Barbara was drawn to the concept of service learning and began to associate with a small group of faculty members, who met and talked about service-learning. It was then that Barbara recognized the distinction between service-learning and volunteerism.

Barbara’s service-learning course development and teaching were tied to her role as an academic professional, and although it led to a few poster presentations on campus and in the local community, there was little connection of the course with her own research agenda. She proudly shares that each semester a group of students from her class provide over 1,000 hours to service-learning activities in the community. Although the tangible benefits are not always

immediate, the benefits are not necessarily quantifiable, and the impact on the community may be unknown, Barbara does believe those 1,000 certainly count as helping the needs of the local community.

Caroline. Caroline has been at the university for over eight years and has served as the director of a college honors program in a non-tenured, full-time administrator role. Prior to joining the university, Caroline received her masters in Social Work and worked in the community for 10 years. She co-developed the course with Barbara and taught several semesters before the course was handed off to upperclassmen to teach as part of their responsibility in the college honors program. Caroline has been an active volunteer since her early years. She was raised in a small community in a household where her parents modeled community engagement. For example, they[encouraged her to... or they volunteered through...]. As the course was being constructed, Caroline recalls the dean of the college was “looking to raise students’ awareness that there are issues bigger than just their own,” and she believes the course developed for the honors students was addressing just that goal. Because Barbara and Caroline co-developed the course, it was no surprise their description of the course was so similar. Caroline used French pronouns to describe the themes:

Theme 1: Moi [me] – students think of themselves as a leader and reflect as a group

Theme 2: Vous [you] – students think of others in the community who are disadvantaged and identify where and how they can get close to this group

Theme 3: Nous [we] – students work together with this group to solve the community problem

She sees her group of honors students as future leaders and future influential citizens; therefore, it made sense to Caroline, that her course would take students outside of the “campus bubble.” Caroline identifies solely as an administrator and her service-learning course development and teaching experience has not led to and research publications or presentations.

Danielle. Danielle joined the university eight years ago and has worked as both an adjunct and visiting professor in marketing/public relations discipline; she does not have a tenured-track appointment. Prior to this, Danielle had her own business in a related field. Danielle has incorporated some aspect of service learning in her courses since she first started teaching. The particular course she described at length was first taught in 2012. She noted that she has a lot of friends and contacts in the area who work with nonprofit groups, and she often calls them to see if they can use help. Danielle's students then work on specific projects for these clients as part of a service-learning component of their university course. Danielle's personal philosophy is that simultaneous learning and helping the greater good justifies service-learning efforts. She believes if the students are going to invest all of this time, energy and knowledge on learning, it "might as well benefit somebody."

The class was divided into groups that each worked with a community client to develop a communication/public relations goal. She described her class as follows, "class was work time we had an educational component, sometimes with guest speakers. They had reading assignments, but it was like their job for those two hours each class period when they worked on their project together." Danielle does not identify as having a strong research agenda, especially given her current visiting professor role. She has, however, presented at campus panel discussions regarding public engagement and has encouraged her students to develop posters to be presented at service-learning symposiums.

Erica. Erica joined the university two years ago as a tenured-track, assistant professor in the Media & Consumer Relations field of study. Prior to joining the university, Erica worked at a small, liberal arts college for seven years and has over twenty years teaching in both elementary and higher education settings. Her service-learning course developed as a result of an

undergraduate student interested in teaching fine arts in a juvenile detention setting. Upon hearing his enthusiasm and extensive ‘homework’ in the area, Erica agreed to supervise his efforts. After he graduated, Erica saw the benefits of this experience on the participants and decided to develop a course so other interested undergraduate students could also be involved in their local community. Erica stated, “I didn’t intend to be known as the service-learning scholar, I didn’t intend to be known as the civically minded, community engaged person...I recognized what the student was doing a good thing and I also recognized I have a whole other research agenda that I came to the university with and I was hired because of that...” Erica received some grant money from the Action Research Illinois. This outreach program has a mission to “maintain an on-going program of sustained engagement with community partners and public agencies, addressing social justice, human and environmental sustainability, and development in distressed areas and with marginalized populations through service learning and action research” (University of Illinois at Urbana Champaign-Action Research Illinois, 2013). Erica has presented her service-learning efforts at national and university-held conferences and developed posters both individually and collaboratively with her students.

Frances. Frances has been with the university for thirty-one years as a full-time, academic professional with an extension program related to the Natural Sciences. She never took a service-learning course as a student but wishes she had because she sees it as a “great way of learning.” She became interested in the teaching approach after reading a magazine article and then attended a seminar offered through the Center for Teaching Excellence at the university. She has co-taught her service-learning course three times. She made it clear that her role on campus is as an academic professional and that she was able to participate in the development and teaching of the course because she co-taught it with a tenure-track faculty member.

Her course involves teaching students about local and regional environmental threats and then educating the public about these issues and mechanisms to prevent hazardous wastes. The students write an online environmental publication, a Facebook page and develop brochures as well as participate in community events that help disseminate their message to a wider audience. In addition to presenting at the university service-learning symposium, Frances has presented at national conferences related to her extension work presenting course outcomes and impacts on students. Frances has had no written publications pertaining to her service-learning endeavors and identified as having no research agenda due to her academic professional role.

George. George has been at the university for twenty years and works in a Behavioral Sciences field as a systems administrator. He has an academic professional, full-time appointment. George was the only male who volunteered to be a participant in this study. His course was developed out of a need related to his professional appointment. George realized that the current course he taught, an introduction to network systems, could incorporate a service-learning component that addressed this community need. Prior to this time, George's students participated in virtual, hypothetical projects. By incorporating a service-learning component, George understood it could "meet this larger need of our partner in the community...and making it more real world."

George explained, "I wasn't rewarded for writing papers; there wasn't the discretionary time to do these research papers, so I didn't do any of that." However, in 2011, George was awarded Teacher of the Year by a national organization in his discipline. Students, who participated in his service-learning course, nominated George. Since then, George has published several papers on his service-learning teaching experience and presented at national conferences.

Two participants had full-time faculty appointments: Allison, who is tenured and Erica, who is an assistant professor. Allison more deliberately selected courses and embeds service-learning components to these, if it was aligned with her research agenda. Erica, however, found that her service-learning project was, although a good project, not addressing the obligations of her research agenda. Danielle, who serves a full time lecturer, and the other four participants who have roles as academic professionals do not identify as having a university-driven research agenda. However, the lack of one's research agenda had neither impact on the development of the course, nor how it was taught.

Within-Case Analysis

The overall objective when conducting within-case analysis is for the researcher to become as familiar with each participant as a stand-alone entity (Eisenhardt, 1989), which will inform the cross-case analysis. The aim of this section is to describe the characteristics of each participant, to understand the type of service-learning course they respectively developed, and their motivation for incorporating this teaching approach in their classrooms.

Defining Service Learning. Because service-learning can be interpreted in many ways and because there is confusion as to how service-learning differs from volunteerism and capstone projects (i.e. practicum, internships, apprenticeships, etc.) participants were asked to provide their definition of service-learning. All participants described service learning in their own ways, however common themes were identified. All participants described that this teaching approach is broken up into three components: (i) identifying a societal need and learning about how to address that need, i.e. as Frances coined it, “creating knowledge;” (ii) applying the knowledge learning in the community, referred to as the “real world” by multiple participants; and (iii) self-reflecting on the learning process and problem-solving experience. Barbara summed up the

concept of reflection as: ‘it is about situating the student and then facilitating reflection such that there is some kind of overall net gain or change.’”

Frances’ definition of service-learning succinctly encompasses the three elements identified by all participants.

“Service-learning is a problem-solving method where students are actively creating their own knowledge and understanding through development and implementation of stewardship projects. Throughout this process, students self-reflect on their learning, they can use journals as a reflecting technique and then develop the academic skills and foster civic responsibilities.”

Component 1: Course assignments and exercises. All participants were asked to provide a copy of their course syllabus and other course artifacts from their service-learning courses. Of the syllabi reviewed, all contained exercises regarding service learning, working with their client or community group, and a reflective component. Allison shared assignments that her students were to complete either individually or as a group in her course:

Assignment 1: (i) Identify client goals, objectives, and questions; (ii) write at least one (broad) goal, one (specific) objective, and 10 questions for your client. To be completed by each small group.

Assignment 2 Write a detailed profile for each of your publics; include a picture. Also, based on your Tuesday client discussions, prepare a document that restates the situation, problem, goal(s), and objective for your campaign (include strategies if you’ve thought that far ahead. Put your profiles and situation-problem-goal-objective in one document and upload it to Compass. Next email your client the "situation-problem-goal-objective" and ask them to approve it or make changes and send it back to you by end of the day, Monday, 11/5. Be sure to include a nice introduction to your email. Offer to call them on Tuesday morning if you haven't heard from them by Monday. Something like, "If I haven't heard from you by Monday, I'll give you a call on Tuesday morning to get your feedback. Thank you."

Assignment 3: Submit a timetable for completion of your project; include person responsible for each item or task.

Assignment 4: Updated Schedule & Campaign Plan Draft

Assignment 5: Individual reflective essay assignment

Some provided detailed descriptions of the service-learning exercise, for example, George provided the following assignment overall:

“Service Learning Project Overview

The objective of the service learning projects is to allow students to gain experience applying their newly garnered technical knowledge in the real world. In so doing, they provide students opportunities to gain insights into the challenges of applying technology in community. Further, the real world experience affords students the opportunity to integrate learning more effectively and to gain greater confidence that what was learned in the classroom can be applied upon graduation.

Regardless of location, the work performed by students represents both action research and service learning directed towards meeting the immediate and long-term needs of some of the area's most marginalized communities/neighborhoods/populations. Students are available as a resource to serve those in the community who working on the front lines to address the needs of the community.”

Component 2: Application of the constructivist approach “in the real world.” A

consistent phrase raised in all the interviews was “in the real world.” As a result of the participant depth and breadth in professional work experience outside academia, they understood how different it is to apply skills in the real world setting. This was especially apparent when participants reflected that they hoped service-learning opportunities helped their students realize there is a world outside of the university bubble. Regardless of size, it appears that many students who do not venture off campus lead a somewhat sheltered existence as a college student. The participants, however, wanted their students to recognize the diversity of citizens in the community. Rather than simply encouraging students to volunteer, the participants recognized the importance of applying their professional skills in the real world with real people.

For example, Erica employed a constructivist teaching style; she 1) modeled how to remain student-centered and provide a flexible curriculum that adapts to the students needs; 2) coached her students on teaching strategies; 3) students were given the opportunity to leave the

classroom where they begin to apply knowledge learned; 4) students were provided with the opportunity to communicate and articulate their expertise; 5) students reflect on their experiences, both in class and through written journal entries; and 6) she encouraged learning autonomy as the students explore their expertise and gains confidence. Erica implements the components of the model in order to not only model how different instructional strategies can be implemented but to recognize that her students benefited from differentiated instruction.

Component 3: The role of reflection. The third component recognized by participants was reflection. Reflection took place via instructor led group discussions or independently as structured journal assignments. Regardless of what approach the instructor selected, all participants recognized the importance of reflecting on this experience and noted its importance in the learning process. Frances provided a detailed description of the reflection assignments in her syllabus:

“The process of reflection is a core component of service learning. Most weeks, you will write about your experiences, observations and perceived learning in reflection papers [minimum one page, 250 words] and will post those reflections on the designated weekly discussion board. A total of ten reflections are due. The papers should conform to the DEAL model [Describe, Examine, and Articulate Learning] to structure a quality reflection that includes description [What?], analysis [So what?] and interpretation [Now what?].”

Caroline recalled her group discussions being about a variety of topics with the shared understanding that the community in which the university is located is “really different from where I grew up and I am experiencing this new community by ‘popping the campus bubble.’” Frances called these exercises “group share.” During this time the students would discuss their experience and address challenges they faced. Conversations would naturally lead to the teams trouble-shooting with each other, “there were A-HA moments all over” noted Frances.

The structured journal assignments involved the instructor asking students to reflect on a specific experience or process. Barbara recognized that not all students “understand the connectedness between certain issues and how they are influential in the community.” She hoped that by selecting specific topics in which students were to journal, they may be able to “connect this experience to their future plans.” For example, Barbara who is the natural sciences discipline recalled it helps the students “reflect on why their future in biology or chemistry or physics is going to be important.” Barbara recalled that about ten years ago there was a lot of talk regarding attrition and retention within the STEM disciplines,

“especially among students of underrepresented status, for example, women and people of color...we were wrestling with this and these issues, so service-learning in STEM was sort of born in that – it was a recruitment tool for the next generation. Sharing this excitement, but also changing the culture of being more open and engaged with the community, inclusive and tolerant.”

Cross-Case Analysis

Cross case analysis then takes place as patterns begin to appear across the cases, the corroboration of these patterns adds strength to the findings. Guided by the Research Question 3, *what factors motivate a self-identified, civically engaged faculty member/instructor to incorporate service-learning within their teaching*, four themes emerged to explain patterns of why faculty members chose to implement service learning in their respective college courses. These four themes: student, school, society, and self will be explained and supported with narrative figures (Figure 1).

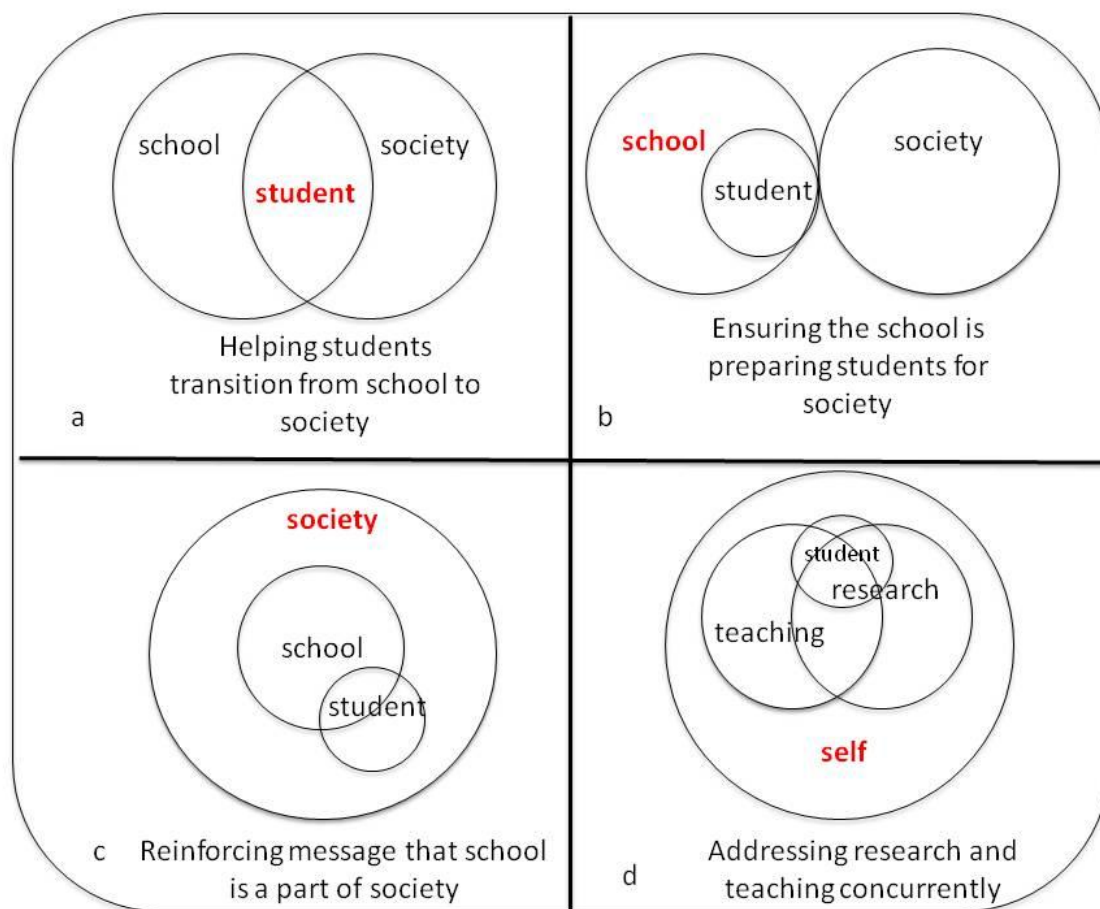


Figure 1. Factors that motivate a faculty member/instructor to incorporate service learning

Four themes describe the motivating factors of faculty members' explanations for why they integrated service-learning components into their university courses. The top left quadrant describes the participants who are motivated by student success. They recognize learning takes place between traditional classroom settings, i.e. classrooms and in the field. The top right quadrant describes those who identify the school's mission and purpose as a motivator. Students are seen as a component of the school with a close proximity to society. With societal issues as a motivator, the bottom left quadrant describes that both the school and student are part of that larger community and are responsible for responding to society needs. The bottom right quadrant

shows self to be the primary motivator. The participants identify themselves as both a teacher and a researcher whose two roles member of society. They identify as having two roles that at times overlap.

Theme 1: Student success. Quadrant *a* in Figure 1 involved preparing students for success post graduation. Participants recognized the teaching approach of the instructor standing in front of the class lecturing students was an incomplete teaching model for many disciplines. Rather, they emphasized that the teaching model should also incorporate an opportunity where students are able to apply the skills they learned in the classroom (i.e., school, in a real world setting, society). A majority of those interviewed also identified the importance of students realizing there is a world outside the campus and encouraging them to step into the community to serve, experience, and learn.

Offers practical experience. The seven participants interviewed recognized the learning opportunities students have when participating in service-learning courses. They noted that although it is not a commonly used teaching method, students benefit greatly by offering practical experience and preparing students for success as they enter the professional role.

Allison looked at the program structure and identified classes on theory and research, but identified a more hands on, application of skills was missing and she attempted to bridge that gap, “what was lacking was more of a hands on project...so I saw these practical goals, like they need these skills and the broader goals of messages can be created in many different ways.”

Others concurred with Allison and Danielle was able to best articulate this:

“Service-learning allows students to obtain those lessons they are not going to get by sitting in the classroom...to be able to get something tangible and situated away from that – it is how we pass on tasks of cultural understanding and understanding our place in the world and ourselves in the world. And those are the kinds of things that are valuable and missing from classroom instruction.

They [students] love working on real projects, so much of what they do feels like pretend or faking [not faking, that is too strong a word] or they feel like they are just doing it for a grade or an assignment. My students are concerned about their grade, but they really got into the idea of, and many of them expanding the projects themselves, so they really got enthusiastic helping their client; which I love seeing.”

The participants similar noted that by providing practical experiences as instructors they are preparing their students for success. Teamwork, problem solving, communication gives them, as Frances remarked, “good life skills, good citizenship skills...and teaches people how to organize and work together for change.”

There is a real world. A majority of the participants also identified the importance of helping students realize that there is a world outside of the campus and encouraging them to step into the community to serve, experience, and learn. Participants described that the campus environment is very different from the real world was addressed when they explained how they incorporated service learning within their curricula. Participants also explained that they wanted to include an application of skills learned in an authentic environmental setting. “Get on the bus,” “get off the bus,” “step off campus,” and “pop the university bubble,” were all phrases that different participants used to reiterate the importance of not only reminding students that there is a world outside of the university campus community but also to help them interact with the those in the after graduating from university.

Most students have not had a significant amount of real world experience or professional work experience, and participants recognized its importance for students’ success when stepping off campus come graduation. The average age of undergraduate students at the university is 20 (University of Illinois at Urbana-Champaign, 2013). George stated that he is pleased when his students understand the challenges of working in a professional setting and considers it an accomplishment when his teaching evaluations state, “this course has really helped me

understand just how difficult and complex it is to accomplish something in the real world.”

George, therefore, is proud of his constructivist teaching strategies during which he helps students make sense of their world by experiencing their world.

Many participants felt that it was “interesting” as Allison pointed that students “think beyond themselves.” Caroline, who worked as a community social worker and is now a university administrator noted:

“Many of our students come from the Chicago suburbs; they don’t necessarily rub shoulders or are aware of issues that might not be too far away from them, but when they come here, they don’t see that because of the campus’ sort of bubble...it is raising issues that a lot of them may not come to cross before, it is raising issues close by, it is raising their awareness of the non-profit community.”

Barbara recognized a barrier between her campus and the rest of the community that needs to be “physically and symbolically crossed.” Likewise, Danielle hoped this experience “connects [students] with their larger audience.” Service-learning courses to Frances offer students “an opportunity to experience in the life of their communities and engage outside their own personal little world.” As a result, Barbara and Caroline hope the service learning experience will encourage students to develop a life-long awareness of the impact of civic engagement. Barbara noted that there are some “barriers” between the campus and the community environment; she hoped that “once [students] are on the bus, they will be likely to get on it again.” Caroline as well reflected that her “hope and wish is that some of these students go back and continue their work so they are able to continue to make a contribution.” Hence, the explicit goal of some participants (and implicit of others) is that their students will continue to value their non-professional/ non-academic communities after graduation.

Theme 2: School mission and values. Some participants were motivated to incorporate service learning within their course curriculums as a way to stay true to the land grant purpose

and the mission of the university. Quadrant *b* Figure 1 describes those who identify the school's mission and purpose as a motivator. Students are seen as a component of the school with a close proximity to society.

Transfer of knowledge is a core element of the university's mission statement, which drove some participants to feel that it was their responsibility as instructors to teach students how to transfer knowledge through application. Participants felt that although there was institutional and unit support to incorporate service learning within their curricula, there were mixed messages regarding who was to undertake the teaching responsibilities and how instructors were extrinsically rewarded. In other words, it was not always clear if faculty members would be rewarded for their service learning efforts through the through tenure and advancement practices.

Staying in-line with the land grant mission. Service-learning courses are one way the university can support its land grant mission, as a number of the participants noted. Barbara said, "the reason we are in this institution with the land grant mission is to serve our state...this is our opportunity to revisit our roots and why we exist...so we are certainly heading back to that mission through service-learning, we are really putting the land grant mission into action." The land grant mission may not be enough motivation for some faculty members to rethink their teaching strategies. Several participants believed that recognizing those who are currently teaching service-learning courses is one approach. "There are a lot of people doing this kind of thing, just quietly behind the scenes," remarked Danielle. "because a lot of people who do these things don't often brag about it." Erica concurred, "you would probably have more faculty members willing to do this if it were more recognized." Erica then noted the institution needed to take this recognition further and "have it in par with research productivity...if a school truly values it, they will reward their faculty, but with things you reward faculty with, tenure,

promotion, advancement.” As Frances noted, “If it is shown to be included as part of the tenure-track elements to do this kind of service to the community through service-learning, it would make it easier for the faculty to sign on. They would see it as something that is valued. [The university] needs to provide incentives.” These participants, therefore, articulated the fact that they did not believe incentives were in place to promote service-learning courses being taught.

University and unit support. All seven participants were invited to participate in the public engagement symposium and poster presentation sponsored by the office for Public Engagement and many received funds through the office. Allison is hopeful the university will continue in the vein, “the way the Chancellor is looking at strategic visioning...that is hopeful, because she is asking the big questions of ‘how can our research university have impact on our society,’ so at least that fits, to me, with public engagement and service learning.” Several years ago the Center for Teaching Excellence offered a one-time series of workshops on how to incorporate service learning within faculty members’ respective curricula. Many attended these workshops and credited it when explaining why and how they implement service learning within their classes. The participants unanimously commented on the support offered by the Center for Teaching Excellence, the Office of Public Engagement, the Office of the Provost and the Chancellor’s Office. Moreover, banquets and recognition offered by the central administrative offices were appreciated, and participants felt that the support of their teaching initiatives were valued. They also recognized the good public relations opportunities their service learning courses are for the university, as Danielle succinctly stated, “it reflects well on the university; we do care about our local community, we are a member of this community, we are a part of this community and we do care.”

When asked about unit support, participants did not offer such glowing reviews. “At the college,” commented Danielle, “eh, you know, so much of the focus is on research...by department it’s more, ‘well, that’s nice. We are glad you did that,’ but I don’t think it is highly valued.” Some departments recognized the added benefits of incorporating a service-learning element, but did not appear to expect tenure-track faculty members to teach these courses. For example, Allison, who is affiliated with a department in the performing arts, stated, “We have to do a better job protecting [untenured faculty members] and not giving them new course preps, if we can help it. This is the same department that is now requiring all students to take an eight week, service-learning course.” In response to the teaching responsibility, the department is recruiting a fulltime lecturer, “so that person will have a slightly higher teaching load and no research responsibility.” Hence, the messages from individual units are less succinct and refined as the support articulated by the university level administrative offices.

The service-learning coursework offered by the participants either involved no additional dollars or were funded by a grant offered by the Center for Public Service or another unit on campus. “It would be nice, on our college level, if they could give us some funding,” suggested Danielle. For two years, a different unit had supported Erica’s course, “they have always been delighted that this other unit picked up the tab for the project, but if that support is withdrawn, will they support it? I am under the impression when the money hits the road, well, they would balk at it.”

Tenure and advancement. Service learning may not be prevalent amongst courses taught by those seeking tenure because it is not a criterion on tenure and promotion rubrics. However, it is not clear whether service learning would be more common if it was recognized during the tenure and promotion process or if the fact that it is not prevalent has informed the tenure and

promotion process. In other words, it is a chicken and egg situation—it is not clear what preceded what. Not recognizing service-learning efforts within the tenure process may result from the small percentage of tenured track faculty members from incorporating this teaching strategy. Allison realized this is because “to get tenure at this institution, you have to be an excellent researcher. That is the world we are using now, an excellent researcher, a good teacher and do some service.” Erica shared a similar thought, “conceptually at the university we have this funny relationship with the word service...so if you look at tenure requirements, if you have a lot of service, it is not valued as much of the two other things--research and teaching.” Barbara, who is completing her doctoral degree from the university, shared a student perspective, “the word on the street is that teaching comes secondary, after one’s research agenda.”

The two tenure-track faculty members, Allison and Erica, both have done minimal research on their service-learning courses. The impact or outcome of their respective courses and services provided, student experience, or community members’ opinions of impact were not researched. Allison, who arrived on campus with tenure, realized the lack of her own research endeavors in this area and now is “being a little more deliberate when I choose these projects and think, ‘how does this fit my broader research goals?’” Erica’s presentations have focused on the best practices aspect of service learning. She is spending her time working with graduate students, helping and encouraging them to do the “deep, qualitative work” to be submitted for publication, and presenting at national conferences. Currently untenured, Erica explained, “I am creating the experience but I don’t have time to do the deep reading and the structural work and all the other things that need to be done to do quality research, because I have other deep reading that needs to be done.”

Theme 3: Recognizing and addressing societal needs. Participants recognized that the positive impact service-learning projects have for society are invaluable. The community has real needs and by identifying the needs and sharing the university resources, both parties, students, and the community benefit. Addressing societal needs was identified as a third factor driving participants to incorporate service-learning components within their respective curricula. With societal issues as a motivator, Quadrant *c* in Figure 2 describes both the school and student are part of that larger community and are responsible for responding to society needs.

Helping the community. All participants held the belief that service-learning coursework benefits not only the student, but the community as well. Some sought out projects that were worthwhile for both parties, like Allison. Danielle took the approach that, “if you are going to invest that time and energy and knowledge learning about something it might as well benefit somebody.” Barbara and George recognized that although these programs could benefit the society, as instructors it was not their role to tell the community what they needed. Barbara explained that the development of service-learning courses needs to be done “in a way that is right, in a way that is not patronizing to the community...not telling people what they need, but rather being responsible and responsive.” It was the result of George’s multiple conversations with community leaders and organizers were they together able to identify the real, immediate community need. Hence participants were reacting to community needs and not defining the needs.

Sharing university resources. The university has the resources, i.e. the students, to address community needs. Not only do university students provide the hours to do community service, they bring energy and innovation. Barbara noted that her student group does an average of 1,000 hours of service and Allison expressed that “our students are so creative and so eager to

learn.” Participants agreed that their students can meet real concerns expressed by community members. For example, Erica explained that communities “have needs and we can meet that in a direct and immediate way.” Similarly, George recognized that after speaking with teachers and administrators in the local school district who do not have time to explore problem solving. Again, participants did not define community problems, rather they helped their students listen to community members and work together to solve these pre-identified issues. Danielle looked at service learning goals from the client perspective and said that sometimes it can be “a burden and it is hard to recruit clients... [but] I think [clients/ community members] start working with [the students] and they see the enthusiasm and the fact that these students are not really biased and they are not...they don’t have filters yet... so they kind of have that optimism of youth that anything is possible like, ‘so why can’t we do this’”? They are idealistic and it is sweet and I love it.” In short, the participants believed that their students benefited greatly by interacting with the community members and learned how to listen, participate, and contribute to solving problems with their own creative energy.

Theme 4: Self values pertaining to civic engagement. Quadrant *d* of Figure 2 shows self to be the primary motivator. The participants identify themselves as both a teacher and a researcher in their professional role. These roles have been shaped by how they self-identify as a citizen. Furthermore, their teaching and research roles overlap as they remain student focused. When asked if and how they were active in their community, all interviewees explained that they have been actively engaged as volunteers for years. There was some variance in terms of who introduced them to the concept of community engagement. However, each participant recognized that their volunteering and service to their community was an important element of who they were and how they defined themselves. Furthermore, despite when, how and why

participants began to volunteer, they were unable to separate their personal beliefs with their professional roles. In time, all seven participants incorporated aspects of volunteerism within their teaching mission through the service-learning model.

History of volunteerism. All seven participants valued community engagement as a personal goal. Participants described being long time volunteers, being raised in households that valued community engagement, or identifying with religious communities that advocated community service. Caroline reflected, “I have always been involved in the community and with public engagement...it goes back a very long way, my parents were involved in the small community in which I grew up.” Barbara was inspired to participate in community volunteering events because of the Champaign-Urbana community of which she has been a resident for the last eight years. It is because of the “civically minded community” that public service resonated with Barbara and motivated her to work in the community, serve on boards, volunteer, and work in the “area of public relations as the face of the organization.”

Now in her late thirties, Danielle has accepted that although volunteerism was not part of her childhood or “something we did as a family;” it is something she has made part of her life. Danielle became involved with community service early in her adulthood and has maintained her participation over the years. Danielle and her husband make an active effort to teach this value to their children, and for the last two years the family has volunteered together every weekend, “I am trying to instill this [value of volunteerism] in my kids...I am hoping it is making an impact.”

Spiritual upbringing. Some participants, like Erica, Frances, and George tied their community involvement to their spiritual upbringing. Their religious identities instilled a sense of a moral responsibility to give back and learn about volunteerism in their formative years, resulting in a life-long commitment to be actively involved in their communities. Frances

identified as being Jewish very early in her interview. When asked about her volunteering activities she stated that over the years she has been actively involved in the local Jewish synagogue on a variety of community activities. And, over the last several years, Frances has served on the community Holocaust education committee. Erica was born and raised in the southern U.S. in a “strongly religious” Baptist household. Of her family Erica said, “there were discussions and being raised to have care and concern for the world that you live in. I had this foundation there, just basic faith-driven desire to be of good use in my world.” Erica attended a small, religiously affiliated college, in Appalachia, which valued community engagement. It was then that she first witnessed poverty in the U.S. and “was moved by the poverty of the coal country that was near us and conditions of living that were really foreign to me.” She “cut her teeth on volunteerism” by working on faith-driven missions that involved building and painting homes for those in the region. It was then that she noticed a difference between her mission work through her church and her college volunteerism, even if part of a religiously-affiliated school, “I found [the Appalachian outreach work] to be deeply satisfying because it was a really concrete way of service and it also didn’t expect or make demand of anything of those that we were working with.” For example, in mission work an individual or group may be do something good but there was also a proselytizing motive, “like, I am going to fix your house and now I am going to make you convert.” That was not Erica’s motive, and she recognized that discrepancy early in her adulthood.

Similarly, George identified that his roots to volunteerism and community engagement grew from his Christian upbringing. “I grew up within the Christian church...and the particular Christian churches that I have been a part of always had an aspect to it, a social gospel aspect.” George also attended a small, liberal arts Christian college. “They had integrated within the idea

of Tri S, I can't remember what all of the S's stood for, but one of them was service." George recalled service trips and volunteering experiences in which he engaged during his early college days. He maintains this part of his religious identity and continues to participate in church events. Just this past summer George took a group of young men from his church to serve in an impoverished, disadvantaged community located 200 miles in the southern part of the state.

Integrating community engagement with professional teaching role. Regardless of when and how the participants became active engaged citizens, many of the participants began to incorporate their civic engagement and volunteerism within their professional roles. For example, Allison and Danielle, both in the Performing Arts disciplines, introduced their relationships with community organizations in their curriculum. Both recognized the significant impact to students when their respective projects involved partnering with community organizations. Allison noted that she tries to bring the element of nonprofit organizations to each class and she likes projects because they "help tie everything together." When Danielle had her own agency she often did pro bono work, especially during "down times." She explained that their attitude was that "well, we might as well be doing something." They would find a nonprofit organization and help them. This effort informed her role as an instructor: "since I have been teaching, I have incorporated some aspect of service-learning in my courses."

George provided a very clear-cut example as to how he incorporated service learning in his course. In his academic professional role, George was set with the task to help a disadvantaged community. The task at hand was too large for one person. As much as he wanted to undertake the task, when asked by his supervisor regarding his interest, George responded, "yes, but me and what army?" It was then that George realized the current class he was teaching, that included a virtual, pretend assignment, could be revised to incorporate this real example as

“it closely aligned with the course objectives.” Likewise, Barbara’s involvement began after her supervisor... She attended a symposium on service-learning and that is when she realized, “wow, this would be great for the students; there can be this piece that helps them reflect on why their future in biology, chemistry or physics is going to be important.”

Findings Related to Research Questions

Research Question 1: Incorporation of service learning into curriculum? To address the first research question, participants were first asked to provide their definition of service-learning. All seven participants identified that service-learning courses encompass three elements: (i) gaining knowledge; (ii) applying knowledge; and (iii) reflecting on the experience. The first element, gaining knowledge, primarily took place in the classroom, although some understood that knowledge is gained in practice. Barbara, for example, discussed the idea of learning in practice and noted service-learning courses borrow “from situated learning theory, the type of learning that only happens in situ, or in practice.”

The application of knowledge takes place working in the community, and as Danielle noted, “with real clients in the real environment.” The participants shared Caroline’s sentiment that service-learning courses offer students an opportunity to “participate in the life of their communities and engage outside their own personal little world.” All seven instructors had students working in teams, doing so “enables students to work together for a defined purpose” recognized Frances. She further explained her motivation for incorporating a service-learning teaching approach: “Service-learning classes enhance critical thinking skills, leadership skills, and team work. I think a lot of students do more independent projects, but this teamwork gives them really good life skills, citizenship skills.”

All participants recognized that reflection must also be part of a service-learning curriculum. Either through structured journal assignments or instructor led discussions,

reflections enable a student to re-visit their experience, appreciate their successes and provide critical thinking opportunities for how they would do things differently.

Research Question 2: Incorporation of service learning into research agenda?

Analysis of case profiles and within case analysis helped answer the second research question. Only two participants were on a tenure track appointment and therefore did not have research responsibilities prescribed by the institution. However, despite the lack of one's research agenda, all participants presented at a symposium hosted by the public engagement unit showcasing service-learning initiatives offered by the university. And all but one participant co-presented at the symposium with a student representative from his or her course. Allison saw the benefit of having the students engaged in research activities. Students wrote a protocol and received IRB approval, experienced collecting research data both quantitatively as well as qualitatively, and then had to present their findings in a "nice portfolio piece."

Erica recognized the importance of research, but was unsure if research on her service-learning courses would be given the same value as other types of research:

"In my college, you are valued in your theoretical and philosophical work. They do not value the practical. For instance, in my own particular field, educators who concentrate deeply on classrooms and clinics, the ones that teach teachers how to teach, do these things generally to be that support for the frontline practicing teacher. Their work is not valued in the same way writing an article is valued. Here's the crazy thing, the practicing frontline teachers don't read your articles. So, if you want to make this huge difference, you have to make a choice, are you going to be successful in what the university values or are you going to make a difference that will benefit the frontline teachers?"

Research Question 3: Motivation to incorporate service learning into curriculum?

Participants were intrinsically motivated by four factors to incorporate service-learning within their curriculum: student success; school mission and values; meeting societal needs; and, self values pertaining to community engagement. These motivating factors were influenced by the

other several other factors (Figure 2). For example, in order for students to be successful post graduation, they should have opportunities to not only acquire skills but also apply these within a real world setting. The school as a motivating factor recognized that the mission and values of the institution must be incorporated within the teaching process. Doing so will prepare students for society. When societal needs are a motivating factor, participants recognize that both the school and the student have a role in addressing and meeting these needs. And those that are self motivated remain student focused and incorporate their personal values within their teaching and research roles.

Research Question 4: Perceptions of institution's support and acceptance of service learning? To answer this specific research question regarding school support and recognition of service-learning course development, I turned to those participants who saw the institution's mission and value as a motivating factor to incorporate service-learning within their curriculums. The participants recognized the university is classified as a research extensive and one that is highly engaged in research activities. They also understand that in order to main this status, faculty members must have a strong commitment to research productivity, with teaching and service to the community to follow as priorities. The participants unanimously commented on the support offered by central administrative offices, the Center for Teaching Excellence, the Office of Public Engagement, the Office of the Provost and the Chancellor's Office. They also recognized the public relations opportunities service-learning courses are for the university, as Danielle succinctly stated, "it reflects well on the university; we do care about our local community, we are a member of this community, we are a part of this community and we do care."

However, recognition at the unit level appears to be inconsistent. As Erica noted she doubts her unit would support her class and program, “but they tout the project a lot.” Danielle would like the college to offer financial support or incentives, but also “some positive reinforcement like recognizing the people that are doing it so others are encouraged to do it.” When asked about other faculty members or instructors within their unit, participants were unsure. “I know there are other people in our department that are doing it, but you don’t really hear about it,” Danielle explained. Erica expanded on this sentiment and asked whether administrators should take service-learning activities into account during hiring.

“So, should we consider service-learning as something in the hiring process? I really don’t know because I am not convinced. You talk about your two buckets, the university has a real investment in this bucket, the R1 bucket, and they understand how the community engagement bucket can be important...but is it as important as the lab scientist who someday is going to do something really amazing?...However, socially minded community engaged faculty should be free to talk about their engagement activities, to offer that stripe in their interview process, without worrying that it makes them look to servicey, too clinical, too practical.”

Participants were grateful for resources that the university invested in promoting service-learning activities. For example, Frances recognized the importance of public engagement professional development workshops and stressed the importance in offering these types of resources,

“I think you need more personnel who are experienced in service-learning to do the training for the faculty. You need to do the training that is necessary, because like I said, this isn’t just something you can read about and say, ‘okay I’m learning about it and I’ve read about it in the literature and I am going to do it.’ You need to be trained by someone who really has experience because I think a lot of people just mistake service learning for service. Service learning is a whole different ball game. They don’t see the deep learning that comes out of this.”

Erica expressed the need for a central hub for all engagement activities taking place on the campus. Doing so, asserted Erica, will highlight the commitment the university has made to the greater good of its community:

“What I think would be helpful here, at this university, is perhaps if one person in the public engagement unit tracked community service initiatives and service-learning courses because the approach in the applied arts is not going to be the same approach as the engineering college. And so making a central hub that is information central, like here are the service courses we offer, this person could provide reports of here are our community engagement efforts and here are where they are located and how they are coordinated.”

Danielle appreciated the campus-wide recognition, but believed it was time for the individual colleges and units to step up and recognize those who are currently incorporating service-learning components in their curriculum:

“I would really like to see more publicity for the people who are doing it and more recognition and I think that can only help the university’s image which, God knows, sometimes we need it. Individual colleges can and should be spotlighted. I know there is the symposium, but I would like to see that in a forum at the college and unit level.”

Despite some of the aforementioned comments, participants were relatively less vocal about their perceptions of administrative support compared to their willingness and enthusiasm they demonstrated when describing their own service-learning activities that they had designed for their respective courses.

Common to other research extensive universities, the institution serving as the study site has a research park. The public engagement unit oversees the research park as part of its community engagement initiative. George questioned how things could be different if the research park was not used to define the university’s commitment to community engagement and believes it should be approached differently. He believed that as a result, community

relationships would strengthen and motivate more individuals and groups to partner on and off campus programming:

“What would be different if we had an associate provost who was raised in practicing community engagement and the community engagement that were specifically targeting were non-for-profit social service agencies, health agencies, others, as opposed to a community engagement that has been expanded to see research park as community engagement?

How would it change if university top leadership, that is helping supporting community engagement, were deep practitioners of that type of community engagement? I suspect it would change how support was done; it would change the conversations that are happening, often in tangible, highly meaningful ways.”

Summary

Both the within case study and across case analyses allowed me to explore these aforementioned research questions. It was found that faculty members who participated in this study integrated service learning in their courses by identifying both the skills that their students will need to be successful as professionals after graduating from university and the needs and concerns of community members who may be “hosting” the university students. The participants were informed by their own experiences in the professional world and valued the need for university instructors to be sensitive to the concerns and expertise of community members or clients. None of the participants described university partners knowing what community members needed, rather that they knew that partnerships needed to be nurtured between faculty members and community members.

Moreover, an overwhelming majority of participants described their own intrinsic motivation to connect with the community. Either participants experienced community service during their formative years or adopted these activities in their young adult lives. They all described their community engagement in their personal lives and some mentioned their efforts of passing down this behavior to their own children. Several participants were cognizant of the

university-level support for their service learning efforts, while admitting that there was little departmental discussion or recognition of such activities. Two of the seven participants were tenure-track faculty members, yet chose to continue to develop their service learning activities. However, one participant was already a full professor and as such was immune to the concerns of tenure and promotion. The untenured tenure-line faculty member chose to continue her service learning efforts but was guarded and cautious about protecting her time for her own research activities.

CHAPTER FIVE: IMPLICATIONS & DISCUSSION

Supporting initiatives that connect instructors with the community are likely to be as diverse as the roles that instructors have on campuses. Studies that explore the strategies and motivation of instructors to foster civic engagement are extremely valuable and can inform university and college administrators. Addressing this need for research, this dissertation examined how seven instructors from one Land Grant University chose to incorporate service learning within their respective courses.

Incorporating service learning into curriculum

The within case analysis highlighted the similarities of how participants in this study incorporated service learning activities into their respective courses. All participants described wanting students to not just learn content knowledge, but to apply knowledge in an authentic environment and to then reflect on their practice. Collins et al. (1991) explain that making thinking visible is necessary for students because in “schooling, the processes of thinking are often invisible to both the students and the teacher” (p. 6). When thinking is visible, teachers can provide the needed scaffolding that novices need to perfect their workforce readiness skills. Furco (1996) argues that service learning activities can be meaningfully integrated into traditional courses and helps students appreciate the content in context.

Anthropologists Lave and Wenger (1991) developed the Communities of Practice (CoP) theory by drawing on constructivist learning models. They argued that learning should not be viewed as the simple transmission of knowledge from one individual to another, rather a social process whereby knowledge is co-constructed by the expert and the novice. They suggested that such learning is situated in a specific context and embedded within a particular social and physical environment. The participants in the current study modeled the CoP teaching approach

and recognized that learning is not confined to a classroom, and they fostered learning for their students through application and practice of theoretical constructs learned in the classroom in the community. In turn, the participants also identified with their own CoPs.

Participants all identified belonging to three communities of practice: academic professional community, professional practitioners, and personal communities, which helped explain the participants' commitments to service learning curricula. As a result, participants were all intrinsically motivated to help their students connect with the community. For example, Erica is part of the faculty member, tenure-track community. However, she also identified herself as a teacher, a community member, and a Baptist. In other words, she identified with different CoPs, as Lave and Wenger (1991) explained. Erica's identification with her personal CoP, the foundation on which she was raised and her personal belief of giving back, has convinced her that the benefits of managing a service learning course outweigh any potential risk. It is through participation in a CoP that individuals develop both their personal and professional identities but it does not imply participants within a CoP are homogenous. Rather, social interaction within multiple CoP foster heterogeneity (Handley, Sturdy, Fincham, & Clark, 2006). Handley et al. (2006) argue that participation within CoPs is not as compartmentalized as Wenger (1999) may have implied and, instead they concur with Brown and Duguid's (2001) description of networks of practice. As Erica identifies with being both a tenure-track assistant professor, she also identifies with being a Baptist who values community service.

Service learning allows both students and instructors to "practice what is preached" (Morton, 1995). Moreover, service-learning courses require that instructors are adaptable and flexible to the needs of the students and the ever-changing community; therefore, they are inherently time-consuming. Developing courses that include a service-learning element is not

easy according to the participants and requires much time and effort. “It is messy,” noted Barbara and “takes a lot of time, energy and passion,” as Caroline explained. Participants understood that the instructor’s role is to guide students and not tell them, as is central to the cognitive apprenticeship and situated learning models of learning. Frances summed up this point well: “students have to learn on their own but not necessarily driven by, well, it is facilitated by a professor, but a lot of it is on their own.” Morton (1995), however, explains that in order to make connections between theory and practice, faculty members need to work to model for their students what they teach. Collins et al. (1991) designed a framework for learning environments that consists of six teaching methods: modeling, coaching, scaffolding, articulation, reflection and exploration. The theorists suggested that teaching methods should be designed “to give students the opportunity to observe, engage in and invent or discover expert strategies in context” (p. 13). In other words, the participants all adhered to the philosophy of modeling for their students what public engagement means by spending the time and effort to create positive service-learning experiences for them in their courses.

Incorporating service learning into research agendas

Motivating factors did appear to be driven by the participants’ personal research agendas. Some participants tied their research activities to service learning efforts that they had interwoven into their courses. The majority of the participants, though, did not have to be concerned about compromising their research agenda when spending efforts in other areas (i.e., developing non-traditional teaching models). Regardless of their roles at the university, there was little difference amongst participants regarding their experience and curriculum development of service learning courses. All but two participants were appointed as academic professionals.

Allison and Erica, unlike the other participants, were both on a tenure-track appointment, and Erica is still an assistant professor who has not gone up for tenure yet.

Designing service learning courses requires much time and effort, according to the majority of the participants, and if job responsibilities compete with research duties, it is less likely that tenure-track faculty members will get tenure according to an analysis of faculty surveys on job satisfaction (Jacobs & Winslow, 2004). Hence, it is not surprising that five of the seven participants were not concerned about the time that managing service learning activities took because their primary responsibilities at the university were not grounded in their research productivity. Allison was not concerned because she had already risen to full professor. Erica, on the other hand, did express her concerns about the trade-offs between service learning efforts and research productivity. Eddy and Gaston-Gayles (2008) recommend, therefore, that new faculty members receive mentoring from senior colleagues to help them navigate their sometimes-competing personal and professional interests.

The university's mission statement highlighted its commitment to service to the community. However, as the tenure-track participants emphasized, although the university provided recognition, there was little evidence that their academic unit supported them. Participants explained that recognition (promotion) heavily weighed research productivity over teaching activities. Allison commented on protecting untenured faculty members' time and discouraging them to invest the energy to develop these high maintenance courses because it would not be rewarded by administrators and senior colleagues. However, despite these potential barriers, the participants all chose to invest time in teaching service-learning courses. In this vein, Dipadova-Stocks (2005) reminded faculty members that it is their responsibility to prepare students for membership in complex social systems outside of college classrooms in order to

“cultivate a public conscience” (p 345). This was certainly a sentiment espoused by the participants in this study.

Participants did not describe many research agendas that integrated their service-learning activities, yet they described being motivated, nonetheless, to continue their teaching efforts. Erica strongly believed in her program and continued to implement it out of her personal belief in giving back to the community. It was apparent Erica struggled with considering trade-offs of her decision in this area. On one hand she stated that she did not want “the R1 burden to impact how I think about the study,” yet on the other she saw no reason to invest additional hours in research efforts in this area, especially because she did not believe it would be given much value as she tries to be promoted within the university.

Participants were all aware of the double messages that existed at their institution. Departmental units sent mixed messages to their instructors and faculty members. For example, they showed their support for service learning efforts by hiring special appointment professors (i.e. visiting professors and lecturers) who were applauded when they implemented service-learning components in their courses. However, there appeared to be little notice of the service-learning efforts exhibited by tenure-track faculty members. Such experiential learning opportunities were recognized as important for student learning outcomes but not so important if it took time from research responsibilities and expectations of those with research appointments. Morton (1995) identified the irony of service learning courses, though, because they take time to develop and require effort on the part of both instructor and student to make meaning of informed-practice. Erica did express concern that she hoped socially-minded, community-engaged faculty members should be free to say that they were active in the community without “worrying that it makes them look too servicey.” It was clear that she struggled with this

dilemma, and it would be interesting to follow Erica to see if she continues to implement service learning activities in her course as she nears her tenure decision date.

Motivation to incorporate service learning into curricula

Participants were motivated to implement service-learning activities because of their commitment to students, school, society, and self. In other words, participants who are committed to service-learning curricula find instructional strategies that satisfy multiple interests. All of the participants identified with different roles that they play as instructors, as university members, as community members, and as individuals who value service and giving to others. Service learning appears to be a strategy that helped all seven participants to maintain fidelity to several roles with which they identified, or in other words, to their overlapping communities of practice (Figure 2; Lave & Wenger, 1991). In addition, all participants recognized that their students bring their own worldviews with them to the classroom and found ways to value these.

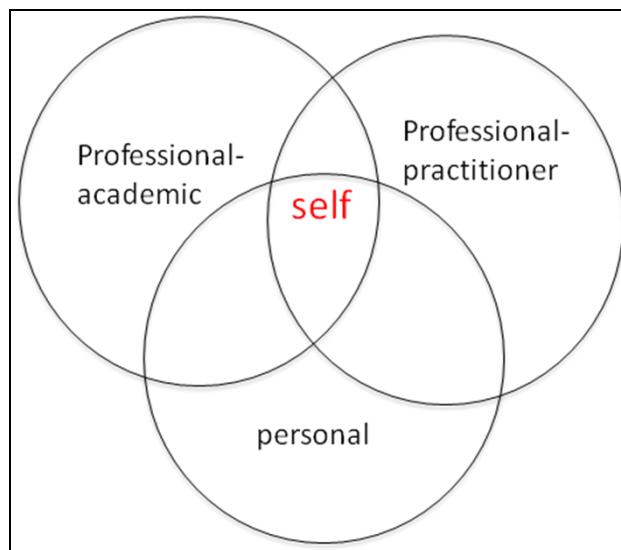


Figure 2. Overlapping communities of practice (CoPs).

Students. The participants justified their instructional strategies as being consistent with constructivism as well as situated learning—both learning theories that recognize that individuals

are unique and learn through social interactions. The service-learning experiential learning approach encourages students to inquire about tasks and to question the expert (Morton, 1995) and is, therefore, consistent with constructivist teaching styles (National Research Council, 2000). In addition, the service-learning curriculum fosters an environment of role changes, and encourages a time when the students themselves become experts. A classic example of an experience when a learner assumes the role of an expert is the cognitive apprenticeship model used in teacher education programs (Dennen & Burner, 2007). Student teachers are partnered with cooperating master teachers who help novice teachers learn, through practice, how to become future experts within their own classrooms. Erica calls this human scaffolding, a term she “pulled from the constructive orientation of teaching.” She noted that her way of teaching was to “scaffold learning by various ways of supporting a student...the human presence of someone who is actively engaged in this form of scaffolding, a form of support.” Dennen and Burner (2007) explain that guided participation enables learners to move from *peripheral participants* to *insiders*, and in order to do this instructors must model, coach, reflect with learners, and allow learners to explore and articulate (Collins et al., 1991). Although none of the participants explicitly described cognitive apprenticeship theory as guided their practice, all of their service-learning activities were consistent with cognitive apprenticeship models.

School. All participants used the phrase *in the real world* to describe the authentic experiences of their students and recognized that university settings are not reflective of *real world* work settings. They felt compelled to help their students be prepared for the *real world* and to guide their students in the transition between school and society. As a result of the depth and breadth of participants’ professional work experiences outside academia, they all articulated how different and difficult it is to apply skills in the real world setting compared to the classroom

setting. This was especially apparent when participants indicated that they hoped service-learning opportunities within their curricula had helped students realize there is a world outside the university *bubble* (Cashman & Seifer, 2008). Participants felt many students do not venture off campus and lead a somewhat sheltered life as a college student. None of the participants described efforts of building community with their students outside of classroom experiences, though. Although not asked explicitly about this, participants would have had the opportunity to describe any efforts. Dennen and Burner (2007) argue that such evidence is illustrative of the fact that more studies need to be conducted on how cognitive apprenticeship programs are designed and implemented.

Society. The participants, however, wanted their students to recognize the diversity of citizens in the community. Rather than simply encouraging students to volunteer, the participants recognized the importance of applying their professional skills in the *real world with real people*. Teaching in hypothetical situations and teaching case studies does not adequately reflect what the participants believed their students -- the young professionals -- would experience after they graduate. Therefore, developing a holistic curriculum that fully encompasses three elements of learning (acquiring knowledge, applying skills, and reflecting on the experience) was determined by the participants to be a successful model for preparing students for success post-graduation.

Participants in this study were intrinsically motivated to incorporate service learning within their curricula. For several participants the commitment of integrating service learning into their courses rooted from a personal upbringing, was an integral part of their life experience, and was a natural part of their course development once they became university instructors. This finding is supported by the research of Handley et al. (2006); participants did not integrate service learning into their respective courses because of a faculty reward system, but rather

because of a desire to connect their students with community members. Moreover, Cashman, and Seifer (2008) purport that through service learning courses students can become aware of social justice issues and develop empathy for community members. It is through empathy that citizens can foster strong communities. In this vein, the participants modeled empathy for their students by understanding what their needs as learners were.

Despite potential institutional barriers, participants were motivated to integrating service learning activities into their courses because they wanted to their students to be prepared for their professional lives. The participants' pedagogical approaches allowed them to develop flexibility and to change instructional strategies to meet their students' needs and interests. By implementing such an approach, Collins et al. (1991) argued that students do not only have the opportunity to apply their factual and conceptual foundation but also can be encouraged to develop personal tools that can enhance their knowledge and expertise in the field (Casner-Lotto & Barrington, 2006). The participants aimed to provide their students with the skills and resources to reason with unique cases, act on real situations and resolve complex, ill-defined problems. Their beliefs are supported by research on preparing graduates for 21st century work force – that through service-learning experiences in college, undergraduates will be better prepared and are more successful in their professional careers (Biggs, Hinton, & Duncan, 1996; Hartley, Mantle-Bromley, & Cobb, 1996; Rojewski, 2002).

Certainly many participants, including George, commented several times that not every faculty member is suited for this type of course instruction. Not only does it take time, it requires an ability to identify community needs and couple these with university resources in an educational format. Abes et al. (2002) found in their cross-institutional survey of 500 faculty members that non-service learning instructors were deterred by not knowing how to implement

service learning in their courses, not convinced that service learning positively impacted student learning outcomes, and not willing to spend time developing service learning courses without institutional support and resources. The seven participants who volunteered to be in the study, though, clearly had the passion and ability to incorporate this teaching approach.

George and others noted, the lack of rewards, recognition, or support from their administration was disheartening, as Abes et al. (2002) also reported in their study. Participants felt there was support overall from central administration (e.g., Center for Teaching Excellence, Office for Public Engagement, etc.) but individual units provided little if any recognition to service learning faculty members. For some, it went a step further, and departments would publicly praise (or take credit for) service-learning courses without providing resources or support. For example, Erica, who noted that her unit did not incur financial responsibility, yet they often “touted the project a lot.” In other words, they reap the benefits and have the bragging rights without having to open their wallets. Abes et al. (2002) found, in their survey study, that many faculty members, who invest much time and effort to develop service-learning courses, did not believe that their administrators knew about their efforts or valued them. It is likely, they explain, that this either deters some from continuing to implement service-learning courses or others from even trying. Therefore, motivation to design a service-learning course is likely tied to instructors’ perceptions of institutional support.

Perception of institutional support

Community engagement studies (Driscoll, 2009; O’Meara & Rice, 2005) indicate that it is from the support of faculty members that institutions were recognized as highly engaged within the community. However, the Carnegie Foundation (2012) and Driscoll (2009) noted that of those institutions recognized for their engagement activities few were able to document that

this work was a priority in the recruitment and hiring decision making process nor were they given much consideration during promotion and tenure. The inconsistency is evident when we look at the reward and recognition process and the foundational indicators – mission, infrastructure, budget, and others (Driscoll, 2009).

Administrative support may be an important factor in encouraging more individuals who may be open to implementing service learning but who choose not to. After collecting data from over 500 service-learning and non-service-learning faculty members from 29 diverse institutions, Abes et al. (2002) reported that faculty members not currently using service-learning teaching strategies may only consider doing so if they received ample administrative support, were provided evidence that service-learning improves students' academic success, and are given the resources to initiate service-learning in their courses. Other studies (Bringle & Hatcher, 2000; Driscoll, 2008) suggested that universities should establish a community service office providing resources to alleviate faculty members' time if they are developing a service-learning course. In the current study, the participants' use of the Center for Teaching Excellence is evidence that when resources are available they are accessed. However, study findings indicated that additional resources at both the central and individual unit level are needed to not only encourage the implementation of the service-learning teaching model, but also identifies a network of faculty members and instructors who have developed and implemented successful service-learning courses.

The culture of research universities is defined by their desire to strive toward becoming a top-tier research university (O'Meara, 2007) and maintaining that prestigious status. In the eyes of some university faculty members and participants, the primary objectives of a research-intensive university cannot simultaneously support concerted efforts to also increase public

engagement. This is the very dilemma that some participants described in their interviews. They recognized that their colleagues who are untenured feel pressure to produce scholarly evidence of their success and as a result do not feel compelled to implement service-learning projects in their courses. The participants expressed that they were not concerned, though, about the perceptions their colleagues had of them; they were motivated intrinsically by their non-academic professional and personal identities.

In this study, women represented 83% percent of the recruitment pool, and 86% of those who participated in the study (6/7) were women. These numbers cannot be overlooked and indicate that, at least at this institution, women represented the vast majority of those that both participate in service-learning teaching and that are actively involved in finding a community of practice that appreciates service learning. Jacobs and Winslow (2004) reported that workload issues are important to consider in university tenure-granting processes, and disparities are particularly essential to identify. Developing and implementing service-learning courses takes much time away from research activities, and if service learning faculty members are disproportionately women, this raises issues about which university administrators must be aware. Hence, employers should recognize that if they want to promote service learning, it behooves them to examine their women job candidates more carefully and to recognize their employed women faculty members, who may be more likely to connect their students with community members.

Implications for institutions of higher education

There are three suggestions for institutions of higher education to support faculty members' incorporation of service learning into their curricula. First, universities need to recognize that there are many types of faculty members (tenure-track, special appointment,

adjuncts, and graduate teaching assistants, etc.) who may implement service learning, as this study demonstrates. In fact, it may be the non-tenure-track instructors who are more likely to develop service-learning courses. Second, universities must also reward those who successfully design service-learning courses in order to encourage others to adopt such practices. Third, if universities are truly committed to promoting public engagement through service-learning courses, they must also invest in programs and resources to support these endeavors.

Recognition. Providing campus-wide recognition will allow university administrators to laud those who are highly engaged and encourage them to continue. Furthermore, highlighting stellar faculty members will communicate to the entire faculty body that such efforts are recognized and motivate others to become more engaged with their community. Hiring practices should address the commonality between those engaged in service learning course development. All but one participant interviewed in the study had professional work experience that preceded their appointments in higher education. Frances was the exception and had been at the institution for thirty-one years. She was the only individual whose professional employment has always been within the higher education institution; however, her academic professional employment was through the university extension office. The university's extension and outreach efforts offer education programs to residence of all 102 counties in the state in the following five, broad areas: (i) healthy society; (ii) food security and safety; (iii) environmental stewardship; (iv) sustainable and profitable food production and marketing systems; and (v) enhancing youth, family and community well-being. Although Frances has only been employed at the university, she was aware of the ever-changing needs of the community and worked directly with programs that address current needs.

Universities should not burden non-tenured track faculty members with assumptions that they are the only instructors who should provide experiential learning opportunities to their students. Academic units must be consistent with the university vision across all instructional teaching appointments. This can be a challenge, though, especially at a research extensive university. Erica believed that there is a “home and a place for” for the community engaged faculty member and she is unsure that her institution is necessarily that place. Job announcements should reflect that institutions of higher education appreciate professional work experience outside the academic setting and encourage applicants who can bring this breadth of work experience to the university (and thus their classroom instruction). Academic units should recognize their tenured track faculty members who align institutional missions through their teaching methods. Recognition by individual units may encourage other departments and instructors to incorporate such teaching and learning approaches into their curricula. For land grant institutions, in particular, aligning departmental activities with institutional strategic initiatives is imperative.

Rewards. The Carnegie Foundation (2010) and Driscoll (2009) noted that, of those institutions recognized for their engagement activities, few were able to document that this work was or has been a priority in the recruitment and hiring decision making process, nor were they given much consideration during promotion and tenure. The inconsistency is evident when we look at the reward and recognition process and the foundational indicators – mission, infrastructure, budget, amongst others (Driscoll, 2009). Community engagement studies (Driscoll, 2009; O’Meara & Rice, 2005) indicated that it is from the support of faculty members that institutions were recognized as highly engaged within the community.

Participants in this study felt that there was support from the central administrative body (e.g., Center for Teaching Excellence, public engagement unit), though they were not as convinced that their units supported these endeavors. Several participants recognized their units' hiring practices of special appointments for individuals to assume a larger teaching load, who do not carry the burden of research productivity. These individuals were encouraged to create service-learning opportunities for students. But, Frances, who is not a tenured track faculty member, pointed out succinctly, "My director of the program is pleased that I do service-learning. He is pleased, but it didn't help me advance."

To encourage greater participation in service learning efforts amongst other faculty members will likely require extrinsic motivators. It is through incentives that the university can promote service-learning course developments, or else instructors will ask themselves, "Why do I want to teach in this way when I am already comfortable and have a syllabus for this course and that course?" as Frances explained.

Resources. The participants in the current study exemplify the opposite model of service-learning efforts by working with community members and taking into consideration their needs and interests. In turn, the participants in this study hoped to instill the importance of valuing the community to their students. With the establishment of a central office to manage all public engagement initiatives, the university can ensure communities are not over-researched, resources are not drained and, without realizing it, perpetuate injustice and inequality when alienating sometimes marginalized communities (Bastida, Tseng, McKeever and Jack, 2010; Green-Morton, Palermo, Flicker and Travers, 2006; Polanyi & Cockburn, 2003). The Center for Teaching Excellence was repeatedly credited for being an invaluable resource to a number of the research participants, and in particular, they benefited from the service-learning seminar offered

three years before this study was conducted. Unfortunately, the individual who created and led this workshop has since left her position at the Center and there is little evidence that the role will be refilled.

When an institution can allocate resources for service-learning course development it is evident that the university supports this teaching approach whole-heartedly and not just on paper. It ensures the university is not perceived as one that “talks the talk but does not walk the walk.” Lastly, these workshops and seminars should elicit the support from the academic units. Service-learning teaching designs differ greatly across disciplines. Unit support connects interested faculty members with those who have already adopted this approach in a similar discipline, results in successful course design, provides a network for engaged faculty members to compare success and obstacles and a place where interested, but not currently engaged members can speak to and learn from colleagues.

A central hub for all engagement activities will also highlight the commitment the university has made to the greater good of its community. As a result, community relationships will strengthen and motivate more individuals and groups to partner between on and off campus programming. A review of the University’s application provides only a vague description in how they had “achieved true reciprocity with their communities” (Driscoll, 2008, p.41) and “without reciprocity in community relationships there cannot be engagement” (Saltmarsh, et al., 2009, p. 21). A central location accounting for all community engagement initiatives will provide evidence for the reciprocity and positive impact the partnership has made. Furthermore, these programs will provide more research opportunities for faculty and result in a win-win collaborative effort.

Implications for Future Research

Research is needed on how institutions of higher education prioritize these service-learning course development efforts. This study looked solely at one, land grant research-extensive university. Expanding research to look at other land-grant universities will help identify how universities prioritize service-learning course development and instruction. The university studied is a public, state institution. Further research should include private universities, religiously affiliated universities, compare and contrast rural versus urban communities in which the university resides, and institutions that predominantly attract certain genders and races. Through these future studies we can better understand how prioritization and values are reflected within the school mission, the resources allocated, and better understand hiring processes and recognition practices.

Almost all the participants credited the service-learning workshops they attended offered by the Center for Teaching Excellence on campus. It was not surprising that as a result the participants had very similar definitions of the teaching approach and developed their course in very similar manners. However, service learning can be easily mistaken for volunteer programs, internships, capstone programs and other community engagement initiatives. As future research is conducted, it is imperative that these studies fully understand how the participants in these studies define service learning. Studies about how faculty members use professional development opportunities on their campuses will inform how best to meet the needs of service learning faculty.

It is essential to understand the reasons that some faculty members implement service learning in their courses while others do not. The 2010 Campus Compact Annual Member Survey reported 7% of faculty taught service-learning coursework. The summary reported indicated, on average, an increase of service-learning courses on U.S. campuses from 2008 to

2010 from 43 to 64 (Campus Compact, 2010). However, there was little change in the number of faculty members implementing this teaching method, suggesting that a small number of instructors on campuses are teaching a greater service-learning caseload than their colleagues. Given the nation's movement towards civic engagement, the commitment of institutions of higher education, and the recognition of students' interests in such issues, it is difficult to disregard the lack of faculty adoption (Butin, 2006; Campus Compact, 2010; Carnegie Foundation, 2012). Identifying the subtleties of why individual faculty members undertake projects that promote civic engagement is essential if university administrators hope to promote their institutional missions of service to the community. In this study I only interviewed and collected data from two tenure-track faculty members. Further research is needed on this population to better understand their motivation to incorporate service-learning activities in their curricula and gain further insight on administrators' and peers' perception of service learning within their unit.

During the 2010 review of highly engaged institutions, the Carnegie Foundation for the Advancement in Teaching recognized categories of practice in need for continued development, one of which included faculty member rewards. As it pertained to rewards and recognitions for roles in community engagement, the Foundation saw "little change in institutional practices related to the scholarship of engagement" (Carnegie Foundation, 2012). This is another area of study that can inform institutional programs and annual evaluation criteria. Knowing whether and how rewards and recognitions incentivize faculty members implementation of service learning is important. In other words, more studies on how service-learning faculty members balance their job expectations (research, teaching, and service) are needed. Moore and Ward (2010) recognized engaged scholarship, service-learning and public outreach are somewhat

related, but involve a different aspect of the faculty role. The engaged scholar falls within the research domain when a faculty member incorporates a community orientation within their research agenda. The teaching domain includes service-learning; it is through the instructor's role as a teacher that they can display their commitment to work with the non-university community that benefits both community members and students. The service domain includes public service and outreach—this occurs when members of the university lend their expertise to address community needs. Moore and Ward (2010) further asserted the importance of understanding the university “mission is accomplished necessitates an examination of how individual faculty approach their faculty role, as well as the institutional supports and challenges for faculty doing this work.”

Summary

Conducting in-depth examinations of individual cases exposes the incentives and barriers that individual faculty members perceive; hence, studies with no *a priori* assumptions can be extremely valuable. It is through exploratory naturalistic studies that we are able to generate categories or emergent themes that can be further explored in methodical ways across larger populations of participants. That was the exact purpose this study served—to help identify themes to be examined more thoroughly in subsequent studies. In turn, studies that examine larger sample sizes, and use a strong research design, will enable universities and researchers to identify some of the hidden explanations (costs/barriers and benefits/incentives) behind why some faculty members embrace service learning, while others avoid it.

This study identified three findings that are informative to service-learning faculty and to administrators at institutions that want to be more publicly engaged. First, service-learning faculty members need rewards and incentives to continue their engagement in the community. A

well-designed reward system will likely encourage others to consider how to integrate service learning into their own courses. Second, university chairs of search committees should take into consideration those who may be more likely to teach service-learning courses probably have non-traditional employment backgrounds. Potential instructors may include those who have experience working outside of academia before seeking university positions, and who understand theory-to-practice connections more clearly than those without non-academic professional experience. Finally, it is important to increase community resources on both a unit and central level to support these service-learning courses and endeavors. Then only will universities be able to encourage other faculty members to adopt similar teaching practices that promote community engagement.

REFERENCES

- Abes, E. S., Jackson, G., & Jones, S. R. (2002). Factors that motivate and deter faculty use of service-learning. *Michigan Journal of Community Service Learning*. Fall, 5-17.
- Astin, A. W. (1989). Moral messages of the university. *Educational Record*, 7(2), 22-25.
- Astin, A.W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). *How service learning affects students*. Los Angeles: University of California Higher Education Research Institute.
- Bastida, E., Tseng, T., McKeever, C., & Jack, L. (2010). Ethics and community-based participatory research: Perspectives from the field, *Health Promotion Practice*. 11(1), 16-20.
- Baxter, P., & Jack, S. (1989). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544-559.
- Biggs, B. T., Hinton, B. E., & Duncan, S. L. (1996). Contemporary approaches to teaching and learning. In N. K. Hartley & T. L. Wentling (Eds.), *Beyond tradition: Preparing the teachers of tomorrow's workforce* (pp. 113-146). Columbia, MO: University Council for Vocational Education.
- Bok, D. (1982). The corporation on campus: Balancing responsibility and innovation. *Change*, 14(6), 16-25.
- Bok, D. (1990). *Universities and the future of America*. Durham, NC: Duke University Press.
- Bonnen, J. T. (1998). The land-grant idea and the evolving outreach university. In R. M. Lerner & L. A. K. Simon (Eds.), *University-community collaborations for the twenty-first century* (pp. 25-70). New York: Garland.

- Bourgeois, L. J., & Eisenhardt, K. M. (1988). Strategic decision process in high velocity environments: Four cases in the microcomputer industry. *Management Sciences*, 34(7), 816-835.
- Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
- Braxton, J. M., Luckey, W., & Helland, P. (2002). Institutionalizing a broader view of scholarship through Boyer's four domains. *ASHE-ERIC Higher Education Report* 29 (2). San Francisco, CA.: Jossey-Bass.
- Bringle, R. G., & Hatcher, J. A. (1996). Implementing service learning higher education. *Journal of Higher Education*, 67 (2), 221-239.
- Bringle, R. G., Hatcher, J. A., & Muthiah, R. N. (2010). The role of service-learning on the retention of first-year students to second year. *Michigan Journal of Community Service Learning. Spring*. 38-49.
- Bringle, R.G., Games, R., & Malloy, E.A. (1999). *Colleges and universities as citizens*. Boston: Allyn & Bacon.
- Brown, J. S., & Duguid, S. (2001). Knowledge and organization: A social practice perspective. *Organizational Science*, 12(2), 198-213.
- Brown, J. S., Collins, A., & Duguid, S. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42.
- Bruns, K., Fitzgerald, H. R., Furco, A., Sonka, S., & Swanson, L. (2011). Centrality of engagement in higher education. *Council on Engagement and Outreach Association of Public and Land Grant Universities – White Paper*. Retrieved from: <http://communityresearchcanada.ca/res/download.php?id=3345>.

- Butin, D. (2006). The limits of service-learning in higher education. *The Review of Higher Education*, 29(4), 473-498.
- Campus Compact. (2004). *2003 service statistics: Highlights of campus compact's annual membership survey*. Retrieved from: http://www.compact.org/newscc/2003_Statistics.pdf
- Campus Compact. (2010). *Annual Member Survey Results. Executive Summary*. Retrieved from: <http://www.compact.org/wp-content/uploads/2008/11/2010-Annual-Survey-Exec-Summary-4-8.pdf>
- Campus Compact. (2012). Campus Compact: Educating citizens and building communities. Retrieved from: <http://www.compact.org/>.
- Carnegie Foundation for the Advancement of Teaching. (2012). Retrieved from: http://classifications.carnegiefoundation.org/descriptions/community_engagement.php
- Cashman, S. B., & Seifer, S. D. (2008). Service learning: An integral part of undergraduate public health. *American Journal of Preventative Medicine*, 35(3), 273-278.
- Casner-Lotto, J. & Barrington, L. (2006). Are They Really Read to Work? *Employers' perspectives on the basic knowledge and applied skills of new entrants to the 21st century U.S. workforce, partnership for 21st century skills*. Washington, D.C.
- Colby, A., Ehrlick, T., Beaumont, E., & Stephens, J. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility*. San Francisco: Jossey-Bass.
- Collins, A., Brown, J. S., & Holum, A. (1991). Cognitive apprenticeship: Making thinking visible. *American Educator*, 6-91.
- Collins, A., Brown, J. S., & Newman, S. E. (1989). Cognitive apprenticeship: Teaching the crafts of reading, writing and mathematics. In L.B. Resnick (Ed.), *Knowing, learning and*

- instruction: Essays in honor of Robert Glaser* (pp.453-494). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Collins, A., & Smith, E.E. (1982). Teaching the process of reading comprehension. In D. K. Detterman & R. J. Sternberg (Eds.), *How much and how can intelligence be increased?* (pp. 173-185). Norwood, NJ: Ablex.
- Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods Approaches. Second Edition*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, California: Sage Publications.
- Creswell, J. W. (2011). *Controversies in Mixed Methods Research in Case study* in N. K. Denzin & Y.S. Lincoln (Eds.) in *The SAGE handbook of qualitative research* (pp. 269-281). Los Angeles, CA: Sage Publications.
- Dennen, V. P., & Burner, K. J. (2007). The cognitive apprenticeship model in educational practice In J. M. Spector, M. D. Merrill, J. van Merriënboer, & M. P. Driscoll (Eds). *Handbook of Research on Educational Communications and Technology* (pp. 425-440). New York: Lawrence Erlbaum Associates.
- Denzin, N. K. & Lincoln, Y.S. (2008). *The Landscape of qualitative research: Theories and issues, 2nd edition*. London: Sage Publications.
- Dipadova-Stocks, L N. (2005). Two major concerns about service-learning: What if we don't do it? And what if we do? *Academy of Management: Learning and Education*, 4(3), 345-353.

- Dewey, J. (2001/1915). *The School and Society & the Child and the Curriculum*. Mineola, NY: Dover Publications.
- Driscoll, A. (2008). Carnegie's community-engagement classification: Intentions and insights. *Change: The Magazine of Higher Learning*, 40(1), 38-41.
- Driscoll, A. (2009). Carnegie's new community engagement classification: Affirming higher education's role in community. *New directions for higher education*, 147, 5-12
- Eddy, P. L., & Gaston-Gayles, J. L. (2008). New faculty on the block: Issues of stress and support. *Journal of Human Behavior in the Social Environment*, 17 (1-2), 89-106.
- Eisenhardt, K. M. (1989). Building theories from case study research in *Academy of Management Review*, 14(4), 532-550.
- Eyler, J., Giles, D. K., & Braxton, J. (1997). The impact of service-learning on college students. *Michigan Journal of Community Service Learning* 4, 5-15.
- Eyler, J., & Giles, D. K. (1999). *Where's the learning in service-learning?* San Francisco: Jossey-Bass.
- Eyler, J. (2002). Reflection: Linking service and learning---Learning students and communities. *Journal of Social Issues*, 58, 517-534.
- Flyvberg, B. (2011). *Case study* In Denzin, N. K. & Lincoln, Y. S. (Eds.) in *The SAGE handbook of qualitative research*, (pp. 301-316). Los Angeles, CA: Sage.
- Furco, A. (1996). *Service-learning: A balanced approach to experienced education*. In B. Taylor (Ed.), *Expanding boundaries: Serving and learning*. (pp. 2-6). Washington, D.C.: Corporation for National Service.
- Gallini, S., & Moely, B. (2003). Service-learning and engagement, academic challenge and retention. *Michigan Journal of Community Service Learning*, Fall, 5-14.

- Giles, D. K., & Eyler, J. (1994). The theoretical roots of service-learning in John Dewey: Toward a theory of service-learning. *Michigan Journal of Service Learning, Fall*, 77-85.
- Glaser, B. G. & Strauss, A. L. (1967). *The discovery of ground theory: Strategies for qualitative research*. Chicago: Aldine Publishing Company.
- Gliner, J.A., Morgan, G.A., & Leech, N.L. (2009). *Research methods in applied settings: An integrated approach to design and analysis*. New York, NY: Routledge
- Green-Morton, E. Palermo, A., Flicker, S., & Travers, R. (2006). Unit 4: Trust and Communication in CBPR Partnership – Spreading the Glue and Having it Stick in The Examining Community-Institutional Partnerships for Prevention Research Group. *Developing and Sustaining Community-Based Participatory Research Partnerships: A Skill-Building Curriculum*. Retrieved from: www.cbprcurriculum.info.
- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation design. *Educational Evaluation and Policy Analysis, 11*(3), 255-274.
- Guba, E.E. & Lincoln, Y.S. *Fourth generation evaluation*. Newbury Park, CA: Sage Publications.
- Gumport, P. (2000). Academic restructuring: Organizational change and institutional imperatives. *Higher Education, 39*, 67-91.
- Hamner, D. M. (2002). *Building bridges: The Allyn and Bacon student guide to service-learning*. Boston: Allyn & Bacon.
- Handley, K., Sturdy, A., Fincham, R. & Clark, T. (2006). Within and beyond communities of practice: Making sense of learning through participation, identity and practice. *Journal of Management Studies, 43*(3): 641-654.

- Harling, K. (2012). *An overview of case study*. Retrieved from:
<http://dx.doi.org/10.2139/ssrn.2141476>
- Hartley, N., Mantle-Bromley, C., & Cobb, R. B. (1996). Building a context for reform. In N. K. Hartley & T. L. Wentling (Eds.), *Beyond tradition: Preparing the teachers of tomorrow's workforce* (pp. 23-52). Columbia, MO: University Council for Vocational Education.
- Holland, B.A. (2009). Will it last? Evidence of Institutionalization at Carnegie Classified Community Engagement Institutions. *New Directions for Higher Education*, 147, 85-98.
- Ikenberry, S. O. (1997). Values, character, leadership: Reexamining our mission. *Educational Record*, 78(3-4), 7-9.
- Jacobs, J. A., & Winslow, S. E. (2004). Overworked faculty: Job stresses and family demands. *The Annals of the American Academy of Political and Social Science*, 596(1), 104-129.
- Johnson, R. B., & Christensen, L. B. (2007). *Educational research: Quantitative, qualitative and mixed approaches, 2nd edition*. Thousand Oaks, CA: Sage Publications.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007.) Toward a Definition of Mixed Methods Research. *Journal of Mixed Methods Research*, 1(2), 112-132.
- Jones, S. R. & Abes, E. S. (2004). Enduring influences of service-learning on college students' identify development. *Journal of College Student Development* 45, 149-166.
- Kellogg Commission (2000). *Renewing the covenant: Learning, discovery and engagement in a new age and different world*. Washington, D.C: National Association of State and Universities and Land Grant Colleges.
- Kellogg Commission (2001). *Returning to our roots: Executive summaries of the reports of the Kellogg Commission on the Future of State and Land-Grant Universities*. Washington, DC: National Association of State and Universities and Land Grant Colleges.

- Kendrick, J. R. (1996). Outcomes of service-learning in an introductory sociology course. *Michigan Journal of Community Service Learning*, 3, 72-81.
- Kerr, C. (1994). *Troubled times for American higher education*. Albany, NY: State University of New York Press.
- Klusmann, T. (2006). Best business schools for social and environmental responsibility. *Business Ethics*, 20(2), 42-46.
- Lave, J. (1988). *Cognition in Practice: Mind, mathematics, and culture in everyday life*. Cambridge, UK: Cambridge University Press.
- Lave, J., & Chaiklin, S. (1993). *Understanding Practice: Perspectives on Activity and Context*. Cambridge, UK: University of Cambridge Press.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.
- Lee, C. (2009). Integrating service-learning in an undergraduate family and consumer sciences adolescent development course. *Journal of Family & Consumer Sciences Education*, 27(1), 46-51.
- London, S. (2003). *Higher education for the public good: A report from the national leadership dialogues*. National Forum on Higher Education for the Public Good, Ann Arbor, MI: University of Michigan, School of Education.
- Maldonado, N, Lacey, C. H., & Thompson, S. (2007). Ethical learning and the university: Listening to the voices of leaders. Paper presented at the Annual Meeting of the American Educational Research Association, 1-31, Chicago, IL.
- McCormick, A. C. (2011). Carnegie Foundation for the Advancement of Teaching. Retrieved from: <http://www.carnegiefoundation.org/>

- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Miles, M.B. & Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage Publications
- Moely, B. E., Mercer, S. H., Ilustre, D., Miron, D., & McFarland, M. (2002). Psychometric properties and correlates of the civic attitudes and skills questionnaire (CASQ): A measure of students' attitudes related to service-learning. *Michigan Journal of Community Service Learning*, 8(2), 15-26.
- Moore, T. L., & Ward, K. (2010). Institutionalizing faculty engagement through research, teaching, and service at research universities. *Michigan Journal of Community Service Learning*. Fall 2010, 44-58
- Morton, K. (1995). The irony of service: Charity, project and social change in service-learning. *Michigan Journal of Community Service Learning*, 2, 19-32.
- National Research Council. (2000). *How people learn*. Washington, D.C.: National Academy Press.
- O'Meara, K. A., & Rice, R. E. (2005). *Faculty priorities reconsidered: Encouraging multiple forms of scholarship*. San Francisco: Jossey Bass.
- O'Meara, K. A. (2007). Preparing future faculty for community engagement: History, barriers, facilitators, models and recommendations. *Journal of Higher Education and Engagement*, 11(4), 3-26.
- O'Meara, K. A., Terosky, A. L., & Neumann, A. (2008). *Faculty careers and work lives: A professional growth perspective: ASHE Higher Education Report*. 34(3) San Francisco: Jossey-Bass.

- Ostrow, J. M. (1995). Self-consciousness and social position: On college Students changing Their minds about homelessness. *Qualitative Sociology*, 18(3), 357-375.
- Palinscar, A. S. & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and monitoring activities. *Cognition and Instruction*, 1, 117-175.
- Pate, E. (2002). *Distinctions between volunteerism, community service and service learning*. Retrieved from D. Berle (2006). Incremental integration: A successful service-learning strategy. *International Journal of Teaching and Learning in Higher Education*, 18(1), 43-48.
- Payne, C. A. (2000). Changes in involvement preferences as measured by the community service involvement preferences inventory. *Michigan Journal of Community Service Learning*, 8(2), 15-26.
- Polanyi, M., & Cockburn, L. (2003). Opportunities and pitfalls of community-based research: A case study in *Michigan Journal of Community Service Learning*. Spring, 2003, 16-25.
- Rojewski, J. W. (2002). Preparing the workforce of tomorrow: A conceptual framework for career and technical education. *Journal of Vocational Education Research*, 27(1), 7-35.
- Roepke, W. J. (1995). Morality as a yardstick of educational leadership. *Journalism and Mass Communication Editor*, 50(2), 71-76.
- Saltmarsh, J., Giles, D. K., O'Meara, K., Sandmann, L., Ward, E., & Buglione, S. (2009). Community engagement and institutional culture in higher education: An investigation of faculty reward policies at engaged campuses In B. Moely, S. Billig, B. A. Holland (Eds.) *Creating our identities in service learning and community engagement: Advances in service-learning research*. (pp. 3-29). Charlotte, NC: Information Age Publishing.

- Sandmann, L.R., Thornton, C.H., Jaeger, A.J. (2009) The first wave of community-engaged institutions. *New Directions for Higher Education*, 147. 99-104.
- Schoenfeld, A.H. (1985). *Mathematical problem solving*. Orlando, FL: Academic Press.
- Simons, L., Williams, E., & Russell, B. (2011). An exploration of the value of service-learning: Characteristics of traditional and honor service-learners. *The Journal of Effective Teaching*, 11(1), 6-18.
- Stake, R. E. (1978). The case study method in social inquiry in *Educational Researcher*. 7(2), 5-8.
- Stake, R. E. (1995). *The Art of Case Study Research*. Thousand Oaks, CA: Sage Publications
- Stake, R. E. (2000). Case studies. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of Qualitative Research*, 2nd ed. (pp. 435-454). Thousand Oaks, CA: Sage Publications.
- Stake, R. E. (2005). Qualitative case studies. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of Qualitative Research*, 3rd ed. (pp. 443-466). Thousand Oaks, CA: Sage Publications.
- Tulane University (2012). Center for Public Service. Retrieved from: <http://tulane.edu/cps/>.
- Wenger, E. (1999). *Communities of practice: learning, meaning and identity*. Cambridge, U.K.: Cambridge University Press.
- University of Illinois system. (2013). Retrieved from: <http://www.uillinois.edu/about/mission>
- Vygotsky, L.S. (1978). *Mind in society: The development of psychological processes*. Cambridge, MA: Harvard University Press.
- Votruba, J. C. (1992). Promoting the extension of knowledge in service to society in Bruns, K., Fitzgerald, H. R., Furco, A., Sonka, S., Swanson, L. (2011). Centrality of engagement in higher education. *Council on Engagement and Outreach Association of Public and Land Grant Universities – White Paper*.

Yin, R. K. (1984). *Case study research: Design and methods*. Newbury Park, CA: Sage Publications.

Yin, R. K. (2003). *Case study research: Design and methods, 3rd edition*. Thousand Oaks, CA: Sage Publications.

Yin, R. K. (2009). *Case study research: Design and methods, 4th edition*. Thousand Oaks, CA: Sage Publications.

APPENDIX A: RECRUITMENT EMAIL

You are being recruited to participate in a research study regarding your incorporation of service-learning in one of your courses offered to UIUC undergraduate students highlighted at a recent public engagement symposium hosted by UIUC: [presentation title]. This is a collaborative study conducted by Colorado State University doctoral student, Anita Balgopal, the UIUC Office of the Provost [Investigator: Peter Mortensen] and the Office for Public Engagement.

For the purpose of this study, service-learning is defined as: a course-based, credit bearing education experience in which students (i) participate in an organized service activity that meets identified community needs and (ii) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation for the discipline and an enhanced state of civic responsibility (Bringle & Hatcher, 2000).

This study seeks to understand why a select group of faculty members are motivated to incorporate a service-learning component within their teachings. Furthermore, it seeks to understand the perception that these faculty members have as it pertains to institutional support, resources available when creating and maintaining service-learning courses and whether or not their service-learning initiatives play a role in their research agenda. Eligible subjects will be those faculty members who either participated in the annual Public Engagement Symposium held at UIUC and showcased a service-learning course they developed on campus and recipients. Or, recipients of a public engagement grant offered by the Office of Public Engagement at UIUC who used grant dollars to fund a service-learning course are eligible to participate.

Interested participants will be asked to participate in one, two-hour interview to take place at a mutually agreed upon location. All interviews will be digitally recorded and subjects may ask to have the recording turned off at any point. Potential follow-up may occur for clarification purposes; this follow-up will take place within three weeks of the interview. Participants will be asked to provide a copy of the service-learning course syllabus and other course artifacts pertaining to the service-learning component. Transcriptions and course artifacts will be coded and the document linking the participant will be destroyed after data collection is complete, approximately six months from the start of the study. Study findings will use pseudonyms and data will not include any identifiable information.

For questions regarding the research study and your role as a research subject, you may also contact::Linda Kuk, PhD, Prof. & P.I. School of Education, CSU Linda.Kuk@colostate.edu or Peter Mortensen, PhD, Associate Provost and Co-Investigator, UIUC pmortens@illinois.edu

If you would like to participate in the study, or have any questions regarding your role as a potential research subject, please email Anita Balgopal at anitab@illinois.edu or call her at (217) 300-2203.

I look forward to hearing from you, Anita Balgopal, anitab@illinois.edu

APPENDIX B: IRB APPROVAL & INFORMED CONSENT DOCUMENT



Research Integrity & Compliance Review Office
Office of the Vice President for Research
321 General Services Building - Campus Delivery 2011 Fort Collins,
CO
TEL: (970) 491-1553
FAX: (970) 491-2293

NOTICE OF APPROVAL FOR HUMAN RESEARCH

DATE: April 30, 2013
TO: Kuk, Linda, 1588 School of Education
Balgopal, Anita, Robinson, Dan
FROM: Barker, Janell, Coordinator, CSU IRB 2
PROTOCOL TITLE: Self-identified civically engaged faculty members and incorporation of service-learning within their teaching
FUNDING SOURCE: NONE
PROTOCOL NUMBER: 13-4233H
APPROVAL PERIOD: Approval Date: April 29, 2013 Expiration Date: April 24, 2014

The CSU Institutional Review Board (IRB) for the protection of human subjects has reviewed the protocol entitled: Self-identified civically engaged faculty members and incorporation of service-learning within their teaching. The project has been approved for the procedures and subjects described in the protocol. This protocol must be reviewed for renewal on a yearly basis for as long as the research remains active. Should the protocol not be renewed before expiration, all activities must cease until the protocol has been re-reviewed.

If approval did not accompany a proposal when it was submitted to a sponsor, it is the PI's responsibility to provide the sponsor with the approval notice.

This approval is issued under Colorado State University's Federal Wide Assurance 00000647 with the Office for Human Research Protections (OHRP). If you have any questions regarding your obligations under CSU's Assurance, please do not hesitate to contact us.

Please direct any questions about the IRB's actions on this project to:

Janell Barker, Senior IRB Coordinator - (970) 491-1655 Janell.Barker@Colostate.edu
Evelyn Swiss, IRB Coordinator - (970) 491-1381 Evelyn.Swiss@Colostate.edu

Barker, Janell



Barker, Janell

Approval is to recruit up to 10 participants with the approved cover letter recruitment and consent form. The above-referenced project was approved by the Institutional Review Board with the condition that the approved consent form is signed by the subjects and each subject is given a copy of the form. NO changes may be made to this document without first obtaining the approval of the CSU and UIUC IRBs. NOTE: Please submit the UIUC approval document as an amendment via eProtocol to complete your eFile.

Approval Period: April 29, 2013 through April 24, 2014
Review Type: EXPEDITED
IRB Number: 00000202

Informed Consent:
Consent to Participate in a Research Study
Colorado State University & University of Illinois at Urbana-Champaign

Title of Project: Self-Identified Civically Engaged Faculty Members and Incorporation of Service-Learning within their Teaching

Responsible Principal Investigator: Linda Kuk [Colorado State University] & Peter Mortensen [University of Illinois @ Urbana-Champaign]

Other Investigator(s): Anita Balgopal, doctoral candidate, School of Education, Colorado State University

Purpose of the Study: This is a collaborative study conducted by Colorado State University doctoral student, Anita Balgopal, the UIUC Office of the Provost [Investigator: Peter Mortensen] and the Office for Public Engagement. This study seeks to understand why a select group of faculty members are motivated to incorporate a service learning component within their teachings. Furthermore, it seeks to understand the perception that these faculty members have as it pertains to institutional support, resources available when creating and maintaining service-learning courses and whether or not their service-learning initiatives play a role in their research agenda. Eligible subjects will be those faculty members who participated in the annual Public Engagement Symposium held at UIUC and showcased a service-learning course they developed on campus. In addition, recipients of a public engagement grant offered by the Office of Public Engagement at UIUC who used grant dollars to fund a service-learning course are eligible to participate.

For the purpose of this study, service-learning is defined as: “course-based, credit bearing education experience in which students (i) participate in an organized service activity that meets identified community needs and (ii) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation for the discipline and an enhanced state of civic responsibility” (Bringle & Hatcher, 2000).

Procedures to be followed: Eligible subjects will be asked to participate in one, two-hour interview at a mutually agreed upon location. All interviews will be digitally recorded and subjects must agree to the recordings in order to participate in the study. However, at any time the subject may request the recording be stopped. The purpose of the recording is so the interviewer can be fully engaged in the interview and to capture everything said by the participant.

Participants will also be asked to provide copies of service-learning course syllabi and any course artifacts pertaining to service-learning as a teaching method. Requested course artifacts will only be those created by the instructor, no student created paper/work will be requested.

Interviews will be transcribed within two weeks and any potential follow-up contact will take place within one week of transcription. Therefore, any follow-up may take place within a three week period after the interview. Follow-up contact will be used to clarify anything said during the interview.

Transcriptions will be coded. All identifying information will be destroyed following data collection, approximately six months after the study start date. Study findings will not use identifying information and all dissemination of results and analysis will incorporate pseudonyms. No digital recordings will be disseminated in any way.

Voluntariness: Participation is voluntary and participant may discontinue at anytime without any penalty or loss of benefits to which the participant is otherwise entitled. The decision to participate, decline, or withdraw from participation will have no effect on the subject's status at or future relations with the University of Illinois or Colorado State University.

Discomforts and Risks: This study poses no more than minimal risk. Participants may choose to skip any questions or stop the interview altogether. Data shared regarding their perception of university and unit support will not be shared with anyone outside the research team in an identifying manner. It is not possible to identify all potential risks in research procedures, but the researchers (s) have taken reasonable safeguards to minimize any known potential, but unknown, risks.

Benefits: There are no direct benefits to you associated with your participation in this research, but the researchers hope that your feedback may help us understand how service-learning can be integrated on a campus, the roles faculty members play in accomplishing the university-wide civic engagement mission and how service-initiatives may be tied into one's research agenda. Furthermore, it seeks to identify the faculty members' perception of university support as it pertains to service learning.

Statement of Confidentiality: Study findings will not include subject identifiers and only pseudonyms will be used in future publications and presentations of the research study. Links identifying subjects to their transcripts will be destroyed after data collection is complete. The only exceptions to this are if we are asked to share the research files for audit purposes with the CSU Institutional Review Board ethics committee, if necessary.

Dissemination: This study is being completed for the purpose of the student researcher's dissertation. Study findings may be disseminated in peer reviewed journals, presentations and other publications.

Whom to contact: Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have any questions about the study, you can contact the investigators; their contact information is as follows:

Linda Kuk, PhD, Professor and Principal Investigator
School of Education, Colorado State University
Linda.Kuk@colostate.edu

Peter Mortensen, PhD, Associate Provost and Co-Investigator
Office of the Provost, University of Illinois @ Urbana-Champaign
pmortens@illinois.edu

Anita Balgopal, co-investigator

Co-investigator, Colorado State University, doctoral student
anitab@illinois.edu

If you have any questions about your rights as a participant in this study or any concerns or complaints, please contact Janell Barker, Human Research Administrator at Colorado St. University at (970) 491-1655 and/or the University of Illinois Institutional Review Board at 217-333-2670 (collect calls will be accepted if you identify yourself as a research participant) or via email at irb@illinois.edu.

This consent form was approved by the CSU Institutional Review Board for the protection of research subjects on April 29, 2013.

Additional Information: Participating in this study means participating in an interview. To make sure your answers are accurately recorded, the researcher would like to use an audio-recorder to record your interview. Again, all data collected will remain confidential, and the audio-recordings will be destroyed after they have been transcribed. You can request for the recording to be turned off at any time.

Signature:

Your signature acknowledges that you have read the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document containing 3 pages.

Signature of Person agreeing to take part in the study

Date

Printed name of person agreeing to take part in the study

Name of the person providing information to participant

Date

Signature of research staff

APPENDIX C: INTERVIEW INSTRUMENT

Demographic data collected:

- years at current institution
- faculty rank
- tenure status
- on a tenure track
- full-time part time employment status

Definition:

- How do you define service-learning?

Teaching & Learning:

- What is your participation experience in community/public engagements activities?
- Have any of the community/public engagement activities resulted in the development of a service-learning course?
- Were you exposed to service-learning as a student?
 - Probe: If yes, please briefly describe the experience
 - Probe: Describe the type of institution
- When did you first incorporate service-learning in your teaching methods?
 - Probe: Why? Motivating Factors? Desired outcomes? Relevancy to the course?

Self Motivating Factors and Perception of Motivating/Deterring Factors of Others

- Please briefly describe your service-learning course(s).
- What has been your experience teaching the service-learning course(s).
- Why did you first decide to incorporate service-learning within your teaching?
 - Probe: Why? Motivating Factors?
- What other reasons do you believe a faculty member may incorporate service-learning within their teaching?
- What are your perceptions of why a faculty member may not incorporate service-learning within their teaching?

Service-learning Impact

- What impact do you believe service-learning has on the student? Community? University?
- What impact has service-learning had on your own research and scholarship?
- Have your service-learning endeavors had any impact on your advancement within the dept. and University?
 - Probe: How? Positive impact, negative impact, etc.

Institutional Support

- What are your perceptions of institutional support regarding service-learning as a teaching model?
- What are your perceptions of your unit's support regarding service-learning as a teaching model?
- What role do you believe service-learning teaching experience should have on hiring practices here at UIUC?
- What role do you believe a faculty member's experience with service-learning should have on the promotion/tenure process?

Research

- Have your service-learning endeavors resulted in any research products, articles, publications, presentations, etc.
 - Probe: Have you included students in these activities?
- Have you conducted any research on your service-learning endeavors [i.e. student impact, community benefits, etc.]
 - Probe: If so, please describe
- Have you conducted any community based research related to your service-learning courses?

Probe: If so, please describe