

Understanding Why Faculty Do Not Use Service-Learning as a Teaching Method: A  
Case Study Analysis

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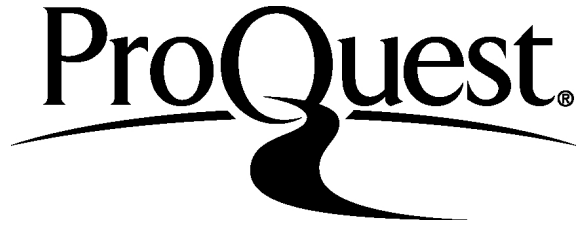
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Approval Page

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Case Study Analysis

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## Abstract

Grounded in some thirty years of scholarly research in the field of educational teaching pedagogies, the benefits of service-learning, as a teaching method, are well documented. The use of the service-learning has been shown to provide a number of positive benefits for students, universities, and communities. However, one significant problem has emerged - the percentage of faculty across higher education institutions who utilize this teaching method remains low and stagnate. As a result, opportunities for students to benefit from this type of teaching methodology are limited. So why aren't more faculty members using the teaching method of service-learning to teach their courses? The purpose of this explanatory case study, conducted a public, four-year, university in southwest Missouri, was to understand why so few faculty, overall, do not use this high-impact teaching method. To research the study problem, a qualitative study was conducted. Data were collected from multiple sources including interviews, completion of a short questionnaire, and course syllabi. The use of multiple data collection sources were utilized to support triangulation of data. Archival records were obtained to ensure only of non-service-learning faculty from the university were randomly selected to participate. Participants for the study included twenty-four, non-service learning faculty from twelve academic disciplines in five academic colleges - (a) first-year foundations; (b) communication studies; (d) social work; (e) political science; (f) chemistry; (g) global studies; (h) business; (i) economics; (j) construction management; (k) agriculture; (l) English; and (m) criminology. As a part of the study, factors that deterred faculty from using service-learning were examined. Data collected were compiled and coded into themes to support synthesis, analysis, and triangulation of data. While it could be

concluded, based on common themes derived from results of inquiry, that lack of education (knowledge) and training followed by the need for central service-learning offices were necessary to increase the number of faculty who use service-learning, further research is indicated. Recommendations for further research include replication of this study to non-service-learning faculty in other academic disciplines, and across other college and university campuses.

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Always close at hand is the pocket dictionary my son gave me when I, as an adult learner at the age of 49, made the decision to return to school and complete my bachelor's degree. The inscription, which I hold dear to my heart, reads, "Dear Kid - I'm so proud of you for going to school. Keep it up! In Christ, David Nordyke"; it was dated 08/24/03. Since 2003, I have not only accomplished obtaining my bachelor's degree, but obtained my master's degree and now, the final stages of my Ph.D. - Thank you David for

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## Chapter 1: Introduction

Across higher education institutions, faculty use a variety of teaching methods in their courses in which to provide instruction of content for students. Teaching methods in higher education range from lectures, to course discussions, to providing students with experiential learning opportunities; the goal is for students to not only learn, but to achieve various learning outcomes. One effective or “high-impact” teaching method that has surfaced during the past three decades is that of academic service-learning. In fact, Carson and Raguse (2014) cited “mounting evidence exists for the impact of service-learning on undergraduate students” (p. 57).

Academic service-learning is defined as a “teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (Keen & Hall, 2009, p. 59). More recently, Klentzin and Wierzbowski-Kwiatkowiak (2013) quoted Bringle and Hatcher’s (1996) definition of service-learning, which stated:

Service-learning (SL) has been defined as a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs [and] reflects on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. (p. 46)

This teaching method, as identified throughout years of scholarly research, has shown to create a number of positive outcomes for higher education students who complete service-learning courses. Those outcomes include: 1) student academic success, 2) increased student retention, 3) increased civic responsibility, 4) college major exploration

and career choice, and 5) commitment by students to engage in service to community post-graduation (AAC&U, 2014; Bringle & Hatcher, 2009; Bringle, Hatcher & Muthiah, 2010; D'Agostino, 2010; Lott, 2013; NSSE, 2013; Warren, 2012). However, despite the benefits and outcomes identified for students who complete service-learning courses, compared to students who complete non-service-learning courses, one significant problem remains at the forefront – the percentage of faculty across college and university campuses who infuse the teaching method of service-learning into their courses remains low and static (Campus Compact, 2012/2014). This, in turn, limits the number of students who have the opportunity to benefit from enrollment and participation in service-learning courses. As a result, it is important to understand why faculty, who teach in higher education institutions, do not use this teaching method in their curriculum and course(s).

### **Background**

Service-learning, considered a high-impact academic teaching method or practice by the American Association of Colleges & Universities (AAC&U, n.d.), connects students' classroom learning with real-world experiences. This teaching method can be integrated or infused into every academic discipline and, based on three decades of research in the field of service-learning, has been shown to produce a number of positive outcomes and benefits for higher education students (Carson & Raguse, 2014). These positive outcomes and benefits for students who complete courses where the teaching method of service-learning is applied include: 1) increased student academic success, 2) increased student retention rates, 3) increased demonstration of civic responsibility by the student, 4) increased ability to identify college majors and career choices, and 5)

increased student commitment to engage in service to community post-graduation (Bergman, Erickson, & Simons, 2013; Bringle, Hatcher & Muthiah, 2010; D'Agostino, 2010; Eshbaugh, Gross, Hillebrand, Davie & Henniger, 2013; Lott, 2013; Mayhew & Engberg, 2011; NSSE, 2013; Pelco, Ball & Lockeman, 2014). As recent as the spring of 2015, the Office of Citizenship and Service-Learning (CASL) at Missouri State University (MSU) reported an average retention rate of 82% for freshman through junior-level students who have completed courses where service-learning was the primary teaching method; the University's average retention rate is 75% of for freshman through junior-level students who completed non-service-learning courses (CASL, 2015). As noted by Kilgo, Sheets and Pascarella (2015), the high-impact practice of service-learning serves as "pathways to student success" (p. 509) for higher education students when used as the primary teaching method in curriculum development and course delivery.

The benefits of using service-learning as a teaching method are difficult to dispute; however, the number of faculty who use this teaching method remains at less than ten percent of all faculty nationally according to Campus Compact. In fact, the 2012 Campus Compact National Research Study identified only seven percent of faculty in institutions of higher education integrate service-learning into their teaching. In 2014, Campus Compact reported only a slight increase in the number of faculty who teach a service-learning course; results indicated the number of faculty rose from an average of 41 faculty per member campus to 43 faculty per member campus between 2012 and 2014. At Missouri State University (MSU), only 12% of faculty infuse service-learning into their curriculum and courses. While MSU's percentage is higher than the national average of 7%, the number of MSU First-Year Program courses that infuse service-

learning for example, has decreased over the past academic year by 50% because faculty chose not to infuse service-learning into their course – an alarming decline for the University. With service-learning courses shown to produce significant benefits and outcomes for students, the question remains, why are more faculty members not infusing the teaching method of service-learning into their curriculum design and course delivery?

Previously conducted research studies primarily examined what motivated and deterred service-learning faculty; those already teaching courses where service-learning is or had been embedded (Abes, Jackson & Jones, 2002; Cooper, 2014; Darby & Newman, 2014). These studies have failed to, however, examine what deterred non-service-learning faculty; those who had not taught a course using service-learning as a teaching methodology, from engaging in this teaching method. This begs the question: If service-learning is considered a high-impact teaching method with powerful benefits for students, what deters faculty from infusing service-learning into curriculum and courses?

While the infusion of service-learning into curriculum and courses may be highly encouraged by leaders at the helm of any given higher education institution, faculty members are generally given the autonomy to implement and deliver curriculum and courses in any manner they choose, as long as the over-arching course goals are met (Abes et al., 2002; Cooper, 2014; Giles & Eyler, 1994; Ramson, 2014). The bottom line is, if faculty members opt not to infuse service-learning into their curriculum and/or course(s), then service-learning does not happen; it is the faculty member who drives the infusion and implementation of service-learning into curriculum and courses. With over three decades of grounded research on the benefits and positive outcomes associated with the infusion of service-learning into curriculum and courses, including the opportunity to combine service-learning endeavors with research to achieve teaching, research, and

service goals for faculty as part of tenure and promotion (Carson & Raguse, 2014), it would seem not only would the number of service-learning courses offered across college and university campuses increase, but the number of faculty members infusing service-learning into curriculum/courses(s) would increase as well.

Research on this topic is vital to the field of education and service-learning if we are to move this high-impact practice forward (Abes et al, 2000; Cooper, 2014; Giles & Eyler, 1994; Ramson, 2014; Russell-Stamp, 2015). In fact, as noted by Russell-Stamp (2015), “understanding the factors that motivate and deter faculty use of community-based [service] learning is critical if the engagement movement is to continue to flourish” (p. 37). Results gathered from research conducted on this topic will serve to assist educational leaders in gaining a better understanding why faculty fail to use this teaching method and further inform how we might engage faculty in designing, developing, and implementing curriculum and courses centered on the high-impact practice of service-learning. The research to be conducted is not only timely, but is relevant and worthy of new contributions to the field both from a subject and a theoretical perspective.

### **Statement of the Problem**

Despite the benefits associated with the infusion of service-learning into curriculum and courses, one significant problem has been identified. The specific problem which justified the need for this study is, the percentage of faculty who use the teaching method of service-learning remains low and stagnate; thus limiting the opportunity for students to benefit from this type of educational learning approach (Abes et al., 2002; Campus Compact, 2012/2014; Darby & Newman, 2014 Russell-Stamp, 2015). Results from the 2012 Campus Compact National Survey indicated only seven percent of faculty in higher education institutions infuse service-learning and this number



has remained static since 2009; in the 2014 study results indicated the number of faculty per member campus had only increased slightly. The 2014 Campus Compact National Survey results indicated the average number of faculty who taught service-learning courses in 2014 were 43 per member campus compared to 41 faculty per member campus in 2012. Research conducted on this topic (Abes et al., 2002; Bringle & Steinberg, 2010; Cooper, 2014; Darby & Newman, 2014; Mayhew & Engberg, 2011, Russell-Stamp, 2015) has focused on examining what motivated and deterred service-learning faculty in their decision to infuse service-learning into their courses; two dominant themes emerged: 1) the lack of institutional support; and 2) the lack of faculty motivation. However, none of the research to date has examined non-service-learning faculty.

The benefits of service-learning for students, institutions, and community is well documented (Bringle & Hatcher, 2009; Bringle, Hatcher & Muthiah, 2010; Carson & Raguse, 2014; D'Agostino, 2010; Lott, 2013; NSSE, 2013; Russell-Stamp, 2015). In fact, Russell-Stamp (2015) suggested service-learning is the tool that brings community and university partnerships together. If educational leaders are to grow the number of service-learning practitioners in an effort to increase access to service-learning courses for students, it was important to conduct research to examine what drives non-service-learning faculty in their decision to not infuse service-learning into their curriculum and courses. It was the intent of this research to examine this phenomenon; thus contributing new theoretical perspectives and findings to the field of service-learning and advancing the practice of service-learning in curriculum and course design and development.

### **Purpose of the Study**

The purpose of this explanatory single case study was to examine the study problem of why the percentage of faculty who infuse service-learning into curriculum

and courses remains low and stagnate as identified in the findings of research studies conducted by Campus Compact (2012/2014). As a result of low and stagnate numbers, students and communities do not benefit from this high impact practice. For purposes of this study, faculty from multiple academic areas, who did not teach and had not taught a service-learning course, served as the population studied. In an effort to understand the study problem associated with the lack of faculty who infused service-learning into curriculum and courses, this research study examined how self-identified alignment with intrinsic or extrinsic motivation or self-identified alignment with one of two primary curriculum philosophies (traditional or contemporary) impacted a faculty member's decision not to use service-learning as a teaching method in their course(s). Intrinsic motivation refers to doing something because, as an individual, we enjoy doing it; extrinsic motivation, on the other hand, is doing something because we are rewarded in some way for what we do. An example of intrinsic motivation relating to service-learning would be infusing service-learning into a course being taught because we clearly understand and see the benefit for the students enrolled in the course and the impact those students would have in the community. In contrast, a faculty member, for example, who agrees to infuse the teaching pedagogy of service-learning into their course only if they receive course release time or additional pay for doing so would be extrinsically motivated.

Self-identified alignment with a curriculum philosophy refers to an individual's support for either a traditional or contemporary form of curriculum instruction. For example, a faculty member who identifies alignment with a traditional philosophical approach to classroom learning tends to believe learning only occurs in the classroom; the instructor lectures and then students are tested on the material. Because service-

learning takes the student out of the classroom to learn course material by engaging the student in critical thinking and problem solving to address problems and social justice issues in communities, using the skills acquired in the classroom, this type of teaching methodology would not align. However, if a faculty member identified alignment with a contemporary philosophy, one might expect the faculty member to embrace inclusion of a service-learning teaching methodology as a contemporary philosophy supports an experiential learning environment for students; an approach that fosters resolving problems and improving society in the knowledge, learning, and instruction of students.

Additionally, this study further examined how various types of support (i.e.: course release time, financial rewards, recognition, tenure and promotion) and at what levels within the institution (i.e.: president, provost, academic deans, departmental, resource centers), influenced or drove the faculty member's decision to not use service-learning as a teaching method in their course(s). Prior to conducting case study interviews, participants completed a short questionnaire, based on questions from the 2002 study conducted by Abes et al. to: 1) determine factors that deterred non-service-learning faculty from using service-learning; 2) identified what support systems were needed to encourage faculty to integrate service-learning into their teaching; and 3) examined how faculty self-identified their motivational type and their alignment with a particular curriculum philosophy. For this study the researcher examined the relationship between faculty members who do not integrate service-learning into their teaching and the following four factors: 1) self-identified motivation (intrinsic or extrinsic); 2) curriculum philosophy alignment (traditional or contemporary); 3) knowledge about service-learning; and 4) perceived institutional support for service-learning.

Demographic information such as faculty rank, academic department, and length of

service teaching, was also collected. Using an explanatory single case study as the model to conduct this research study provided opportunity to gain a better understanding of how faculty perceived service-learning and their reasons for not using service-learning as a teaching methodology in their courses. This research method was employed to: (a) address the problem and any associated sub-problems to be researched; (b) assist in demonstrating a relationship between motivation, curriculum philosophy alignment, and support for infusing service-learning; (d) serve to inform and guide further data collection; and (e) support triangulation. The convergence of the qualitative research data served to: 1) better understand the identified research problem, 2) provide an opportunity to contribute new research to the field of service-learning, and 3) promote the capacity for engaged scholarship in the field of education, instructional leadership, and service-learning.

### **Theoretical Framework**

The theoretical framework for this research study was based on the seminal work of Dewey (1933), Astin (1999) and Tinto (1993) coupled with the theoretical framework identified by Ryan and Deci (2000). Their theoretical perspectives not only lay the foundation to support the impact of academic service-learning, but support a framework in which to understand what contributes to faculty motivation. Ryan and Deci's (2000) self-determination theory, coupled with curriculum philosophies, as identified by Ornstein and Hunkins (2013), served as the foundation in which to gain a better understanding of self-identified alignment with a particular curriculum philosophy or type of motivation in an effort to determine what drives a faculty member's decision to use or not to use the teaching methodology of service-learning in their curriculum or course development and delivery.

Ryan and Deci's (2000) self-determination motivational theory served as a theoretical framework in which to examine what motivated or deterred faculty in their decision to either infuse or not to infuse the high-impact practice of service-learning into the design, development and implementation of service-learning into curriculum and courses. Ryan and Deci (2000) identified two primary types of motivation: 1) extrinsic – which comes from association with external sources such as rewards, compliance or even punishment; and 2) intrinsic – which comes from interest in something, the enjoyment of something, and/or inherent personal satisfaction. Over the years, numerous studies have been conducted (Abes et al., 2002; Bringle & Steinberg, 2010; Cooper, 2014; Darby & Newman, 2014; Mayhew & Engberg, 2011) that examined specific factors deterring or motivating faculty to use service-learning as a teaching method. Factors varied from lack of support, reward systems, or course release time, to commitment to seeing students succeed, academic growth and development of students. None of the studies however, had examined the correlation or the relationship, if any, between faculty members who self-identify as being either intrinsically or extrinsically motivated with their decision to infuse service-learning into curriculum and courses. As identified by Campus Compact (2012), the number of faculty who engaged in the practice of service-learning was only seven percent; only a slight increase in number of faculty teaching service-learning courses in 2014 (from 41 faculty per higher education institution on average to 43 faculty) was noted. Results from the 2014 Campus Compact study further identified only 69 service-learning courses per campus were offered on average; in 2012 the number was 66. Certainly, this demonstrates a slight increase in the number of courses offered as well, but overall, compared to the number of courses offered each academic year on college campuses, the number of service-learning course offerings on average remain low

and thus limits the number of students who have access to courses where service-learning is infused. Ryan and Deci's (2002) theory on self-determination served as the primary theoretical frameworks for this research study to assist the researcher in understanding how self-identified motivational type played a role, if any, in a faculty member's decision to not infuse service-learning into their curriculum or course(s).

In Dewey's (1933) theory on education and experience, he suggested, as cited in Giles and Eyler (1994), "theory is necessary, first and foremost, for developing and refining a solid research agenda for service-learning" (p. 77). His theoretical framework is related to both citizenship and democracy as a part of student learning, as well as reflective inquiry and experience. Dewey's (1933) theory serves as the theoretical foundation for what service-learning is today – connecting coursework with real-world experience and deep reflective inquiry to connect the two aspects of service and learning together. His [Dewey, 1933] work, as identified in Giles and Eyler (1994), suggested two philosophies central to his theoretical perspective: 1) educational philosophy; and 2) social philosophy (the core was community). As cited in Giles and Eyler (1994), "Dewey envisioned '... the school itself shall be made a genuine form of active community life, instead of a place set apart in which to learn lessons'" (p. 81). Hildreth (2013) suggested that a student's experience should serve as not only the point in which to engage civically, but that reflection served to support a student's active form of community engagement, in support of Dewey's theory. Hildreth (2012) cited "that while Dewey's theory assumes that all aspects of education is direct towards citizenship, it is his concept of reflective experience that can transform everyday experience into civic engagement" (p. 921). This theoretical perspective aligns with the positive outcomes associated with a student's completion of service-learning as identified in the literature review within. Still

today, Dewey's (1933) theory serves as the primary theoretical curriculum foundation for service-learning.

While curriculum and courses are designed and developed with specific requirements, goals, and identified learning outcomes, most faculty are given the autonomy to implement the course, within the set curriculum, in a way they determine is most beneficial to meeting the student learning outcomes identified for the course. The decision to infuse service-learning into curriculum and/or specific courses is, in most cases, left up to the faculty member who is assigned to teach the curriculum and/or a specific course (Abes et al., 2000; Cooper, 2014; Giles & Eyster, 1994; Ramson, 2014); in other words, the faculty member teaching the curriculum or course drives the way the curriculum or course is implemented. The decision on how the course will be implemented is often influenced by the faculty member's alignment to a particular curriculum philosophy.

Two primary curriculum philosophies exist according to Ornstein and Hunkins (2013), and faculty tend to align with one of the two as their primary approach for designing, developing, and implementing their curriculum and associated courses. The two primary curriculum philosophies as identified by Ornstein and Hunkins (2013) are traditional or contemporary. Within each philosophy, curriculum theories are embedded. If a faculty member, for example, is influenced by a more traditional philosophy – perennialism or essentialism, the implementation of service-learning into a course might be difficult. This traditional philosophy of educational curriculum is based on the premise that the teacher delivers the instructional material to the student in a lecture format and the student recalls the information learned through test-taking measures. The results of tests serve to identify if the student has learned what has been taught. The

traditional philosophy does not typically align with service-learning as service-learning provides for a hands-on learning approach in which the student learns by connecting their course content with a real-world experience. On the other hand, if faculty align with a contemporary philosophy of curriculum education, a philosophy which embraces the moral, civic, psychological, environmental, and physical elements of student learning in an effort to improve student learning outcomes, faculty may be influenced to infuse service-learning into their curriculum and courses. This contemporary philosophy, supports the educational theories of Dewey, Piaget, and Vygotsky; theories that suggest a hands-on approach to learning. According to Ornstein and Hunkins (2013), these theorists argued that students should have the opportunity to learn from interactions with the world, engage in reasoning and develop problem-solving strategies, as they [the students] work to address problems and social justice issues in communities using the knowledge they have acquired in their course content. Service-learning encourages problem-solving and increases students' abilities to think creatively, critically, and reflectively about what they have learned and how they can apply their knowledge and skills to address real-world problems and issues.

Also important to the theoretical framework for this study were theories associated with student success and retention as these theories serve as foundations to support the benefits and positive outcomes associated with service-learning. This first theoretical foundation is Astin's (1999) student involvement theory. The involvement theory, rooted in his 1975 longitudinal study, identified a number of factors that affect the retention of higher education students. The three primary factors identified include 1) faculty-student interaction, 2) academic involvement, and 3) research. Astin (1999) cited "the greater the student's involvement in college, the greater will be the amount of



student learning and personal development” (p. 529). His theory focused on the construct of involvement from a behavioral perspective rather than a motivational perspective and theorized that linking subject-matter theory, resource theory, and individualized theory together served to foster student success and retention. Astin’s theory has served as a primary theoretical perspective, for some thirty years, in which to test hypotheses associated with student outcomes associated with service-learning.

A second primary theoretical perspective is Tinto’s (1993) theory of student departure, in which three sources are identified as major reasons why students depart from higher education institutions. The three sources include: 1) difficulty in academic coursework; 2) a student’s inability to solve educational or occupational goals; and 3) failure to become or remain involved in social activities. In his work, Tinto (1993) suggested that community building and academic involvement were essential elements necessary to improve student retention on college and university campuses and that student retention efforts must be at the forefront of higher education institutions. Tinto and Pusser (2006) suggested that “academic and social integration, is a condition for student success” (p. 7), citing “the more students are academically and socially involved, the more likely they are to persist and graduate” (p. 7). Tinto and Pusser (2006), based on Tinto’s (1993) theoretical framework, argued “Nowhere is involvement more important than in the classrooms and laboratories of the campus, especially during the first year of college” (p. 8). Further noted in Tinto and Pusser (2006) was the theoretical discussion on pedagogies of engagement, where Tinto and Pusser (2006) argued “Unlike the traditional lecture where students are typically passive...pedagogies of engagement require students to be actively engaged in learning...” (p. 15). Service-learning is the learning approach that links academic classroom learning to real-world experiences; thus

supporting Tinto's (1993) theory. Furthermore, Tinto and Pusser (2006) argued that "empirically reliable research...has been spotty and, in some cases virtually nonexistent" (p. 33); however, they further cited "The following areas offer, in our view, significant potential to advance research and develop institutional actions...designed to increase student success" (p. 33). One of the primary areas was research on institutional action, where Tinto and Pusser (2006) suggested "Research is needed on the impact of faculty development programs on student success" (p. 33). Tinto and Pusser (2006) also argued that further research was needed "on the types of program implementation strategies that lead to successful implementation of programs and do so in ways that ensure that they endure over time" (p. 34). Not only does Tinto's (1993) theory support the academic practice of service-learning, Tinto and Pusser's (2006) findings on gaps in research support further exploration in understanding the self-identified motivational type and curriculum philosophy alignment of non-service-learning faculty, in particular, to advance ongoing implementation of service-learning across college and university campuses.

### **Research Questions**

In an effort to understand the study problem of why non-service-learning faculty opted not to use the teaching methodology of service-learning in courses they were teaching, taking into account self-identified faculty motivational type and alignment to curriculum philosophy, the following questions will be answered:

- Q1.** How does self-identified alignment with intrinsic or extrinsic motivation impact the decision not to use service-learning as a teaching method in faculty members courses?

- Q2.** How does self-identified alignment with either a traditional or a contemporary curriculum philosophy impact the decision not to use service-learning as a teaching method in faculty members courses?
- Q3.** How do factors such as course release time, financial rewards, recognition, tenure and promotion, scholarship of teaching and learning, and research influence the decision not to use service-learning as a teaching method in faculty members courses?
- Q4.** How do levels of support within the institution (i.e.: president, provost, academic deans, departmental, resource centers), drive the decision to not use service-learning as a teaching method in faculty members courses?

### **Nature of the Study**

The design for this research study employed an explanatory single case study to examine the relationship between faculty who opted not to use service-learning as their teaching method for courses with four factors which included: 1) self-identified motivation (intrinsic or extrinsic), 2) self-identified curriculum philosophy alignment (traditional or contemporary), 3) knowledge about service-learning, and 4) perceived institutional support for service-learning. This research study design aligned with Yin's (2014) perspective on conducting case studies citing, "distinctive need for case study research arises out of the desire to understand complex social phenomena" (p. 4). Yin (2003) as cited in Baxter and Jack (2008) argued "This type of case study would be used if you were seeking to answer a questions that sought to explain in the presumed causal links in real-life interventions that are too complex for the survey or experimental strategies" (p. 547). Yin (2014) further suggested "a case study allows investigators to

focus on a ‘case’ and retain a holistic and real-world perspective” (p. 4). Moreover, Yin (2014) argued,

doing case study research would be the preferred method, compared to other methods, in situations when (1) the main research questions are “How” or “why” questions; (2) a research has little or no control over behavioral events; and (3) the focus of a study is a contemporary (as opposed to entirely historical) phenomenon. (p. 2)

While previous research studies have identified a number of factors that either motivated or deterred faculty from using service-learning as their preferred teaching methodology (Abes et al., 2002; Cooper, 2014; Darby & Newman, 2014), little, if any research had been conducted to understand what influence self-identified motivation and self-identified curriculum philosophy alignment, coupled with various institutional factors, had on a faculty member’s decision not to teach service-learning courses. As there are multiple layers, dimensions, and influences that could impact a faculty member’s decision to teach a service-learning course or to embed service-learning in the design, development and implementation of higher education courses, qualitative research, utilizing an explanatory single case study, was the most appropriate method of research to study the identified phenomena.

The study was conducted at Missouri State University, a public, four-year, higher education institution located in southwest Missouri, with a University mission in Public Affairs focused on three pillars – ethical leadership, cultural competence and community engagement. Missouri State University is accredited by the Higher Learning Commission and has received the Community Engagement designation from the Carnegie Classification of Higher Education Institutions. The university is also a

member institution of Campus Compact, and has received the President's Higher Education Community Service Honor Roll for the past six years. Participants for this study were faculty members randomly selected from across multiple academic disciplines, as described in the Population section of Chapter 3, who did not currently teach and had never taught a service-learning course at Missouri State University. The non-service-learning courses taught by the identified faculty were courses where the teaching methodology of service-learning would be beneficial; thus providing students more opportunities to engage in the benefits associated with this practice. To ensure the faculty participants selected for the study were non-service-learning faculty, the researcher used archival data, in report form, from the Office of Citizenship and Service-Learning and the Office of Institutional Research.

For this explanatory single case study semi-structured interviews were conducted to examine non-service-learning faculty perspectives on what deterred them from using service-learning as a teaching methodology. Conducting semi-structured interviews allowed the researcher the opportunity to probe more deeply into attitudes and practices of the participant in a one-on-one setting. General demographic information including degree, faculty rank, tenure status, academic discipline, and years of service at their current institution, was also obtained during the interviews. Prior to participating in the semi-structured interviews, non-service-learning faculty participants were asked to complete a short questionnaire. Permission was granted from Abes et al. (2002) to utilize their validated survey used in their 2002 study and to modify, as necessary. Because this explanatory, single case research study only examined non-service-learning faculty, only Part F and Part G of the Abes et al. (2002) study, with the exception of demographic information, was used. In addition to conducting interviews and collecting general

demographic information, a review of the non-faculty member's course syllabus took place.

The strength of this approach was the use of an embedded unit analysis which not only served as a boundary for the case study, but allowed analysis of data within, between, and across the selected units to further expand the depth and breadth of the study. The weakness within this approach was the time involved to conduct semi-structured interviews and to review course syllabi associated with the participant's course. Review of the non-service-learning course syllabus assisted in gaining a better understanding the course structure and associated learning activities. Triangulation of all data was used to support the validity of the findings from this study.

Prior to conducting any research, IRB approval was obtained from both Northcentral University and Missouri State University; participants were required to sign an informed consent prior to participating in the research. The study protected the anonymity of those participating in the study; only data, no names, were utilized to communicate findings. All ethical considerations, including risk to participants were outlined in an introductory letter inviting participation, and in the informed consent; this study posed no threat to participants. Participants were also advised as to how the data would be collected, along with time constraints associated with participation, storage of data, and the dissemination of results and findings. For details regarding the informed consent, IRB approval, data collection methods and analysis, dissemination of results, along with ethical considerations for this study, please refer to Chapter 3 of this manuscript.

## **Significance of the Study**

As discussed in the problem statement, only a small percentage of faculty across the United States, employ the teaching method of service-learning. The significance of conducting this explanatory case study is important to the field of education and, in particular, the field of service-learning. Results obtained from this study allows practitioners in the field to better understand why so few faculty use this high-impact teaching method of service-learning in the design and delivery of academic courses.

Findings obtained as a result of conducting this study were significant in providing educators, instructional leaders, administrators, deans, department heads and others with a lens in which to view and better understand potential barriers or factors that prevented or deterred faculty from integration of this high-impact practice. Furthermore, results of this study assisted in identifying resources necessary to potentially increase the use of service-learning as a teaching pedagogy among faculty on higher education campuses. Additionally, results obtained in this study allow institutions of higher education to potentially target or develop programs and services to assist in increasing the number of faculty who use service-learning as a teaching method. Finally, it was the intent of this study to contribute new and current research that would advance the field of service-learning and further promote the capacity for engaged scholarship in the field.

## **Definition of Key Terms**

**Contemporary curriculum philosophy.** Contemporary curriculum philosophy supports a progressivism or reconstructionism belief in the design, development, and implementation of curriculum and courses; a philosophy which supports a learning environment where students are engaged in democratic experiences, resolve problems in society, have access to a variety of learning environments and opportunities, including

engagement with community, and where emphasis is placed on student-centered learning the faculty member serves as a guide and/or agent of change (Ornstein & Huskins, 2013).

**Extrinsic motivation.** Extrinsic motivation is an action based on a reward; for example agreeing to teach a service-learning course if it was recognized as part of service for tenure and promotion or if a stipend was received for integrating the pedagogy of service-learning into a particular course (Ryan & Deci, 2000).

**Intrinsic motivation.** Intrinsic motivation is the act of doing something because the doer believes in the act and seeks no reward other than personal satisfaction; for example, a faculty member adopts the teaching pedagogy of service-learning into their course delivery method because the faculty member believes service-learning will increase the student's ability to learn and supports connecting classroom learning with hands-on experiences to make a difference in a community – making the difference in community and in the student's learning is reward in itself (Ryan & Deci, 2000).

**Service-learning.** Service-learning is one of several teaching methods and is considered a “high impact” teaching practice where course content is connected with real-world, hands-on experiences to enrich the student's learning while preparing students in civic responsibility and in turn builds relationships and strengthens the communities where student serves; as a “high-impact” practice, service-learning fosters higher GPA's, student retention and persistence, career exploration, and long-term engagement in community (National Service-Learning Clearinghouse, Keen & Hall, 2009).

**Traditional curriculum philosophy.** Traditional curriculum philosophy supports a perennialism or essentialism alignment with education where the focus is on an instructional environment where textbooks and lectures are the primary sources for the



learning knowledge and the faculty member serves as the authority on the subject matter; tests are the primary method used to assess knowledge learned by the student (Ornstein & Huskins, 2013).

### **Summary**

From increased student success, to higher retention rates, to intent to engage in community post-graduation, to career selection and decisions on academic majors, it is evident that service-learning produces a number of positive outcomes for students who complete service-learning coursework. Unfortunately for higher education students, far too many courses are taught without service-learning being utilized as a teaching method. To advance the field of service-learning and contribute new findings to the field of education, it is essential new research be conducted to examine not only what deters faculty in their decision, but to gain an understanding of what drives their [the faculty member] decision-making process. It was the intent of this qualitative research study, through the analysis and triangulation of data, to provide evidence necessary in which to advance service-learning and increase the number of faculty who infuse service-learning into curriculum and courses.

## Chapter 2: Literature Review

Service-learning is a teaching practice infused into curriculum and coursework in academic areas across college and university campuses that clearly aligns with John Dewey's (1933) theory of education and experience. The intent of this teaching method or practice is to provide students with an experiential learning experience that connects their academic coursework with real world experiences. Through these experiences students engage in community-based problem solving and address social justice issues within communities. These real-world experiences may take place on a local, national or global basis. Despite the surge in public affairs missions across higher education campuses promoting civic engagement (AAC&U, n.d.; Carson & Raguse, 2014), coupled with recommendations from the various higher learning commissions and the US Department of Education to infuse service-learning into curriculum and courses (Paton, Fitzgerald, Green, Raymond & Borchardt, 2014), faculty members have the autonomy to decide if they [the faculty member] want to integrate this educational practice or teaching method into their curriculum and courses (Abes et al, 2000; Cooper, 2014; Giles & Eycler, 1994; Ramson, 2014).

While service-learning is considered a "high-impact" practice (AAC&U, n.d.) fostering and promoting numerous benefits for our higher education students (increased academic success; career exploration and decision-making; increased civic responsibility), the universities they attend (student persistence and retention; increased partnerships between the institution and the community), and our communities at-large (intent to engage in community post-graduation), few faculty members overall, infuse the practice of service-learning into their curriculum and courses. As an example, Missouri State University (MSU), a public four-year university located in the Springfield, Missouri

area, offers over 80 sections of GEP 101 First-Year Seminar course each fall semester. For the fall of 2015, 103 GEP 101 First-Year Seminar course sections were offered; yet only seven faculty agreed to infuse service-learning into 10 sections of this course (MSU, Course Schedule, 2015).

This extremely low number of faculty who infuse service-learning into their curriculum and courses is consistent with findings from the both the Campus Compact 2012 National Study and the Campus Compact 2014 National Study. In 2012, Campus Compact identified that the number of faculty who infuse service-learning into curriculum and courses across Campus Compact member higher education institutions was only seven percent and this number has remained static for the past three years (p. 2); by 2014 the number of faculty who taught service-learning courses had only increase slightly – from 41 in 2012 to 43 in 2014 (p. 3). Therein lies the problem; because of the lack of faculty who infuse the experiential practice of service-learning into their curriculum and courses, hundreds of thousands of students across college and university campuses, go without having the opportunity to benefit from this practice.

### **Documentation**

Numerous scholarly, peer-reviewed articles from professional journals are referenced throughout this literature review. Additionally, texts authored by experts and scholars in the field of service-learning have also been included. The literature review is divided into three primary sections: 1) Theoretical Perspectives Associated with Service-Learning; 2) Benefits of Service-Learning and Associated Outcomes; and 3) Faculty Motivators and Deterrents for Infusing Service-Learning. The first two sections serve as the foundation to understand and support the importance of service-learning as a teaching method; the last section serves to provide an understanding of what motivates or deters

faculty from using the high-impact practice of service-learning in their curriculum and courses. To locate scholarly research on this topic searches were conducted using a variety of scholarly databases including ScienceDirect, ERIC, EBSCOhost, ProQuest, JSTOR, LexisNexis Academic, Project Muse, and Chronicle of Higher Education. Keywords utilized in this search included theory, career exploration, college major exploration, student retention, academic success, civic engagement, social capital, faculty motivation, first-year college students, first-generation college students, high school students, college, university, and higher education; all associated with the primary keyword service-learning.

### **Theoretical Perspectives Associated with Service-Learning**

In the field of education, within the specialization of instructional leadership as it applies to the teaching and learning strategy of service-learning, several theories have been tested to identify and support outcomes associated with this instructional practice. Service-learning, according to the American Association of Colleges and Universities (AAC&U) (n.d.), is considered a high-impact academic teaching practice and learning strategy used to connect classroom learning with real-world experiences for students. When service-learning is integrated or infused into various academic curricula and courses, the use of this teaching and learning strategy has been shown to enhance student's learning, instill civic values and responsibility within students, and strengthen communities being served (Keen & Hall, 2009; Britt, 2011). Various definitions surround the term service-learning; however, scholars have identified this teaching pedagogy is linked to or embedded within a credit-bearing course (Carson & Raguse, 2014; Williams & Perrine, 2008). As a part of the course students engage in community

to address identified problems and issues, and then reflect on their engagement and how what they did ties back to their course content.

One important role of the instructional leader is to work with faculty in the design, development, and implementation of curriculum and courses (Ornstein & Huskins, 2013). In the design, development and delivery of academic service-learning courses, three important theoretical foundations serve as a framework. These theoretical foundations not only guide the development and delivery of academic service-learning courses, but serve as a foundational perspective in which to understand what motivates and deters faculty from utilizing this high-impact practice. The three theoretical perspectives discussed in this paper, as they relate to the specialization of service-learning within the field of education and instructional leadership include: 1) Dewey's (1938) theory on experiential learning, 2) Astin's (1984) theory on student success, and 3) Ryan and Deci's (2000) self-determination theory. Each of these theories provided for a different theoretical perspective in support for the infusion of service-learning as a learning strategy to increase a number of positive educational and social outcomes for higher education students. Dewey's (1938) theory supports the use of service-learning from the curriculum development perspective and lays the framework for experiential learning; Astin's (1984) theory is associated with student outcomes and benefits linked to the practice of service-learning; Ryan and Deci's (2000) theoretical perspective focuses on motivation which has been identified as a contributor to a faculty member's decision as to whether or not to include service-learning within their curriculum and courses.

**Review and examination of three theoretical perspectives.** As an instructional leader, it is important to examine and be knowledgeable of all three theoretical perspectives. While each theory examined is different, the first two theories examined

provide solid evidence to support the infusion of service-learning in the curriculum and course development as a means to enhance student learning and increase civic responsibility. The third theory provides a lens to examine what motivates faculty, and its potential implication on gaining buy-in and support from faculty for infusing the high-impact practice of service-learning into more curriculum and courses across higher education institutions, and in turn, advancing the field of service-learning.

Service-learning is derived from Dewey's (1938) theory on experiential learning and is an important theoretical pillar serving as the framework and the foundation for service-learning (Giles & Eyler, 1994). Furthermore, positive benefits and outcomes for students who complete service-learning courses are well supported by Astin's (1984) theory on student success. Those positive benefits and outcomes for students, include: (a) increased student academic success, (b) increased student retention, (c) increased awareness of civic responsibility, and (d) increased opportunity for career exploration and development (Bringle & Hatcher, 2009; D'Agostino, 2010; Britt, 2011; Lott, 2013; NSSE, 2013; Said, Ahmad, Hassan & Awang, 2015).

Both Dewey's and Astin's theoretical perspectives provided frameworks in which to measure the impact of academic service-learning on college and university students. However, service-learning does not take place if faculty do not support its use within curriculum and courses; it is the faculty member's decision to use or not to use this learning strategy (Bringle & Hatcher, 1995). While positive outcomes and benefits for students associated with this practice have been identified, the number of faculty who infuse service-learning into curriculum and courses is low and have remained static for the past 4 years (Campus Compact, 2012). In 2012, only 7% of faculty across college and university campuses infused service-learning into their curriculum and courses

(Campus Compact, 2012). As a result of the low numbers of faculty who use this teaching and learning strategy, it is important instructional leaders examine what motivates or deters faculty in their decision to infuse service-learning into curriculum and courses. What deters and motivates faculty may be based on Ryan and Deci's (2000) self-determination theory (intrinsic or extrinsic motivation), which is the third theory examined and is the focus of this dissertation and associated research. An examination of each of the three theoretical perspectives follows.

***Theory one: Dewey's (1938) experiential learning theory.*** Dewey recognized the importance of theory; in particular, its relevance to service-learning. In Dewey's (1938) theory on education and experience, he argued, as cited in Giles and Eyler (1994) seminal work, "theory is necessary, first and foremost, for developing and refining a solid research agenda for service-learning" (p. 77). Dewey's theoretical model on experiential learning focused on learning which occurred within a social construct, and that knowledge (learning) was derived from real-world experiences; with the teacher's role to bring course content and the real-world experience together to facilitate the student's learning experience and encourage developmental growth (Roberts, 2003). Dewey (1916) suggested "Their [children's] educational equivalent is the connection of the acquisition of knowledge in the schools with activities, or occupations, carried on in a medium of associated life" (p. 352).

Dewey's theory of experiential learning related to citizenship and democracy. In his early work, Dewey wrote, as cited in Giles and Eyler:

When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of effective self-

direction, we shall have the deepest and best guarantee of a larger society...(1900, p. 44, as cited in Giles and Eyler, p. 82)

Dewey's theory is also woven throughout the four primary curriculum foundations: 1) philosophical, 2) historical, 3) psychological, and 4) social; however, it is most prevalent within the psychological and social foundations. Dewey (1938) argued, as cited in Ornstein and Hunkins (2013), the premise of a social foundation was to "enhance individual personal and social growth and improve society ..." (p. 128) and ties to his theoretical perspective on citizenship and democracy as evidenced above. This type of experiential learning experience moves the learning process from the formal classroom setting to an environment outside the classroom (the social setting), which is essential to the learning process for students (Barber, 2012). In turn, using this teaching pedagogy creates learning opportunities for students to gain an awareness of community and understand how they might contribute to improving society through critical reflection activities (Grabbatin & Fickey, 2012). The core of Dewey's philosophy was community and much of Dewey's theoretical perspective is a result of his philosophy – "learning and knowledge was in the form of using projects as a means for producing learning from experience" (Giles & Eyler, 1994, p. 80). As a result of this philosophy, Dewey set forth criteria that he believed "necessary for projects to be truly educative" (Giles & Eyler, 1994, p 80). It was this criterion which provided the "clearest example of how to apply Dewey's theory to service-learning" (Giles & Eyler, 1994, p. 80).

***Theory two: Astin's (1984) student involvement theory.*** Astin's (1984) theory of student involvement serves as the second theoretical perspective and is associated with student success – a positive outcome linked to the infusion of service-learning into curriculum and courses. Astin (1984) argued, as cited in Evans, Forney, Guido, Patton,



and Renn (2010), “for student learning and growth to occur, students need to actively engage in their environment, and educators need to create opportunities for in- and out-of-classroom involvement” (p. 31). This theory, rooted in Astin’s seminal (1975) longitudinal study, identified a number of factors that affected the success of higher education students based on the student’s behavior rather than the student’s thoughts or feelings (Astin & Sax, 1998). Those behaviors, which focused on the construct of involvement from a behavioral perspective rather than motivational perspective, included (a) faculty-student interaction, (b) academic involvement, and (c) research (Evans et al., 2010). Astin’s (1984) theory identified student learning and personal development would be greater if a student was more involved in college (Astin, 1984/1999). Astin theorized that engagement in the learning process served to foster student success more than traditional teaching pedagogies related to subject-matter theory, resource theory, and individualized theory. When students were involved in community service as a part of their educational learning experience, research indicated not only was a student’s academic development enhanced, but students’ demonstrated an increased sense of civic responsibility (Astin & Sax, 1998; Webber, Krylow & Zang, 2013).

Research studies as described within provide evidence to support, based on Astin’s (1984) theory, students who were involved in coursework where service-learning was infused were: (a) more connected with their course content, (b) more engaged with their faculty and their academics, and (c) a more enriched educational experience (Astin, 1984/1999; NSSE, 2013). In particular, substantial academic gains were identified for first-generation students (Pelco, Ball & Lockeman, 2014). Astin’s (1984) theory has served, and continues to serve, as an important theoretical model in which to test hypotheses and measure associated student outcomes linked to service-learning

coursework (Astin, 1984/1999) and serves as an important theoretical perspective to support the infusion of service-learning into the design, development, and implementation of curricula and courses within higher education.

***Theory three: Ryan and Deci's (2000) self-determination theory.*** The third theory is Ryan and Deci's (2000) self-determination theory. This theory serves as the framework in which to examine what motivates and deters faculty in their decision to infuse the high-impact practice of service-learning into the design, development and implementation of service-learning into curriculum and courses. This theory of self-determination suggested the psychological needs of an individual serves as the basis for their self-motivation and, as a result, their social and personal well-being were satisfied (Ryan & Deci, 2000). The three primary psychological needs identified were: 1) competence, 2) relatedness, and 3) autonomy (Kusurkar, Croiset & Ten Gate, 2011). Motivation, according to Ryan and Deci (2000), is essential in many fields, including those serving as educators/teachers, in that the roles of these individuals "involve mobilizing others to act" (p. 69). While motivation in and of itself is singular in nature, individuals are stimulated to act based on various factors (bribes, coercion, value, desire to excel, pressures, cultures, or even other's behaviors) (Ryan and Deci); this is the premise behind Ryan and Deci's self-determination theory.

Ryan and Deci (2000) identified two primary types of motivation: 1) extrinsic – which comes from association with external sources such as rewards, compliance or even punishment; and 2) intrinsic – which comes from interest in something, the enjoyment of something, and/or inherent personal satisfaction. While studies have examined specific factors that deter faculty from using service-learning within curriculum and courses (lack of support, reward systems or course release time), coupled with factors that motivate

faculty (commitment to seeing students succeed, academic growth and development of students), none of the studies have examined the correlation or the relationship between faculty who self-identify as being either intrinsically or extrinsically motivated, their alignment with a particular curriculum foundation, and their decision to infuse service-learning into curriculum and courses.

Service-learning, when infused into higher education coursework, has shown to produce a number of significant benefits and positive outcomes for students completing courses where this pedagogy has been infused (Astin, 1984/1999; NSSE, 2013; Pelco, Ball & Lockeman, 2014); however, the decision to infuse service-learning into curriculum and courses remains in the hands of faculty who teach any given course (Bringle & Hatcher, 1995). Despite these positive outcomes and benefits for students, only 7% of faculty, across higher education campuses, infuse service-learning (experiential learning) into coursework, and as a result, limits the number of students who have the opportunity to complete service-learning courses (Campus Compact, 2012). Ryan and Deci's (2002) theory on self-determination serves as a theoretical framework in which to examine this phenomena - why so few faculty infuse service-learning into curriculum and courses, despite empirical research on service-learning that has identified positive benefits and outcomes for students associated with this practice.

**Comparison and contrast of theories.** In this section the three theoretical frameworks previously discussed throughout this paper, were compared and contrasted. The first two theories selected align with the definition of service-learning and the associated learning outcomes evidenced in research relating to the impact of service-learning when infused into curriculum and coursework. The third theory focuses on

motivation and what drives faculty in their decision to move service-learning into practice.

***Comparing Dewey to Astin.*** Dewey's (1938) theory on experiential learning (Theory One) can be both compared and contrasted with Astin's (1984) theory on student success (Theory Two). The commonality between Dewey's and Astin's theories is that both focus on active engagement through experiential learning. Dewey's (1938) theory on experiential learning suggests learning for students occurs in a social construct combining course learning content with an experiential learning experience, and as a result, a relationship between citizenship, learning, and reflection to foster student academic success and increased civic responsibility is developed (D'Agostino, 2010; Mayhew & Engberg, 2011; Steinberg, Hatcher & Bringle, 2011; Lott, 2013; Lieberman, 2014). Astin's (1984) theory on student success suggested for academic achievement and growth to be realized, students must be engaged in the environment and it is the responsibility of the teacher to ensure that engagement takes place outside of the classroom (Astin, 1984/1999; Bringle, Hatcher & Muthiah, 2010; NSSE, 2013; Lockeman, & Pelco, 2013; Pelco, Ball & Lockeman, 2014). Both theories support the framework and foundation for learning outside of the classroom setting (Dewey, 1916/2001, 1938; Astin, 1984/1999). In contrast, Dewey's theory serves as the framework associated with the design, development, and implementation of curriculum and coursework as a result of alignment to a curriculum foundation and in the teaching pedagogy of service-learning; Astin's (1984) theory, on the other hand, serves as the framework in which to measure student outcomes, such as student academic success, associated with the delivery of service-learning experiences that takes place outside of the classroom, as a part of a student's academic course.

***Comparing Dewey to Ryan and Deci.*** The common thread between Dewey's (1938) theory on experiential learning and Ryan and Deci's (2000) self-determination theory is both theories are used to test hypotheses associated with the infusion of service-learning into curriculum and courses. In contrast, however, Dewey's (1938) theory is utilized as theoretical framework or foundation in which to support the infusion of service-learning into curriculum and courses, and Dewey's theory, like other theories associated with service-learning, can also be used as a theory in which to measure student outcomes associated with this practice, particularly in the area of increased civic responsibility; considering Dewey's theory focused on the social purpose of a student's education with a goal of fostering the student as an engaged member of a democratic society (Giles & Eyster, 1994). Ryan and Deci's (2000) theory, while it could be applied to examine the motivation of students who engage in service-learning courses, it is utilized in this case to assess what drives faculty in their decision to utilize service-learning as a practice to increase student learning outcomes for students.

***Comparing Astin to Ryan and Deci.*** When comparing Astin's (1984) theory on student success to Ryan and Deci's (2000) self-determination theory it is noted both theories serve to support service-learning. Astin's (1984) theory is used to test hypotheses associated with the impact of service-learning on student success outcomes (GPAs, Persistence, Learning Outcomes) (Astin, 1984/1999); Ryan and Deci's (2000) self-determination theory is used to test hypotheses associated with motivation related to the infusion of service-learning into the design, development, and implementation of curriculum and courses as a pedagogy to improve student success outcomes. The difference between the two theories is that Astin's (1984) theory is used in relationship to examine if a student's involvement in service-learning (Astin, 1984/1999) increases a

number of positive outcomes for those students. Ryan and Deci's (2000) theory, in contrast, examines what motivates individuals to engage in various activities.

**How theory adds to the understanding of a specialization.** As previously noted in the seminal work of Bringle and Hatcher (1995), faculty members have the autonomy to decide if they want to infuse service-learning as a teaching and learning strategy into their curriculum and associated courses. While there are many benefits and outcomes for students associated with the infusion of service-learning based on Astin's (1984) theory of student success, many faculty decide not to integrate this practice into their curriculum and courses. Many factors that either serve to motivate or deter faculty from infusing this high-impact practice have been linked to Ryan and Deci's (2000) self-determination theory (Abes et al., 2002). One key factor identified in motivating faculty to infuse service-learning was based on students' desire to engage in hands-on learning as a part of their coursework (Abes et al., 2002; Darby & Newman, 2014); this would suggest that some faculty are intrinsically motivated. Additionally, faculty who integrated service-learning were intrinsically motivated to do so because (a) they understood, for example, Dewey's or Astin's theory behind service-learning and its connection to educational approaches for learning, (b) they had the opportunity to work with colleagues on service-learning course development, and (c) they believed their learning and their student's learning would improve as a result of infusing service-learning into curriculum and courses (Cooper, 2014; Edwards, Kirwin, Gonyear, Matthews, Lancaster & DiVall, 2014; Kalles & Ryan, 2015). Moreover, when faculty believed that the community recognized the value in the service-learning course (Darby & Newman, 2014) and the faculty member understood how service-learning assisted students in identifying and improving community needs (Westdijk, Koliba & Hamshaw,

2010; Darby & Newman, 2014), faculty were further motivated to infuse service-learning into coursework.

While some faculty were motivated to infuse service-learning into curriculum and courses based on (a) commitment to seeing students succeed, (b) academic growth, and (c) student development (all elements of intrinsic motivation), other faculty have identified a number of factors deterring them from integrating service-learning. Those factors included: (a) lack of institutional support and departmental recognition for teaching a service-learning course (Demb & Wade, 2012; Darby & Newman, 2014); (b) lack of financial commitment on the part of the institution (McKay & Rozee, 2004; Moore & Ward, 2010; Westdijk et al., 2010; Glass, Doberneck & Schweitzer, 2011; Lambright & Alden, 2012; Darby & Newman, 2014); (c) release time/time involved to coordinate the service-learning experience (Westdijk, et al., 2010; Demb & Wade, 2012; Darby & Newman, 2014); (d) lack of tenure and promotion policies to support their work in service-learning (Glass, Doberneck & Schweitzer, 2011; Lambright & Alden, 2012; Demb & Wade, 2012); (e) lack of recognition to support that service-learning contributed to publicly engaged scholarship (McKay & Rozee, 2004; Moore & Ward, 2010; Glass et al, 2011; Sobrero & Jayarante, 2014; Waters & Anderson-Lain, 2014); and (f) competing educational priorities (Vogel, Seifer, & Gelmon, 2010).

Three additional factors have also been identified that deterred faculty from infusing service-learning into curriculum and courses: 1) this type of teaching and learning strategy took time away from teaching critical course content (Abes et al., 2002; Cooper, 2014); 2) the practice of service-learning was not an essential part of their academic discipline (Demb & Wade, 2012); and 3) the lack of a centralized service-learning department in which to guide the service-learning process (Cooper, 2014).

However, the personal characteristics and personal values of a faculty member were shown to carry more weight in their decision-making process than any other factor (Demb & Wade, 2012; Illustre, Lopez, & Moley, 2012). While motivation is regarded as a single construct, people are moved to act a certain way based on various factors, such as personal commitment, interests and values or based on a bribe, coercion, or due to external pressures (Ryan & Deci, 2000). Ryan and Deci's theory then serves to add to the understanding of why faculty may or may not utilize service-learning as a teaching and learning strategy; an important pedagogical practice instructional leaders may want to integrate into curriculum and courses.

**Summary of theoretical perspectives.** Throughout this section three theoretical perspectives have been examined as they relate to the infusion of service-learning into curriculum and courses. As previously noted, an important role for the instructional leader in working with faculty is to understand theoretical perspectives to support educational practices and strategies, such as service-learning, to enhance student learning outcomes. As it relates to the specialization of service-learning within instructional leadership, three theoretical perspectives were examined: 1) Dewey's (1938) theory on experiential learning which serves, even today, as the foundation for service-learning; 2) Astin's (1984) theory on student success and increased academic outcomes based on the practice of service-learning; and 3) Ryan and Deci's (2000) self-determination theory which serves as a framework to understand what motivates and deters faculty in their use of service-learning. As discussed in this paper, it is the faculty member's decision whether or not to utilize this high-impact teaching and learning strategy, and as noted, the number of faculty who utilize service-learning remains low and stagnate (Campus Compact, 2012). If service-learning as an educational learning approach is to move



forward, and if the goal is to increase the number of faculty who design, develop, and implement curriculum and coursework where service-learning is infused, new research must be conducted to examine perspectives from non-service-learning faculty. Results from new studies would not only serve to advance the field of education and service-learning but assist the instructional leader in increasing the use of this high-impact practice with non-service-learning faculty; further resulting in more opportunities for students to engage in this type of academic coursework.

### **Benefits of Service-Learning and Associated Outcomes**

This section contains a review of seminal and current research on outcomes and benefits associated with the infusion of service-learning, as a teaching method, into curriculum and courses. This section is organized around the following variables noted in literature surrounding the impact of service-learning: (a) student retention; (b) student success; (c) career and major exploration; (d) civic responsibility, civic involvement/values and social capital; and (e) first-generation college students.

Curricular placement of service-learning within courses and university partnerships based on service-learning experiences are also examined in this section of the literature review.

**Service-learning and student retention.** Retention and student persistence of undergraduate students is vital to college and universities across America. Price and Tovar (2014) suggested a collective group consisting of researchers, policymakers, practitioners, and philanthropists, are driven to examine what is referred to as a “college completion crisis in the United States” (p. 766) and further noted this prestigious collective group has called for “increasing the number of adults with postsecondary certificates and degrees as a national imperative” (p. 766). According to the National Center for Higher Educational Management Systems (NCHEMS), as cited by Price and

Tovar (2014), the US alone will “fall 16 million degrees short of the number necessary to match leading nations and to meet workforce needs of 2025” (p. 766). Furthermore, the results from the National Collegiate Retention and Persistence to Degree Rates report “first-to-second year retention rates for public community colleges was 55%; the Integrated Postsecondary Education Data System (IPEDS) data identifies the numbers as “60% for full-time students and 40% for part-time students” (p. 767). Not only is student retention an important factor for higher education institutions to receive federal and state funding, but degree completion from higher education institutions will have a positive economic impact in communities (Moore & Mendez, 2014; Price & Tovar, 2014). In fact, Moore and Mendez (2014) suggested “the lack of a college degree in the global knowledge economy holds devastating effects” (p. 31); College Board (2010) as cited in Moore and Mendez (2014) noted the median income of individuals with a bachelor’s degree is \$21,700 higher than those who possess a high school diploma. It is understandable why student retention is vital not only for the institution of higher education where the student attends, but for the students themselves.

Based on Tinto’s (1993) theory of student departure, service-learning is shown to have a positive impact on student retention. Suggested by DeAngelo (2014) based on Tinto’s theory of student departure, “college attrition is most likely to occur during or immediately following the first year of college” (p. 53). According to Price and Tovar (2014), Tinto (2012) “emphasized the need to refocus institutions action (intervention around four key conditions” (p. 769); one of those being “creating opportunities for student involvement” (p. 769). Faculty, staff and administrators play a pivotal role in creating learning environments that enable student success, including out of classroom experiences (Moore & Mendez, 2014; Price & Tovar, 2014).

Gallini and Moely (2003) indicated that students enrolled in service-learning courses scored higher on five measures, including intent to remain on campus, compared to non-service-learning students. In their study, 313 students, across a variety of academic disciplines, and enrolled in 19 various courses participated in the study over the students' first two years of college. Results affirmed, through ANCOVA and hierarchal regression analysis, students who completed service-learning courses scored higher in five of six measures including intent to remain on campus compared to the control group who complete courses where service-learning was not used. As in the research conducted by Gallini and Moely (2003), results of research conducted by Bringle, Hatcher, and Muthiah (2010) also supported the use of service-learning for retention efforts. Bringle, et al. (2010) investigated whether or not students enrolled in a service-learning course during a fall semester of college identified 1) intentions to stay on that campus, and 2) were re-enrolled the following fall on that campus. Results indicated, based on multiple regression analysis, that of the 805 first-year students, in 22 first-year courses across multiple academic departments, 84.9% or 608 of the first-year students were retained the following year.

In a study conducted by Reed, Rosenberg, Statham and Rosing's (2015), the researchers examined students who entered as freshman during 2009 and were reenrolled during the years 2010, 2011, and 2012, at three universities in the north central part of the United States. The results from the Reed, et al. (2015) study demonstrated students who completed service-learning courses, including first-year students, reenrolled in following semesters compared to students who did not complete service-learning courses; however, the reenrollment rates were higher at the two public higher education institutions.

Results, as identified in the recent Reed et.al, (2015) study, support the impact of service-

learning coursework completion on student retention as identified in studies conducted by Bringle, Hatcher, and Muthiah (2010), Gallini and Moely (2003), Lockeman and Pelco (2013), Price and Tovar (2014), and Prentice and Robinson (2010). In the Price and Tovar (2014) study active and collaborative learning (key elements within service-learning coursework) were shown to “significantly predict Integrated Postsecondary Education Data System (IPEDS) graduation rates” (p. 776) for students who were full-time, first-year students.

**Service-learning and student success.** In addition to increased retention rates, the infusion of service-learning into curriculum and courses also indicates a positive relationship between completion of service-learning course and academic success for students. In their seminal work Astin and Sax (1998) conducted research to examine the relationship between service and student’s academic development. Astin and Sax examined data collected from 3,450 freshmen students, from 42 undergraduate institutions over a period of five years. Results indicated that 48% of students who had participated in service spent a minimum of one hour per week interacting with faculty and 19% engaged in more than 20 hours per week on homework assignments, compared to non-service students. Only 33% of non-service students engaged with faculty and only 13% of non-service students engaged in 20 hours or more per week on homework assignments. The researchers identified a number of positive student outcomes, including critical thinking skills, leadership skills, and increased skills in conflict resolution, along with appreciation for other races and cultures, and the ability to understand problems in their communities, for students who had completed courses that infused service-learning. These identified outcomes, tied to service-learning course completion, clearly support Astin’s (1999) theory of student involvement and align with

Dewey's (1933) theory of education, experience and citizenship. Both theories underscore the importance of service-learning infusion into curriculum and courses.

Positive student success outcomes are not only seen in the seminal work of Astin, and Sax, and others, but in a recent study conducted by Prentice and Robinson (2010), findings from their mixed-methods study demonstrated a positive increase on student success skills. Student participants who had completed a course where service-learning was the teaching method, scored higher on five of the six outcomes compared to their non-service-learning counterparts. In the focus group interviews, student participants identified they believed completion of their service-learning course allowed them to better understand their course content, improved their learning skills and knowledge, and placed value on their service-learning experience. Results also indicated service-learning students identified intent to remain on campus and pursue higher levels of education as a result of their service-learning course. In the Prentice and Robinson (2010) study the researchers were able to demonstrate positive outcomes identified by students. Furthermore, faculty who participated in the focus group interviews conducted by Prentice and Robinson suggested that service-learning enhanced their student's ability to understand the course content and assisted students in developing critical thinking, time management, and problem-solving skills.

Service-learning has been identified as a high-impact practice that supports student learning and success as evidenced in the above studies and results of the 2012 National Survey of Student Engagement (NSSE) released in 2013, were no exception; the findings, clearly indicated positive correlation between completion of service-learning courses and positive students outcomes. To examine the impact of service-learning, 42 higher education institutions participated in the 2012 National Survey of Student

Engagement (NSSE). Participants included 1,856 first-year students and 2,930 senior students to examine connections between service-learning and coursework, faculty involvement, and hours contributed to service-learning. Sixty-one percent of first-year students and 58% of senior students had participated in one service-learning course; 39% of first-years students and 42% of seniors had completed two or more service-learning courses. NSSE researchers indicated 40% of first-year students and 55% of senior students identified their service-learning experience helped them to connect with their course content; 44% of first-year students and 59% of senior students indicated their course assisted them in connecting their course content with the real world.

Additionally, all students who participated in service-learning indicated that service-learning provided them with the opportunity to: (a) contribute to the welfare of their community; (b) increased their sense of ethics and values; (c) allowed them to experience solving real world problems; (d) fostered an appreciation for diversity; and (e) increased their ability to work with other individuals. NSSE researchers also indicated, service-learning students were more engaged with academics and interactions with faculty thus enriching their educational experience; positive benefits and outcomes associated with completion of service-learning coursework.

*Service-learning and first-year students.* According to Kuh (2008) as cited in DeAngelo (2014), “students who participated in service learning during their first year had higher learning gains on average than students who did not have this experience” (p. 55). In a quasi-experimental research study conducted by Leimer, Yue and Rogulkin (2009) the researchers examined the relationship between service-learning (the independent variable) and multiple aspects of student success (GPA, graduation rates, persistence, time to degree completion, SAT scores). The authors found that freshman

who participated in service-learning had higher graduation rates (20.8% - 4 year; 37.9% - 5 year) compared to non-service-learning students. Examining freshmen one-year persistence, 81.5% of students completing service-learning courses were retained compared to 74.5% for non-service-learning students. Results from this study clearly indicated that service-learning courses had a positive impact on retention and graduation rates for first-year students.

Additional positive outcomes were identified as a result of the infusion of service-learning into students' coursework in a study conducted by Prentice and Robinson (2010). Prentice and Robinson found that students who had completed service-learning coursework identified they were better able to understand the content in their course, the learning skills were improved, and they intended to remain on campus to complete their degrees. In a more recent study of 3,458 first-year undergraduate students, conducted by Lockeman and Pelco (2013), the researchers indicated the more service-learning courses a student completed the higher their odds of graduating, including for low-income and minority students. In addition to the results of the NSSE study, as described in the section on service-learning and student success, the researchers of this study indicated first-year service-learning students believed: (a) they were more engaged with their faculty and their academics; (b) their educational experience was enriched; (c) a sense of appreciation for diversity was developed; and (d) they contributed to the welfare of their community.

*Service-learning for first generation college students.* The infusion of service-learning into curriculum and courses has also demonstrated significant academic success for first-generation students (Pelco, Ball, & Lockeman, 2014). To examine the impact of service-learning on first-generation students compared to non-first generation students,

Pelco et al. (2014) conducted research on this topic. Results indicated significant improvements for both first-generation and non-first-generation service-learning students in student growth; however, no significant findings were identified between the two groups for the number of service-learning activities engaged in. Both student populations believed that their service-learning course had a positive impact on their academic and professional growth; however, female students, regardless of circumstances (generation, financial need, racial background) were found to have more improved academic and professional skills as a result of their service-learning. There were significant differences reported between males who reported either racial minority or low-income with regards to personal outcomes, but no difference identified between academic areas. Of the 1,155 students who participated in the survey, 321 were determined to be first-generation students; a four-way analysis of variance was used to assess scores relating to student academic growth. The researchers concluded the results of the study supported their hypothesis that service-learning coursework benefits both first-generation and non-first-generation students and remains a high-impact teaching method which impacts student academic success. Furthermore, their research findings continue to support the benefits of infusion of service-learning into coursework.

**Service-learning and career/major exploration.** Completion of service-learning has also been strongly correlated with guiding a student's ability to make choices regarding academic major selection and career decisions (Moore & Mendez, 2014; Prentice & Robinson, 2010). While studies have focused on numerous success, retention and civic engagement benefits associated with service-learning, little attention has focused on how service-learning can enhance career and major exploration. (Giles & Eyler, 1999; Ramson, 2014). Because the practice of service-learning connects the



student's course content with real-world experiences this experiential learning opportunity assists the student in identifying potential major and career interests.

Prentice and Robinson (2010) suggested, based on their research, students who completed service-learning course work indicated that service-learning helped them to identify a career they were interested in pursuing, which further assisted in identifying their major and associated courses.

In the field of gerontology for example, the decision for faculty to infuse service-learning into curriculum and courses is particularly important as the need for individuals working with the aging population. With the increased number of aging adults, students selecting careers in the field of gerontology is vitally important. Bergman, Erickson, and Simons (2014) noted by the year 2030, 72.1 million people will be older than 65. The American Association of Retired Persons (AARP) (2011) noted that boomers will turn 65 at a rate of 8,000 per day over the course of the next 18 years. As this population of baby boomers continues to increase, more individuals are needed in the field of gerontology. Research by scholars in the field of aging studies (Bergman, Erickson, & Simons, 2014; Eshbaugh, Gross, Hillebrand, Davie, & Henninger, 2013; Gross & Eshbaugh, 2011; Koren, Hertz, Munroe, Rossetti, Robertson, Plonczynski, Berent, & Ehrlich-Jones, 2008; Wesley, 2005), identified that infusion of service-learning into curriculum and courses served to increase the number of individuals entering the field of gerontology. According to Bergman et al. (2014), Koren et al. (2008), and Westley (2005) colleges and universities have the potential to increase the number of students choosing to enter and remain in this field through the development and implementation of curriculum and courses when service-learning is infused into health and human service courses. In turn,

this provides students the opportunity to explore services that deal with the aging population and serve to influence their decision to make career choices in this field.

The relationship of service-learning and career exploration is not only found in the field of gerontology, but throughout other academic disciplines. In the field of psychology, for example, students often struggle to identify what they will do with a major in psychology (Peterson, Wardwell, Will & Campana, 2014). Using service-learning as a teaching pedagogy provides students with the opportunity to understand and utilize knowledge, skills, and abilities (KSAs) needed to be successful in the field.

Peterson et al. (2014) conducted research to determine if service-learning, when infused into an entry-level, psychology course, assisted students in recognizing and applying KSAs and how they might use KSAs in careers or graduate schools. Their study, conducted at a private, liberal-arts university, and conducted with fifteen students over the course of three semesters. Students participating in the course used reflective journals to write about their experiences relating to the three KSA categories. Results indicated students recognized the importance of how psychology could be applied in the workforce coupled with gaining an understanding of the skills necessary to work in this particular field, as a result of their service-learning experience. Additionally, 14.85% of the 15 students reported they were able to gain real-world experience in applying their skills, knowledge and abilities, and students felt they learned important aspects of the field necessary to be successful in a psychology-related career field. The researchers noted results of their study indicated “students learned more about the value of their psychology degree and the broad array of career opportunities available to them” (p. 358).

Other academic disciplines also support the use of service-learning as a teaching method to enhance career and major exploration. Service-learning can be used as a tool

to develop competencies for employment for college students, for example in the academic field of law (Ramson, 2014). According to Ramson (2014), “service-learning, a more recent approach to experiential education, is high impact because it links community service to academic goals and facilitates application and testing of academics in a new professional situation” (p. 159). In a study conducted by Ramson, during the 2008 to 2010 academic semesters, the researcher found students who completed law courses where service-learning was infused demonstrated an increase in global and civic knowledge (the courses focused on immigration law); however, results of the study also indicated students were able to transfer their classroom knowledge to real-world experiences and develop career competencies, but the students were also better prepared to make career choices regarding their field of law.

While service-learning course are often more challenging for students, completion of service-learning fosters learning about careers (Aldas, Crispo, Johnson, & Price, 2010; Coulter-Kern, Coulter-Kern, Schenkel, Walker, & Fogle, n.d.). In a quasi-experimental research study conducted by Coulter-Kern et al. (n.d.) fourteen students from a college in the Midwest, and enrolled in an upper-level psychology course, participated in the study. Half of the student group participated in service-learning; the other group of students did not. All students received information on career instruments used to assist in making decisions about careers. The goal with the service-learning students was to provide high school students, who were attending a college visit day, with career choice information. To assess the psychology major student participants a posttest survey was administered two weeks after the high school visit day on the Midwest campus. Scores of the psychology students who participated in the treatment group (service-learning experience) were significantly higher ( $M=44.86$ ) compared to psychology students who

did not participate in service learning ( $M=39.29$ ) on the Career Knowledge Questionnaire. Students who participated noted the service-learning experience helped them to identify potential career choices, with several of the student service-learning student participants acknowledging an interest in career or guidance counseling as a profession. Coulter-Kern et al., (n.d.) suggested service-learning experiences “may improve students’ attitudes toward making career decisions and give them the confidence needed to make more informed career choices” (p. 311).

**Service-learning and civic responsibility, civic involvement/values and social capital.** Identified in research conducted by numerous scholars (Carson & Raguse, 2014; D’Agostino, 2010; Lieberman, 2014; Lott, 2013; Mayhew & Engberg, 2011; Meili, Fuller & Lydiate, 2011; Moore & Mendez, 2014; Steinberg, Hatcher, & Bringle, 2011; Winston, 2015), service-learning, when infused into curriculum and courses has shown to increase student civic responsibility, civic involvement and values, and social capital (intent to engage in community post-graduation) as a result of completion of service-learning coursework. Additionally, involvement and completion of service-learning coursework has been shown to increase as students’ ability to recognize social inequalities within communities and work towards addressing those inequalities (Fuller, Evanovich, Bruening, Peachey, Coble, Percy, Maladouangdock & Corral, 2015). Involvement in service-learning coursework can be viewed as civic engagement and is an indicator of an institution of higher education’s allegiance to community (Moore & Mendez, 2014). Steinberg, Hatcher, and Bringle (2011) and the College Board (2010) as cited in Moore and Mendez (2014) noted “Civic-minded graduates will make important contributions to their communities through their capacity to generate citizen-driven solutions and through their economic activity” (p. 33).

Mayhew and Engberg (2011) suggested the problem in increasing civic and social justice responsibility within higher education students lies within institutional barriers including: a) “uneven civic commitments” across the campus (teaching/learning strategies, civic participation) (p. 20), and faculty members who were unprepared for roles in public scholarship (Mayhew & Engberg, 2011). Based on the identified institutional barriers and higher education’s call to develop engaged citizen students (AAC&U, 2011), Mayhew and Engberg’s (2011) research study examined the impact of first-year success courses where service-learning was embedded and subsequently, how this course structure helped students develop skills, knowledge and attributes centered around charitable and social justice responsibility (Mayhew & Engberg, 2011). In the Mayhew and Engberg (2011) quasi-experimental study, 173 students, in ten sections of first-year success courses were assessed to determine if first-year courses that integrated service-learning promoted civic responsibility in students. A validated, theoretically derived 7-point Likert scale survey was administered to measure four factors: 1) charitable responsibility, 2) social justice responsibility, 3) interpersonal relationships, and 4) personal competence. Participants in the study were from a large, research institution located in the southeastern part of the United States. Pre and post-test surveys were administered to the 173 student participants enrolled in ten sections of UNI 101 first-year success course; five courses with integrated service-learning (treatment group; 87 participants) and five course without integrated service-learning (control group; 86 participants). The survey was administered in the fall semester during the first and the last week of the students’ first-year success course.

While no significant difference in charitable or social responsibility was noted within the pre-test analysis, significant differences were identified in post-test results of

the Mayhew and Engberg study. Mayhew and Engberg (2011) indicated, based on results of their study, students enrolled in one of the service-learning courses scored higher (4.022) in the areas of charitable and social responsibility compared to students enrolled in one of the five courses without service-learning (3.779). In the area of social responsibility, students completing one of the five service-learning courses scored higher (3.741) on the post-survey compared to students completing a non-service-learning course (3.616). Results from the Meili, Fuller and Lydiate (2011) research study also indicated that when medical students were exposed to service-learning coursework they were more inclined and demonstrated intent to select residencies in family medicine and focus their practice in rural areas. Students participating in this service-learning experience ran a clinic for underserved populations and that this model served to teach medical students about social accountability and responsibility. Lieberman (2014) also identified when the Asset-Based Community Development (ABCD) model coupled with service-learning was infused into curriculum and courses, students identified a commitment to engage in service to their community. The ABCD model focuses on using resources and assets within a community, combined with additional resources to build strength and sustainability; in this case, service-learning student resources. However, McMenamin, McGrath, Cantillion and MacFarlane (2014) suggested there may be other forms of experiential learning that fosters and promotes social responsibility and accountability.

Increased civic values as a results of service-learning coursework completion were also evidenced in a study conducted by Lott (2013). Lott's research demonstrated that students who completed service-learning coursework demonstrated an increase in civic values and served as a predictor for civic orientation in students. Volunteering was

identified as the second largest correlation to civic values; service-learning is a component of volunteerism as students are not paid for their service to community through academic coursework. Lott's study examined over 12,000 students from 57 four-year universities and looked at variables including engagement in high school community service as a "predictor of future civic orientation" (p. 3). Furthermore, Steinberg, Hatcher and Bringle (2011) identified through their research study of over 600 students that service-learning served as an important tool to foster civic-mindedness, and Winston (2015) identified that of the 150 alumni participants in this study, 66.7% indicated that their participation in service-learning coursework impacted their political behaviors since graduation. Results from studies conducted by Steinberg et al. (2011) and Winston (2015) continue to underscore the importance of integrating service-learning into coursework as an aid to support long-term political engagement in communities. Winston's (2015) research also aligned with the findings from D'Agostino's (2010) study which examined the impact of service-learning on building social capital in communities for students post-graduation from higher education institutions. In D'Agostino's (2010) study the researcher identified a significant relationship between completion of service-learning coursework and social capital – intent to engage in community post-graduation. The goal of D'Agostino's quasi-experimental, post-test only, research study which employed a nonequivalent comparison group was to answer the question, "what is the impact of service-learning programs on building social capital after students who take a service-learning course graduated from college?" (p. 317).

Bowman, Brandenberger, Mick and Smedley (2010) also conducted research to determine the impact of service-learning on students who participated in short-term, study away experiences when service-learning was embedded in the course/experience.

Similar to the positive results identified by many of the research studies described herein, Bowman et al., (2010) identified significant student academic gains for students who completed short-term study away service-learning courses compared to students who did not participate in the short-term study away service-learning experience. Students enrolled in this one-credit service-learning course demonstrated significant gains in five of the seven outcomes including responsibility for improving society and an empowerment view of helping others. Their findings continue to support Dewey's theory on educational citizenship and Austin's theory on student outcomes.

The impact of service-learning on civic engagement was also evident when service-learning courses were completed by high school students. In the Haski-Leventhal, Grounlund, Holmes, Meijs, Cnaan, Hand, Brudney, Hustinx, Kang, Kassam, Pessi and Rande (2010) study, the authors identified that high school students who had completed service-learning courses (77.3%) indicated they contributed 9.9 hours per month to their community compared to high school students who had not taken any courses with service-learning who contributed only 6.3 hours to community.

**Service-learning and university partnerships.** The importance of student enrollment is important to any university; higher student enrollment numbers generally mean higher levels of federal and state funding for many institutions of higher education. And while service-learning is viewed as an approach to student success and retention, service-learning might also be used to generate new student enrollment; thus establishing new partnerships between universities and students. Nandan (2010) identified that when service-learning was infused into high school curriculum and courses, and high school students were partnered with students from that higher education institution for their service-learning experience, high school students subsequently enrolled in the partner



institution following their high school graduation. Nandan (2010) indicated [the high school students] partnership with the institution and the associated service-learning experience increased their commitment to continue work to address problems and issues in their community. However, as Nandan (2010) noted, further research is needed to examine if the high school students were retained on the campus of the higher education institution the high school student enrolled in.

**Service-learning and curricular placement.** While the benefits of service-learning, when infused into curriculum and courses, cannot be understated, the placement (what academic courses) of service-learning within the curriculum is important in maximizing positive student outcomes. Strait and Nordyke (2015) suggested the successful outcomes associated with the infusion of service-learning into curriculum and coursework are contingent on the: (a) intentional design and curricular placement in an academic course; (b) the service-learning experience (direct, indirect, research-based, advocacy-based) implementation; (c) selection of the appropriate service-learning model as developed by Waldner, McGorry, and Widener, (2012) and; (d) the quality of the service-learning course and associated reflection activity.

Using the Personal Social Values questionnaire, Deely (2010) examined the positive and negative impact of service-learning when infused into an honors course. Deely (2010) revealed that students, as a result of completing an honors service-learning course, were able to think more critically and more in-depth about issues rather than taking issues at face value, and indicated that service-learning had increased their self-confidence and that the experience had changed them. Phillips, Bolduc and Gallo (2013) also identified in their research that when service-learning is placed within curriculum,

students felt they had a voice in making change in communities and that their work was making a difference; connecting Dewey's (1933) theory on education.

Participation in service-learning courses also revealed students sometimes demonstrate increased anxiety when participating in service-learning activities and the students' level of comfort was impacted when the service-learning experience took them [the students] outside their comfort zone (Deely, 2010; Manolis & Burns, 2011). This could be perceived as a negative effect on students who participated in courses where service-learning was infused; however, in both cases the actual service-learning experience place students in unique community environment: 1) international environment, and 2) different city. Moreover, while Manolis and Burns (2011), suggested participation in service-learning courses contributed to student anxiety when removed from their conform zone (the semester-long service-learning experience in an area other than the university location), the researchers noted the significance of infusing service-learning curriculum into business education courses; results indicated an increase in teamwork skills, oral/written communication skills, time management skills, leadership skills, career skills and skills to assist in problem-solving across all participating business courses including public relations, management, accounting, business communications and marketing.

Manolis and Burns (2011) suggested having service-learning students immerse with families in disadvantaged areas (families whom students lived with during their semester-long service-learning business course) "foster[ed] a holistic approach for engaging a community and working with the community to begin [to] address some of the issues they [the families' face[d]]" (p. 18).

Looking at other curricular placements of service-learning, when service-learning was embedded into an entrepreneurship business course, research results from a study conducted by Colakoglu and Sledge (2013) indicated a strong link between service-learning and critical thinking skill development among students who completed the course. Using case study methodology for their research, Colakoglu and Sledge examined data collected from twenty-three students who participated in their study. The students attended a Virginia university and were enrolled in an entrepreneurship course where service-learning was utilized as the teaching method of choice. In this semester-long course, students worked with community partners to conduct financial and organizational analysis in an effort to prepare feasibility reports for the non-profit organization the student worked with. Results indicated the students critical-thinking skills improved significantly.

Furthermore, when service-learning was embedded in a capstone business course, results of a study conducted by Gallagher and McGorry (2015) demonstrated curricular placement of service-learning in this course fostered an increase in student communication, social responsibility and citizenship skills, the ability to apply knowledge to the real world and leadership skills, among others. The researchers used the Service Learning Benefits (SELEB) scale to assess student outcomes associated with service-learning. For their study, 185 undergraduate students, enrolled in a variety of business-related capstone courses participated in the survey.

While increased academic success is certainly an important benefit that comes from completion of a service-learning course, curricular placement of service-learning within physical therapy courses has also been shown to be effective in increasing the professional behaviors of students in this field. Wise and Yuen (2013) reported when

service-learning was infused into physical therapy courses, service-learning prompted the development of student physical therapy (SPT) professional behaviors. Based on their study, a significant difference was noted in seven core values for entry-level physical therapy professionals for students who completed service-learning in the community.

### **Faculty Motivators and Deterrents for Infusing Service-Learning**

The infusion of service-learning into curriculum and courses has numerous benefits for faculty. In addition to student improvement in understanding course content, building community partner relationships and opportunities to provide students with hands-on experiences to improve course objective outcomes (McDonald & Dominguez, 2015), the infusion of service-learning into courses and curriculum, especially when associated with research, provides faculty with an important strategy to achieve goals associated with tenure and promotion (Carson & Raguse, 2014). However, as discussed throughout this document faculty members have the autonomy to decide if they want to infuse service-learning into their curriculum and associated courses (Abes et al, 2000; Cooper, 2014; Giles & Eyler, 1994; Ramson, 2014). *While the many benefits and outcomes of service-learning, for both students and faculty are apparent, many faculty decide not to integrate this practice.* According to Abes et al., (2002), many factors serve to either motivate or deter faculty from infusing this high-impact practice. In the Abes et al. (2002) study the researchers examined both faculty who participated in service-learning and faculty who did not and identified that students played a key role in motivating faculty to infuse service-learning (Abes et al., 2002; Darby & Newman, 2014); however, the primary deterrent identified in the Abes et al. (2002) study was that the infusion of service-learning took time away from teaching critical course content. The results of Cooper's (2014) study supported the findings in Abes et al. (2002) study.

However, Cooper (2014), Edwards, Kirwin, Gonyear, Matthews, Lancaster and DiVall (2014), and Kalles and Ryan (2015) identified three additional factors that served to motivate faculty 1) understanding the theory behind service-learning and its connection to educational approaches for learning, 2) the ability to work with colleagues on service-learning course development, and 3) the improvement in both teacher and student learning. Moreover, in order for faculty buy-in to occur, according to Ramson (2014) the course must be “designed carefully to match the academic topic, concept, or goal with the community service” (p. 170).

Based on years of scholarly research three additional factors that motivate faculty to infuse the practice of service-learning were also identified. Those factors included: 1) institutional and departmental recognition for teaching a service-learning course (Darby & Newman, 2014; Demb & Wade, 2012); 2) community recognized the value of the partnership (Darby & Newman, 2014); and 3) assisted students in identifying community needs (Darby & Newman, 2014; Westdijk, Koliba, & Hamshaw, 2010). Further noted in review of the literature were six additional factors identified as deterrents: 1) lack of institutional and/or financial commitment and support (Darby & Newman, 2014; Glass, Doberneck & Schweitzer, 2011; Lambright & Alden, 2012; McKay & Rozee, 2004; Moore & Ward, 2010; Russell-Stamp, 2015; Westdijk et al., 2010); 2) release time/time involved to coordinate the experience (Darby & Newman, 2014; Demb & Wade, 2012; Russell-Stamp, 2015; Westdijk et al., 2010); 3) negative experiences with community partners (Darby & Newman, 2014); 4) the lack of tenure and promotion policies to support their work in service-learning (Demb & Wade, 2012; Glass, Doberneck & Schweitzer, 2011; Lambright & Alden, 2012); 5) lack of recognition to support that service-learning contributed to publicly engaged scholarship (Glass et al, 2011; McKay &

Rozee, 2004; Moore & Ward, 2010; Russell-Stamp, 2015; Sobrero & Jayarante, 2014; Waters & Anderson-Lain, 2014); and 6) competing educational priorities (Vogel, Seifer, & Gelmon, 2010). With regards to the community partner and setting, McDonald and Dominguez (2015) suggested for faculty that “clearly defining the community setting to be used for the service-learning project will ensure a more positive outcome” and that “purposeful communication with all partners is the key to successful service-learning projects” (p. 52).

The infusion of service-learning is an important learning approach to multiple academic disciplines including curriculum and courses across multiple academic disciplines; however, as identified by Demb and Wade (2012) in their study, one key factor or reason that faculty did not infuse service-learning into their curriculum and courses was because they believed that the service-learning was not an essential part of their discipline. Demb and Wade (2012) also suggested that the personal characteristics of the faculty member carried more weight in their decision-making process than any other factor. Furthermore, Illustre, Lopez and Moely (2012) suggested (a) a faculty member’s personal values, (b) the desire to enhance their teaching, and (c) the benefits to their students, served as factors that motivated faculty to infuse service-learning. Additionally, Pribbenow (2005) identified that a faculty member’s teaching philosophy is what shaped their [the faculty member’s] decision to infuse service-learning into their curriculum and courses.

These studies (Abes et al., 2002; Demb & Wade, 2012; Illustre et al., 2012; Pribbenow 2005), among others as described in this literature review, and influenced by Ryan and Deci’s (2000) self-determination theory, examined what motivated and deterred service-learning faculty from infusing this practice into courses and curriculum.

However, there remains a gap in research in this field, as evidenced in this review. For example, research on this topic has focused on examining faculty who either currently engage in or have engaged in the practice of service-learning, but have failed to examine what deters non-service-learning faculty from infusing service-learning. Furthermore, the most comprehensive study, conducted by Abes et al. (2002), was conducted more than thirteen years ago and limited to a small regional area. Additionally, none of the studies conducted examined how faculty self-identify their motivation (intrinsic or extrinsic) and their alignment with either the traditional or the contemporary curriculum philosophy. The perceptions from non-service-learning faculty would shed new light on this topic and better inform institutions as to how to move service-learning forward.

While institutions of higher education continue to report an increase in student retention rates and positive academic student gains for students who have completed courses where service-learning is infused, as identified in this literature review, the number of higher education faculty who infuse service-learning into their curriculum/course(s) remains low (Campus Compact, 2012/2014). If this educational learning approach [service-learning] is to move forward, and if the goal is to increase the number of faculty who design, develop, and implement curriculum and coursework where service-learning is infused, research must be conducted to examine perspectives from non-service-learning faculty. Results from these types of studies will assist instructional leaders and higher education administrators in better understanding what motivational types and curriculum philosophy these non-service-learning faculty identify and align with. These findings, coupled with factors that either deter them from infusing service-learning or would motivate them to infuse this practice into their design, development and implementation of service-learning, would serve to advance the field of

education and service-learning. Additionally, based on the literature, none of the research to date has specifically examined which curriculum philosophy service-learning faculty align with or if they [the service-learning faculty] self-identify as being intrinsically or extrinsically motivated.

Waters and Anderson-Lain (2014) have also suggested research should be conducted with higher education institutions who have the Carnegie Classification of a community-engaged institution compared to those designated as a Campus Compact institution in order to examine commonalities and/or differences between these types of colleges and universities. Waters and Anderson-Lain's (2014) research supports the gap in research identified by Illustre et al. (2012) suggesting the need to examine factors that motivate and deter faculty from a multiple-campus perspective where the higher education institutions hold membership and recognition with either Campus Compact, Carnegie, or both.

Taking the examination of this topic one step further, the Higher Learning Commission (HLC) responsible for reviewing higher education institutions for accreditation, view service-learning as an important element in colleges and universities. The Northcentral HLC regional accrediting body specifically urges higher education institutions, in Criterion Three, to identify how they have increased service-learning learning opportunities for students and thus, contributing to the students' educational experience (Paton et al., 2014). Cooper (2014) also suggested an additional factor many faculty may opt not to infuse service-learning based on his research findings. This factor was identified as the lack of a centralized service-learning department in which to guide the service-learning process. However, Cooper (2014) also suggested his research was limited to one institutional type and location and further research should be conducted, to



identify if centralized service-learning offices on campuses would serve to motivate faculty, including existing non-service-learning faculty.

While Cooper's (2014) research was limited, a research study conducted by Russell-Stamp (2015) indicated a university's mission coupled with a centralized service-learning office was most important in furthering service-learning as a teaching method for infusion into curriculum and courses. Russell-Stamp studied 142 faculty from universities across the western United States, who were familiar with and engaged in community-based [service] learning projects to understand what motivated or deterred them from using this teaching methodology in curriculum and course delivery.

### **Unanswered Questions**

Many studies conducted (Abes et al., 2002; Pribbenow, 2005; Demb & Wade, 2012; Illustre et al., 2012) based on Ryan and Deci's (2000) self-determination theory have examined factors motivating or deterring service-learning faculty from infusing this teaching and learning strategy into courses and curriculum. Conversely, there remain unanswered questions. For example, in the Abes et al. (2002) study, the researchers indicated a number of factors that deterred faculty from infusing service-learning into curriculum and courses; if the same study was conducted today, would those deterrents be the same? While research based on Ryan and Deci's self-determination theory has been conducted with faculty whom have utilized or continue to utilize service-learning, it is unclear how this theory relates to non-service-learning faculty who have yet to infuse this practice into their curriculum and courses (Abes et al., 2002).

Additionally, is it the faculty member's self-determined motivation type, or their teaching philosophy (Pribbenow, 2005) that shapes their decision to infuse service-learning into their curriculum and courses? Or, is there a relationship between how

faculty self-identify their motivational type (intrinsic or extrinsic) (Ryan & Deci, 2000) and their (faculty) alignment to a particular curriculum foundation (Abes et al., 2002; Cooper, 2014)? Researchers have focused on examining faculty who either currently engage in or have engaged in the practice of service-learning, but have failed to examine what deters non-service-learning faculty from infusing service-learning.

To address unanswered questions, research studies need to be conducted across multiple higher education campuses to examine how Ryan and Deci's (2000) self-determination theory drives faculty in their decision to infuse or not to infuse service-learning into curriculum and courses (Illustre et al., 2012). Because the decision to infuse service-learning into curricula and courses is left up to each faculty member (Giles & Eyler, 1994), it is important for institutions of higher education to understand what drives faculty in their decision-making process. Without a clear understanding of what drives the faculty member's decision, colleges and universities will continue to struggle to increase the number of faculty who engage in this high-impact educational learning approach.

### **Summary**

This literature review provides compelling evidence in support of service-learning and the powerful impact this educational approach has on students. As noted in the literature, Dewey's (1933) theory on education and citizenship serves as the primary foundation for service-learning (Ramson, 2014) and Astin (1999) and Tinto's (1993) theoretical foundations serve to support the practice of service-learning as an educational approach to increasing the academic success and retention of students in higher education. However, without faculty to integrate service-learning into their teaching, only a small percentage of students have the opportunity to benefit from this type of

learning (Ramson, 2014). Research conducted to examine factors that motivate or deter faculty from integrating service-learning into their teaching, as described in the literature review, has been limited to a small number of qualitative studies, and quantitative studies have not been conducted in over a decade. Additionally, a gap in the research, through the review of literature, has been identified. Research has failed to examine how non-service-learning faculty self-identify their motivational type (intrinsic or extrinsic) coupled with examining what deters non-service-learning faculty from infusing this educational approach into their curriculum and course design, development and implementation.

Because the decision to infuse service-learning is left up to each faculty member, if faculty choose not to infuse service-learning into the design, development and implementation of curriculum and courses, for any number of reasons, service-learning is not advanced (Abes et al., 2000; Cooper, 2014; Giles & Eyler, 1994; Ramson, 2014). In an effort to advance service-learning, it is important for institutions of higher education to understand what drives a faculty in their decision-making process. Without a clear understanding of what drives the faculty member's decision, colleges and universities will continue to struggle to increase the number of faculty who engage in this high-impact educational learning approach. Ramson (2014) and Russell-Stamp (2015) suggested further studies must be conducted to determine "factors that encourage faculty buy-in because inclusion of service-learning in a course is heavily reliant upon faculty initiative" (Ramson, 2014, p. 181). If new research, for example, indicated that having a centralized service-learning office on campus was a primary factor in motivating faculty, results might influence higher education administration to look adopting this model. If findings in new research indicated that many of the campus' faculty members self-

identified as being extrinsically motivated then administration might look to provide more incentives to support the practice of service-learning.

Furthermore, if non-service-learning faculty identified their alignment with a particular approach to curriculum design, development, and implementation, further education on the topic of service-learning or proof of concept within their academic area may be warranted in an effort to advance the practice of service-learning. With the number of faculty who use this educational approach to learning remaining low and static (Campus Compact, 2012/2014) accrediting bodies, such as Higher Learning Commission, requiring higher education institutions to employ the practice of service-learning (Paton et al., 2014), and the importance of colleges and universities employing practices to increase student retention, it is important the phenomena of what deters faculty from using this teaching method be investigated. In doing so, research can advance the field of service-learning; thus providing more opportunities for success, retention, career exploration, civic responsibility for our higher education students.

### Chapter 3: Research Method

Teaching methods used by faculty to deliver course content, in college and university courses, varies from course lectures, to discussion-based learning, to experiential learning opportunities. One of the most effective or “high-impact” teaching methods identified during the past three decades, particularly for undergraduate students, is credit-bearing, academic service-learning (AAC&U, n.d.; Carson & Raguse, 2014). This teaching practice is utilized by faculty to provide students in their course(s) with the opportunity to use their acquired skills and knowledge to think critically and to address problems and social justice issues within communities. To ensure students connect course content with real-world experiences, reflective activities are included as part of class learning (Bringle & Hatcher, 1996; Keen & Hall, 2009)

Positive outcomes and benefits have been identified and are well-documented, for students who complete service-learning coursework (AAC&U, 2014; Bringle & Hatcher, 2009; Bringle, Hatcher & Muthiah, 2010; D’Agostino, 2010; Lott, 2013; NSSE, 2013; Warren, 2012); however, one significant problem remains. The problem, as previously discussed in Chapter 1 is, the percentage of faculty in higher education institutions who infuse the teaching method of service-learning into their courses, is low, compared to the number of faculty employed within colleges and universities (Campus Compact, 2012/2014). This, in turn, limits the number of students who have the opportunity to benefit from enrollment and participation in this type of course. To better understand this phenomena of why faculty, who teach in higher education institutions, do not use this teaching method in their curriculum and course(s), this exploratory, case study was conducted.

Researchers have examined what motivates and deters faculty who already teach service-learning courses (Abes et al., 2002; Cooper, 2014; Darby & Newman, 2014), but have failed to examine what motivates or deters faculty who do not teach using service-learning as a teaching method. As described in Chapter 1, and worth mentioning here, if service-learning is considered a high-impact teaching method with powerful benefits for students, why don't faculty use service-learning in their curriculum design or delivery of courses? New research is important to both the field of education and service-learning. If the field of service-learning is to thrive and remain a successful student success practice, it is then important to understand what factors motivate or deter non-service-learning faculty from engaging in this teaching method (Russell-Stamp, 2015). The results gathered from this research study not only serve to provide a better understanding of why faculty do not use this teaching method, but results provide a lens from which to view how instructional leaders might work with faculty to use service-learning as their primary teaching method. With a call to action by the Department of Education to increase engaged citizenship across college campuses, this research study is timely, relevant, and worthy of new contributions to the field.

The specific problem which justified the need for this study was, the percentage of faculty who use the teaching method of service-learning remains low and stagnate; thus limiting the opportunity for students to benefit from this type of educational learning approach (Abes, Jackson & Jones, 2002; Campus Compact, 2012/2014; Darby & Newman, 2014 Russell-Stamp, 2015). Research has been previously conducted to understand the reasons why faculty use this teaching method were motivated to do so, or to understand what would deter them from continuing to use this teaching practice; however, to date, research has not be conducted to examine why non-service-learning

faculty do not use this teaching method in their curriculum design and/or their course delivery. If educational leaders are to grow the number of service-learning practitioners in an effort to increase access to service-learning courses for students, it is important to then conduct new research to examine this phenomenon. Results from this study will then contribute to new theoretical perspectives and to the field of education and service-learning.

The purpose of this explanatory single case study was to examine the study problem of why faculty, in higher education institutions, opted not to use the high-impact practice of service-learning in their curriculum development and course delivery. Findings as a result of this study served to shed new light and assist in identifying why the number of faculty who use service-learning remains low, with little increase, as identified in national studies conducted by Campus Compact (2012/2014). In an effort to understand the study problem, the researcher examined: 1) how faculty self-identified their motivational alignment (intrinsic or extrinsic) or self-identified their alignment with either the traditional or the contemporary curriculum philosophy; 2) what factors deterred them from using this teaching method; and 3) why they do not use this teaching practice in the design and delivery of academic courses. As a part of the study, the researcher also examined how various types of support and at what levels within the institution would be necessary to influence faculty in their decision to use service-learning.

Using an explanatory single case study to conduct this research study provided the opportunity to gain a better understanding of faculty perceptions about service-learning and their reasons for not using service-learning as a teaching methodology in their courses. This research method was employed to: (a) address the problem and any associated sub-problems to be researched; (b) assist in demonstrating a relationship

between motivation, curriculum philosophy alignment, and support for infusing service-learning; (d) serve to inform and guide further data collection; and (e) support triangulation. The convergence of the qualitative research data served to better understand the identified research problem, provide an opportunity to contribute new research to the field of service-learning, and promote the capacity for engaged scholarship in the field of education, instructional leadership, and service-learning.

As a result of this qualitative study conducted to examine why non-service-learning faculty opted not to use service-learning as a primary teaching method, the following research questions were answered:

- Q1.** How does self-identified alignment with intrinsic or extrinsic motivation impact the decision not to use service-learning as a teaching method in faculty members courses?
- Q2.** How does self-identified alignment with either a traditional or a contemporary curriculum philosophy impact the decision not to use service-learning as a teaching method in faculty members courses?
- Q3.** How did factors such as course release time, financial rewards, recognition, tenure and promotion, scholarship of teaching and learning, and research influence the decision not to use service-learning as a teaching method in faculty members courses?
- Q4.** How did levels of support within the institution (i.e.: president, provost, academic deans, departmental, resource centers), drive the decision to not use service-learning as a teaching method in faculty members courses?



## Research Methods and Design

The research method for this study was qualitative and was an appropriate methodology for this study. Using a qualitative method allowed the researcher to not only grasp a holistic account of the issue being studied, why faculty do not use service-learning as a teaching method in their courses, but provided the researcher an opportunity to conduct interpretive inquiry. Interpretive inquiry was done by examining documents, collecting data, and conducting interviews. Within the framework for conducting qualitative research, the researcher not only collected and gathered data from multiple sources such as archived documents, but by conducting interviews, the researcher gained an understanding of and learned how participant's perceived the problem or issue identified. Furthermore, the researcher, in the review of data, identified and established emerging themes.

The design for this qualitative research study employed an explanatory single case study, which focused on the how and why strategy of inquiry as outlined by Yin (2014). Furthermore, by employing this design the researcher had the ability to examine, first-hand, why faculty members did not use service-learning as a teaching method through the examination of four factors. Those factors examined include: 1) self-identified motivation (intrinsic or extrinsic), 2) self-identified curriculum philosophy alignment (traditional or contemporary), 3) knowledge about service-learning, and 4) perceived institutional support for service-learning.

While previous research studies conducted on this topic have identified a number of factors that either motivated or deterred faculty from using service-learning as their preferred teaching methodology, little, if any research had been conducted to understand what influenced, coupled with what institutional factors, impacted a non-service-learning

faculty member's decision not to teach a service-learning course. As there are multiple layers, dimensions, and influences potentially impacting a faculty member's decision to teach a service-learning course, qualitative research, utilizing an explanatory single case study, was the most appropriate method of research to study the identified phenomena.

This study was conducted at Missouri State University, a public, four-year, higher education institution located in southwest Missouri. As outlined in Chapter 1 of this manuscript, the University has a mission in Public Affairs. The focus of this mission is on ethical leadership, cultural competence and community engagement. Because of MSU's mission, its accreditation with HLC, its Carnegie Classification, its membership as Campus Compact institution, and as the recipient of the President's Higher Education Community Service Honor Roll, the University is well-positioned to serve as the location for the study. Furthermore, MSU has aligned with its surrounding community and identified in its long-range plan and key performance indicators, service-learning will serve to move the university forward. Participants for this study were non-service-learning faculty members randomly selected from across twelve academic disciplines. These faculty members, do not currently teach, nor have they ever taught a course at Missouri State University using service-learning as the teaching method.

Prior to conducting any research, IRB approval was obtained from both Northcentral University and Missouri State University; participants signed an informed consent prior to participating in the research. The study protected the anonymity of those participating in the study; only data, no names, was utilized to communicate findings. All ethical considerations, including risk to participants was outlined in an introductory letter inviting participation and in the informed consent; this study posed no threat to participants. Participants were also advised as to how the data will be collected, and time

constraints associated with participation, storage of data and the dissemination of results and findings.

All data collected as identified in the Data Collection, Processing and Analysis section of Chapter 3, were analyzed by the principal investigator for the study. The convergence of data was further analyzed in order to draw final conclusions for the study. Once analyzed, the results of this explanatory single case study were provided in a report as a part of the dissertation manuscript. Prior to inclusion in the Dissertation Manuscript, the report results were reviewed to ensure reader ease, structure, the story was told completely and effectively, and data interpretations had been triangulated accordingly.

### **Population**

The population for this study is non-service-learning faculty members from Missouri State University from across multiple academic disciplines. This constitutes over 1,100 full-time and part-time faculty members with varying status, gender, length of service, and ethnicity, from six academic colleges. Missouri State University offers more than 85 undergraduate majors, and some 45 plus graduate programs. The annual enrollment for the 2015-2016 academic year was 25,000 plus students. Missouri State University is a mid-sized, four-year, public, higher education institution.

### **Sample**

To conduct this qualitative research study, the sample population consisted of approximately 266 non-service-learning faculty members from twelve academic majors, spanning the six academic colleges. Those academic majors represent a wide variety of academic interests to include: (a) first-year foundations; (b) communication studies; (c) social work; (d) political science; (e) chemistry; (f) global studies; (g) business; (h) economics; (i) construction management; (j) agriculture; (k) English; and (l) criminology.

Faculty members, who have not taught and do not currently teach an academic service-learning course were invited to participate in this study.

To ensure the faculty participants selected for the study were non-service-learning faculty, the researcher used archival data, in report form, from the Office of Citizenship and Service-Learning and the Office of Institutional Research. This report listed all faculty who have taught service-learning courses since the inception of service-learning on MSU's campus in 1996; the year 1996 was selected as this was the year academic service-learning was approved by the University's (MSU) Faculty Senate. The list of non-service-learning faculty members selected for the study was compared with the list of faculty who have previously taught courses using the service-learning teaching methodology to ensure non-service-learning faculty participants for the study did not currently nor had in the past, taught a service-learning course on the Missouri State University campus.

Non-service-learning faculty members invited to participate in the completion of a short questionnaire as part of the study, accounted for a total study population of approximately 266 non-service-learning faculty. For the semi-structured interviews, two faculty members from each of the twelve academic areas identified above, were invited to participate in a one-on-one, face-to-face interview session, for a total of 24 non-service-learning faculty participants. This sample population supported a diverse mix of faculty rank, status, gender, length of service, and other demographic characteristics, coupled with academic perspectives and content.

Individuals and locations or sites, as suggested by Creswell (2009) were "purposefully selected" when conducting qualitative research, and as such, non-service-learning faculty members from MSU were purposefully selected to participate in this

research study for several reasons. First, MSU is a public university with a mission in Public Affairs and supports from top-down leadership the use of service-learning as a teaching methodology, as evidenced in the University's goals and strategic plans. Secondly, MSU is accredited by the Northcentral Higher Learning Commission, an accrediting body that supports the use of and encourages service-learning as a teaching method. In fact, in the recent review of MSU by the Higher Learning Commission, it was noted service-learning should be increased. Next, MSU is a Carnegie Classified Institution in Civic and Community Engagement, is a member university of Campus Compact, and MSU has received the President's Honor Roll in Higher Education Community Service for the past six years. MSU has a centralized office to coordinate all academic service-learning for faculty, students, and community, and as a result of the University's commitment to civic engagement and service-learning, MSU is not only engaged in numerous local and national initiatives in support of civic engagement, but serves as a consulting institution for the Civic Leadership and Democracy Engagement (CLDE) for eight other higher education institutions throughout the US, as part of the American Association of Colleges and Universities (AAC&U).

Finally, the percentage of MSU faculty who engage in service-learning is higher (12 %) in number of faculty who utilize service-learning compared to the national average of seven percent (Campus Compact, 2012) for faculty who utilize service-learning across higher education campuses nationwide. This may be the result of the several factors at the University which fosters an environment conducive to utilizing this high-impact teaching method such as support from leadership and a centralized academic service-learning office to work with faculty. Despite these factors, the limited use of this teaching method may contribute to MSU's overall student retention rates. The average

retention rate for MSU students is seventy-five percent; much lower than the retention rates for MSU students completing courses where service-learning was used as the teaching method. The retention rates for these students is currently at 82% (CASL, 2015). MSU has also witnessed a decline in first-year seminar course instructors opting not to use service-learning for course instruction. By understanding why MSU non-service-learning course instructors do not want to use this teaching method and what factors deter them from using service-learning as a teaching method, the researcher was able to provide a lens, based on results of the study, in which to view and better understand this identified phenomena.

### **Materials/Instruments**

For this explanatory single case study, semi-structured interviews were conducted to examine non-service-learning faculty perspectives on why they did not to use service-learning as a teaching method and what factors deterred them from doing so. Conducting semi-structured interviews allowed the researcher the opportunity to probe more deeply into attitudes and practices of the participant in a one-on-one setting. General demographic information including degree, faculty rank, tenure status, academic discipline, and years of service at their current institution, were also obtained during the interviews.

Prior to participating in the semi-structured interviews, non-service-learning faculty participants were asked to complete a short questionnaire. Permission had been granted by Abes et al. (2002) to utilize their validated survey used in their 2002 study and to modify, as necessary, based on surveying non-service-learning faculty. Because this explanatory, single case research study only examined non-service-learning faculty, only Part F and Part G of the Abes et al. (2002) study, with the exception of demographic

information, was used. Important to note is the Abes et al. (2002) survey instrument tool was administered in a hard-copy format and participants were given postage paid envelopes to return their responses. For purposes of this explanatory, single case study, demographic questions coupled with the questions in Part F and Part G of the Abes et al. 2002 survey, were developed in Survey Monkey and were administered via University email with a link to the short questionnaire. The documents referenced above are found in the appendix of this manuscript; appendix A provides a copy of the email granting permission to use the Abes et al. 2002 survey; appendix B provides a copy of the entire Abes et al. 2002 survey instrument tool; and, appendix C provides a copy of the modified short questionnaire to be used in this research study.

In addition to the instrument described above, the non-service-learning faculty member's course syllabus was examined as part of the study. Review of the course syllabus provided for understanding the course structure, activities, and assignments. These documents (materials/tools), in addition to data collected from the semi-structured interviews, provided for multiple sources of evidence for the study. The rationale for using more than one source of evidence is to support triangulation of results based on data collected (Yin, 2014). The use of the documents in the data collection, processing and analysis of, are discussed in more detail in the next section of this manuscript.

### **Data Collection, Processing, and Analysis**

Several methods of data collection were utilized for this qualitative study to support triangulation of data. Those methods included: 1) data collected from a short questionnaire, 2) semi-structured participant interviews, 3) MSU documents such as academic college and departmental Promotion and Tenure guidelines, 4) MSU salary studies, and 5) archival data (records of courses taught by faculty members to ensure

none have taught service-learning courses). Prospective non-service-learning faculty members, as defined in the population section of this manuscript, received an informational email about the study, via their MSU email, and were invited to participate in the study and complete a short questionnaire. Participants had the opportunity to electronically sign an informed consent form by checking the appropriate box if they agreed to participate.

This informational email detailed all aspects of the research study including, but not limited to, confidentiality, benefits and risks associated with the study, collection methods and storage of data, and dissemination of results based on data collected and analysis. A link to the short questionnaire regarding service-learning, based on the Abes et al. 2002 study, was provided in the email and faculty members were asked to complete the questionnaire. To ensure informed consent to participate was completed, the informed consent appeared as page one of the short questionnaire and visible when participants clicked on the questionnaire link provided in the email. After reading the consent, the participant had two choices: 1) to click on the yes button at the bottom of the informed consent which will then take the participant to the short questionnaire, or 2) to click on the no button on the informed consent page, which automatically took the participant to the MSU Citizenship and Service-Learning (CASL) home page. The questionnaire, which was developed in Survey Monkey, was sent to each participant via their Missouri State University faculty email address. A copy of the modified, short questionnaire is provided in appendix C and the email inviting non-service-learning faculty to participate in the study and complete the short questionnaire can be found in appendix D. It should be noted that no identifying information was collected as a part of the questionnaire.



In addition to the completion of questionnaires by non-service-learning faculty in the identified academic areas, two non-service-learning faculty members, from the identified academic areas, were randomly selected and invited to participate in a semi-structured interview. Each semi-structured interview was conducted face-to-face, on a one-on-one basis, and recorded. A copy of the email inviting non-service-learning faculty to participate in the semi-structured interview is identified in appendix D and the semi-structured interview questions are located in appendix H. Data were also collected from the Office of Institutional Research at Missouri State University regarding the faculty member's rank, academic department, and length of service teaching. For faculty members who agreed to participate in the semi-structured interviews, those participants were required to sign a hard-copy informed consent form (appendix E). As part of this consent, the faculty member agreed to provide the researcher with a copy of course syllabus used for the non-service-learning course(s) they teach.

Analysis of the data was conducted in various stages and methods. First, data from the short questionnaire were analyzed using Excel and SPSS software. Using demographic information including race, gender, length of service to the University, number of years teaching, and faculty rank, responses to questions were analyzed and compared and contrasted based on each demographic category. This allowed the researcher to identify potential trends towards various factors identified based on demographic variables.

Next, recordings from the semi-structured interviews were transcribed and coded into themes. Data collected were organized by arranging facts in a logical order. Next, data were categorized into groups and then single instances of data were interpreted to determine the relationship to the case study. Data were then analyzed to determine

patterns or essential themes. Data collected from the short questionnaire, along with data collected from the Office of Institutional Research at Missouri State University regarding the faculty member's rank, academic department, and length of service teaching and course syllabi were also analyzed. Review of course syllabi for the identified faculty member's course(s) was conducted to learn and gain an understanding of how the course is put together and what requirements and assignments are identified as a part of the course. Additionally, course syllabi were reviewed to determine if the faculty member's course delivery: 1) aligned with their self-identified curriculum philosophy, and 2) if any of the activities or assignments identified in the course syllabi aligned with the criteria for service-learning. It may be possible some non-service-learning faculty are in fact engaging students in projects outside the classroom which can be characterized as service-learning.

Results from this analysis assisted in determining various patterns evident as deterrents for not using service-learning as a teaching method. The convergence of all data was further analyzed in order to draw final conclusions for the study. To support the triangulation of data, member checking was implemented to ensure correct interpretation of data.

### **Assumptions, Limitations, and Delimitations of the Study**

**Assumptions.** Three assumptions were made regarding the study design. First, it was assumed all invited non-service-learning faculty members would participate in the survey and answer all questions honestly based on their understanding of service-learning. Secondly, it was assumed non-service-learning faculty would be willing to participate in the semi-structured interviews and answers provided would be communicated honestly. Finally, it was assumed non-service-learning faculty would

have a clear understanding of terminology associated with the study (service-learning, intrinsic/extrinsic motivation; traditional/contemporary curriculum/teaching philosophies).

To ensure the assumptions were reasonable the following steps were taken: 1) the short questionnaire did not collect any identifying information - the results were completely anonymous; 2) the definition for service-learning was provided to participants completing the questionnaire by embedding the definition within the short questionnaire; and 3) a list of definitions for motivation and curriculum philosophies were provided to non-service-learning faculty members, who agreed to participate in the semi-structured, face-to-face, one-on-one interviews, prior to beginning the interview process. Additionally, the semi-structured interviews were conducted in a quiet and convenient location for the non-service-learning faculty member being interviewed. The short questionnaire took no more than 15 minutes for the non-service-learning faculty member to complete and the semi-structured interview took no longer than 50 minutes.

**Limitations.** There were several limitations identified for this case study. First, only non-service-learning faculty from one university, Missouri State University, were invited to participate in this study. Secondly, not all academic disciplines were represented in this study. It is possible non-service-learning faculty from other academic disciplines might have different views and/or perceptions as to why non-service-learning faculty do not use service-learning as a teaching method. Next, during the semi-structured interview process, it was possible to receive a biased response to the questions asked since the researcher directs the service-learning programs at the University where non-service-learning faculty are being studied. A final limitation of the study may be in the way the syllabus for the course is constructed; while faculty are given guidelines,

latitude in also given in determining the content of a syllabus for a course. There are no limitations identified as the questions in the short questionnaire were self-explanatory.

While the location and population for this study remained concrete, efforts to mitigate the other identified limitations, were put in place. Because the researcher serves as director of the service-learning office on the university campus, and because the researcher serves on numerous academic committees with various faculty members who both engage in and do not engage in the use of service-learning, the researcher has developed a strong rapport with faculty and their associated academic departments. Additionally, the researcher is well-respected on campus and is perceived as knowledgeable in the field of education and service-learning. These positive factors may potentially mitigate any unrest with non-service-learning faculty members who have been invited and agreed to participate in the case study. In addition to the above identified mitigation strategies, the semi-structured interviews took place in a location convenient for the participant. Prior to writing the final report, each participant interviewed was asked to review the findings to ensure nothing was lost or described inaccurately in the transcription of the data collected.

**Delimitations.** The scope of this study was limited to non-service-learning faculty from Missouri State University who do not currently teach and have not taught a service-learning course during their service to the university. However, because non-service-learning faculty represented the majority of the faculty at the University, and because there was representation across all academic colleges, there was adequate representation of the population.

## **Ethical Assurances**

When conducting research, the researcher has the responsibility to ensure the research study is conducted ethically. It is the responsibility of the researcher to maintain the highest standards of professional conduct and ensure the rights, welfare, and the safety of all participants is protected. This section provides the information and ethical assurance for conducting this research study including ethical assurances for: IRB approval, informed consent, confidentiality, data disposition, and dissemination of results. Additionally benefits and risks associated with this study are also identified.

**IRB Approval.** Prior to conducting any research, approval from the Institutional Review Board (IRB) at Missouri State University and the Institutional Review Board from Northcentral University was obtained. As part of the application process, the following documents for both University's was completed and submitted: 1) the representative University's IRB Application form and, 2) the IRB Supplemental form (if required) along with all supporting required material (as identified by the University) in one contiguous attachment including the a table of contents and numbered pages. Additionally, a copy of the verification of CITI certification, along with any other required documents was submitted as part of the IRB Supplemental form. Documents submitted as part of the Northcentral IRB process met the criteria for an 8<sup>th</sup> grade reading level based on readability statistics. Those documents included (a) the invitation letter to participate, (b) the informed consent, and (c) research materials including the online questionnaire and the semi-structured interview questions. Once the IRB was approved, the researcher's study was conducted as identified within this manuscript.

**Obtaining Informed Consent.** Non-service-learning faculty members who agreed to participate in the online questionnaire clicked on the link provided in the email invitation.

The link took participants to the informed consent (appendix E) first. Once the participant gave their consent to participate, they were taken to the online questionnaire. For non-service-learning faculty who agreed to participate in the semi-structured interviews, an informed consent form was provided at the beginning of the interview. Interviews were only conducted if the participant, the non-service-learning faculty member, signed the consent form. A copy of the informed consent used for non-service-learning faculty members participating in the semi-structured interview is located in appendix I.

**Confidentiality.** Data obtained in the online questionnaire were kept confidential and reported only in the aggregate. No names or other identifying information was collected as part of the online questionnaire. Names of non-service-learning faculty who participated in the semi-structured interview sessions is not be reported and was only used for the purposes of contacting to relay logistic information to participants (time, location, etc.). Additionally, non-service-learning faculty names associated with course syllabi, were not revealed in the reporting of data. Data from notes based on the review of course syllabi were only referred to in the aggregate.

**Data Disposition.** Data from the online questionnaire are kept in an electronic file with the principal investigator for seven years. Individual responses to the online questionnaire are kept separate from interview data (questionnaire responses are only reported in the aggregate). Recordings and transcribed notes from the interviews, along with notes from review of course syllabi, and other data collected including (a) any debriefing materials, (b) the IRB application, the informed consent and evidence of reading level, (c) any instruments used to collect data, (d) CITI certification (must be within two years of conducting the study), and (e) any site permissions or IRB approval from other entities,

including that of Missouri State University, have been stored in a secure location and will be kept in the secure location for seven years.

**Dissemination.** Three potential dissemination mechanisms exist for this study. First, a technical report will be produced and distributed to participants and other interested parties at Missouri State University, the state and national Campus Compact office and other requesting entities. Secondly, the results and findings from the online questionnaire, the semi-structured interviews, and syllabi analysis, may also be written up for submission and publication in academic journals. Finally, this research study fulfills requirements for the researcher's Doctorate of Philosophy in Education at Northcentral University, and as such, findings and results produced from data collected are a part of this dissertation manuscript.

**Benefits.** Results from this study allowed the researcher to understand why faculty do not integrate service-learning as a teaching pedagogy into their curriculum design and course delivery. Furthermore, the study allowed the researcher to not only identify barriers or factors that prevented or deterred faculty from integration of this high-impact practice, but to understand resources necessary to increase the use of service-learning as a teaching pedagogy. Results obtain in this study also allowed the researcher to target programs and services to assist faculty at Missouri State University, other universities, and within Campus Compact member institutions.

**Risks.** There were no foreseeable risks associated with the participants completing the online questionnaire, participation in the semi-structured interview, and syllabi review. No participant names or contact information were provided in any final reporting. Furthermore, based on analysis of risk/benefit ratio, it is the view of the researcher that the benefits associated with the study outweighed any risks.

**Procedures for minimizing risk.** Names and contact information for participants were not collected during completion of the online questionnaire. Names and contact

information for interview participants, coupled with names and contacts associated with course syllabi were not reported. Online questionnaire responses were reported in the aggregate. For semi-structured interview participants, Missouri State University non-service-learning faculty were given the opportunity to voluntarily participate. The informed consent outlined how data were reported and disseminated.

### **Summary**

From increased students success, to higher retention rates, to intent to engage in community post-graduation, to career selection and decisions on academic majors, it is evident that service-learning produces a number of positive outcomes for students who complete service-learning coursework. Unfortunately for our higher education students, far too many courses are taught without service-learning being integrated into the courses. Previous research has indicated either the lack of faculty motivation, or a lack of institutional support and resources, at varying levels, or a combination of both, deter faculty from incorporating this powerful teaching approach.

It is essential for new research to be conducted to examine why faculty do not use this teaching methodology and to gain an understanding as to not only what deters faculty in their decision, but what drives their [the faculty member] decision-making process. In doing so, new findings can contribute to the field of education and service-learning. It was the intent of this research study, through the analysis and triangulation of data, to provide evidence necessary in which to advance service-learning and increase the number of faculty who infuse service-learning into curriculum and courses.



## Chapter 4: Findings

The purpose of this explanatory single case study was to examine why faculty, in higher education institutions, opted not to use the high-impact teaching pedagogy of service-learning in their curriculum development and course delivery. This teaching method, based on numerous studies conducted over the past three decades, supports great benefits for students who complete academic courses where service-learning is utilized as the primary teaching method. However, according to Campus Compact (2012/2014), the number of faculty across college and university campuses remains low and stagnate, with only seven percent of higher education faculty using service-learning in 2012 and only a slight increase observed in 2014. A short questionnaire, semi-structured interviews, and review of course syllabi from 24 non-service-learning faculty members, across six academic colleges, in 12 academic departments were utilized to extract data and provide for analysis. The following research questions were answered for this study:

- Q1.** How does self-identified alignment with intrinsic or extrinsic motivation impact the decision not to use service-learning as a teaching method in faculty members courses?
- Q2.** How does self-identified alignment with either a traditional or a contemporary curriculum philosophy impact the decision not to use service-learning as a teaching method in faculty members courses?
- Q3.** How do factors such as course release time, financial rewards, recognition, tenure and promotion, scholarship of teaching and learning, and research influence the decision not to use service-learning as a teaching method in faculty members courses?

- Q4.** How do levels of support within the institution (i.e.: president, provost, academic deans, departmental, resource centers), drive the decision to not use service-learning as a teaching method in faculty members courses?

To conduct the research for this study an explanatory single case study method was selected. This method provided the opportunity to gain a better understanding of faculty perceptions about service-learning and their reasons for not using service-learning as a teaching methodology in their courses. This research method was employed to: (a) address the problem and any associated sub-problems to be researched; (b) assist in demonstrating a relationship between motivation, curriculum philosophy alignment, and support for infusing service-learning; (d) serve to inform and guide further data collection; and (e) support triangulation. Yin (2014) cited, based on his perspective of conducting case studies, “distinctive need for case study research arises out of the desire to understand complex social phenomena” (p. 4). Yin (2003) as cited in Baxter and Jack (2008) argued, “This type of case study would be used if you were seeking to answer a questions that sought to explain in the presumed causal links in real-life interventions that are too complex for the survey or experimental strategies” (p. 547).

Both the understanding of a complex social phenomena – why faculty don’t use high-impact teaching methods that foster numerous benefits for higher education students, and understanding and explaining presumed causal links between real-life interventions, in this case service-learning, and why faculty don’t use this teaching method, align with Yin’s (2003/2014) reasoning for conducting case studies. Furthermore, this research study design aligned with Yin (2014) who cited “a case study allows investigators to focus on a ‘case’ and retain a holistic and real-world perspective” (p. 4). Moreover, Yin (2014) argued,

doing case study research would be the preferred method, compared to other methods, in situations when (1) the main research questions are “how” or “why” questions; (2) a research has little or no control over behavioral events; and (3) the focus of a study is a contemporary (as opposed to entirely historical) phenomenon. (p. 2)

For completion of the short questionnaire, 266 non-service-learning faculty from the 12 identified academic departments within the six MSU academic colleges were invited to participate. Of the 266, 91 or 34% of the sample population participated. Responses gathered from the short questionnaire, modeled from Abes et al. 2002 survey instrument tool, served as foundational information for this research study and to determine if data gathered as a result of the semi-structured interviews aligned with responses from the short questionnaire. For the semi-structured interviews, all 24 non-service-learning faculty members, two from each of the twelve identified academic areas, who were invited to participate, participated in the research study.

Of the 91 participants responding to the short questionnaire, 50% identified as female, 46% as male, and 4% preferred not to answer. For the semi-structured interviews, 17 of the 24 faculty members interviewed (71%) were female; 29% or 7 faculty members were male. Examining faculty rank in the short questionnaire, 14% identified as being a full professor, 11% as associate professors, 30% as assistant professors, and 46% identifying as adjunct, per course, or visiting faculty. For faculty participating in the semi-structured interviews, 21% identified as full professors, .08% as associate professors, and 17% as assistant professors; 50% identified as adjunct, per course, or visiting faculty. Of the non-service-learning faculty participating in the short questionnaire, 28% identified as being a faculty member of the university for more than

10 years compared to 50% of the non-service-learning faculty who participated in the semi-structured interviews. All of the participants, both those responding to the short questionnaire and those participating in the semi-structured interviews, taught a variety of courses, freshman through senior-level courses, within their academic department. Those teaching 100-level courses identified many of the courses as theory courses and suggested theory courses were inappropriate to use a service-learning teaching method due to course content and class size.

Data collection consisted of two phases using three methods; completion of a short questionnaire, semi-structured interviews during the first phase and review of course syllabi in the second phase. The first phase consisted of completing the short questionnaire and the semi-structured interviews. The short questionnaire consisted of Likert-scale and open-ended questions adapted from the Abes et al., 2002 study with permission; the semi-structured interviews consisted of prepared questions coupled with unplanned questions for purposes of clarification. The questions were organized to examine the relationship, if any, between faculty members who do not integrate service-learning into their teaching and the following factors: 1) definition of service-learning; 2) self-identification of motivational type and curriculum philosophy; 3) reasons why faculty did not use service-learning as a teaching method; 4) support systems faculty believed necessary to both use service-learning as their primary teaching method and increase the use of service-learning across higher-education campuses; and finally, 5) if the faculty member would consider using service-learning if the supports systems they identified as being necessary to infuse service-learning in their course(s) were in place. Demographic information such as faculty rank, academic department, and length of service teaching, was also collected. Responses from participants were analyzed and

coded into themes using word and excel figures/tables based on the theoretical propositions of motivational alignment self-identity and curriculum philosophy alignment self-identity (Ornstein & Huskins, 2013; Ryan & Deci, 2000; Yin, 2014) (See Figure 1 and Table 1).

Figure 1

*Participants by Motivational Type/Curriculum Philosophy Alignment*

Key: Intrinsic Motivation/Contemporary Philosophy (IMCP); Intrinsic Motivation/Traditional Philosophy (IMTP); Intrinsic Motivation/Both Philosophies (IMBP); Extrinsic Motivation/Contemporary Philosophy (EMCP); Extrinsic Motivation/Traditional Philosophy (EMTP); Extrinsic Motivation/Both Philosophies (EMBP); Situational Motivation/Contemporary Philosophy (SMCP); Situational Motivation/Traditional Philosophy (SMTP); Situational Motivation/Both Philosophies (SMBP).

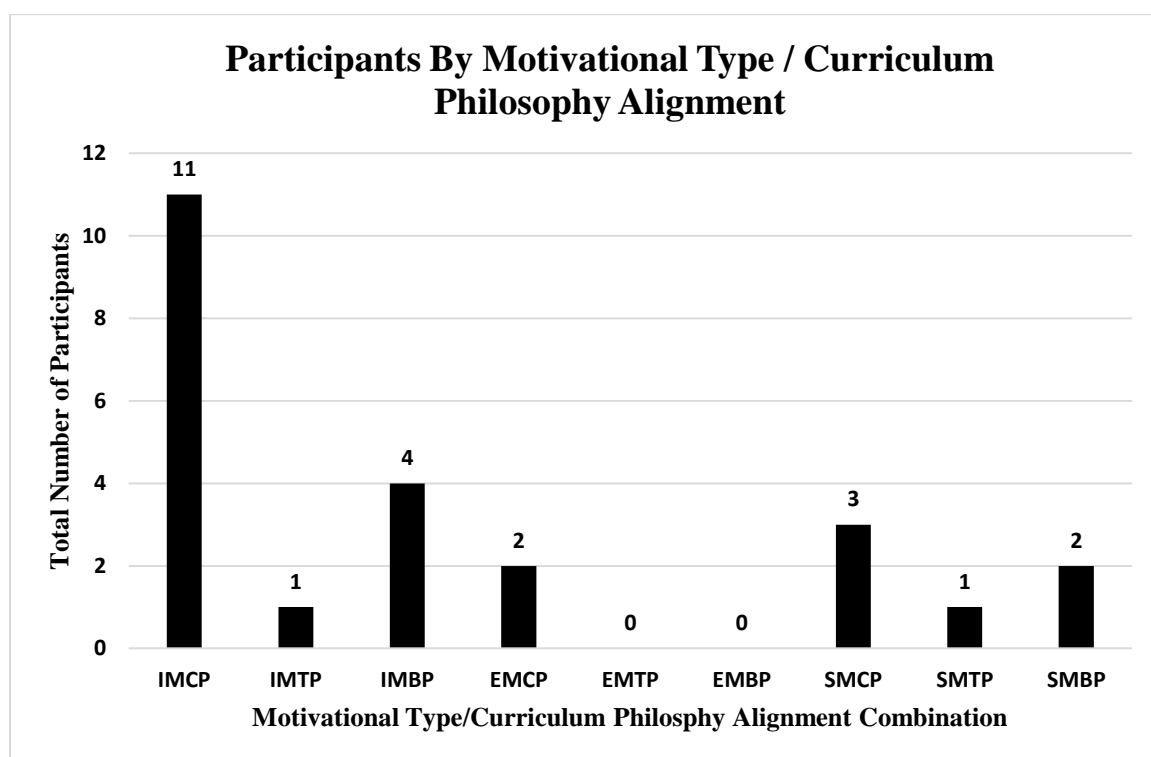


Table 1

*Semi-Structured Interviews and Identified Themes*

Key: Intrinsic Motivation/Contemporary Philosophy (IMCP); Intrinsic Motivation/Traditional Philosophy (IMTP); Intrinsic Motivation/Both Philosophies (IMBP); Extrinsic Motivation/Contemporary Philosophy (EMCP); Extrinsic Motivation/Traditional Philosophy (EMTP); Extrinsic Motivation/Both Philosophies (EMBP); Situational Motivation/Contemporary Philosophy (SMCP); Situational Motivation/Traditional Philosophy (SMTP); Situational Motivation/Both Philosophies (SMBP).

Research Question	Interview Questions	Motivational Type / Curriculum Philosophy Alignment	Themes that Emerged
<b>Q3.</b> How do factors such as course release time, financial rewards, recognition, tenure and promotion, scholarship of teaching and learning, and research influences the decision not to use service-learning as a teaching method in the faculty member's course?	Can you share with me "why" you don't use service-learning as a teaching method in the development of curriculum or course delivery?	IMCP	<ol style="list-style-type: none"> <li>1. Lack of education about what it is and how to do it</li> <li>2. Class Size/Class Type</li> <li>3. Perception of what service-learning is</li> <li>4. Extra Work, Time to Setup/Develop</li> <li>5. Lack of coordination/support/assistance/resources across campus</li> </ol>
		IMTP	<ol style="list-style-type: none"> <li>1. Lack of education about what it is and how to do it</li> <li>2. Class Size/Class Type</li> <li>3. Extra Work, Time to Setup/Develop</li> <li>4. Lack of coordination/support/assistance/resources across campus</li> </ol>
		IMBP	<ol style="list-style-type: none"> <li>1. Lack of education about what it is and how to do it</li> <li>2. Class Size/Class Type</li> </ol>
		EMCP	<ol style="list-style-type: none"> <li>1. Lack of education about what it is and how to do it</li> <li>2. Class Size/Class Type</li> <li>3. Tenure and Promotion</li> </ol>

		EMTP	No participants identified
		EMBP	No participants identified
		SMCP	<ol style="list-style-type: none"> <li>1. Lack of education about what it is and how to do it</li> <li>2. Perception of what service-learning is</li> <li>3. Extra Work, Time to Setup/Develop</li> <li>4. Lack of coordination/support/assistance/resources across campus</li> </ol>
		SMTP	<ol style="list-style-type: none"> <li>1. Lack of education about what it is and how to do it</li> <li>2. Class Size/Class Type</li> <li>3. Perception of what service-learning is</li> </ol>
		SMBP	<ol style="list-style-type: none"> <li>1. Lack of education about what it is and how to do it</li> <li>2. Perception of what service-learning is</li> <li>3. Tenure and Promotion</li> </ol>
	What levels of support from an institutional and departmental standpoint do you feel are necessary in order to promote service-learning on our campus or other campuses?	IMCP	<ol style="list-style-type: none"> <li>1. Education and Training</li> <li>2. Infrastructure/Central Office/Support Systems</li> <li>3. Marketing and Awareness of Service-Learning</li> <li>4. Buy-in from Administration, Deans, Department Heads</li> <li>5. Recognized for Tenure and Promotion</li> <li>6. Rewards and Incentives</li> </ol>
		IMTP	<ol style="list-style-type: none"> <li>1. Education and Training</li> <li>2. Infrastructure/Central Office/Support Systems</li> <li>3. Buy-in from Administration, Deans, Department Heads</li> <li>4. Rewards and Incentives</li> </ol>
		IMBP	<ol style="list-style-type: none"> <li>1. Education and Training</li> <li>2. Infrastructure/Central Office/Support Systems</li> <li>3. Marketing and Awareness of Service-Learning</li> </ol>

		EMCP	<ol style="list-style-type: none"> <li>1. Education and Training</li> <li>2. Marketing and Awareness of Service-Learning</li> <li>3. Buy-in from Administration, Deans, Department Heads</li> <li>4. Recognized for Tenure and Promotion</li> </ol>
		EMTP	No participants identified
		EMBP	No participants identified
		SMCP	<ol style="list-style-type: none"> <li>1. Education and Training</li> <li>2. Infrastructure/Central Office/Support Systems</li> <li>3. Buy-in from Administration, Deans, Department Heads</li> </ol>
		SMTP	<ol style="list-style-type: none"> <li>1. Education and Training</li> <li>2. Infrastructure/Central Office/Support Systems</li> <li>3. Marketing and Awareness of Service-Learning</li> <li>4. Buy-in from Administration, Deans, Department Heads</li> <li>5. Recognized for Tenure and Promotion</li> </ol>
		SMBP	<ol style="list-style-type: none"> <li>1. Education and Training</li> <li>2. Infrastructure/Central Office/Support Systems</li> <li>3. Marketing and Awareness of Service-Learning</li> <li>4. Recognized for Tenure and Promotion</li> </ol>



Research Question	Interview Questions	Motivational Type / Curriculum Philosophy Alignment	Responses
<b>Q4.</b> How do levels of support within the institution (i.e.: president, provost, academic deans, departmental, resource centers), drive the decision to not use service-learning as a teaching method in a faculty member's course?	If the levels of support you identified were in place, would you consider teaching your course as a service-learning course? If so, what support would be most important to you? If not, why not?	IMCP	1. Yes; consider 2. Yes; with help/support 3. I don't know/hesitant 4. Yes 5. I don't know/hesitant 6. Yes; with a mentor 7. Yes; depending on course/objectives 8. Yes; absolutely 9. I don't know/hesitant 10. Yes 11. No
		IMTP	1. No
		IMBP	1. Yes 2. Yes 3. No; reasons identified 4. No; Not for a grade
		EMCP	1. Yes; with supports in place 2. Yes
		EMTP	No participants identified
		EMBP	No participants identified
		SMCP	1. Yes; would look into it 2. Yes 3. Yes
		SMTTP	1. Yeah; with appropriate supports and logistics
SMBP	1. Yes; if you do the leg work 2. Yes; with infrastructures in place		

The final stage of data collection and analysis was the review of course syllabi to determine if faculty were, in fact, using the teaching pedagogy of service-learning within their course but not identifying their course as service-learning.

## Results

The results presented within this manuscript were derived from the analysis of non-service-learning faculty semi-structured interviews, open-ended questions on a short questionnaire completed by non-service-learning faculty, and the review of course syllabi for non-service-learning faculty across six academic colleges and 12 academic departments. The semi-structured interviews were conducted at a location on campus determined by the participant and all interviews were recorded. Prior to completing the online, short questionnaire, or participating in the semi-structured interviews, participants signed the required consent form. Data obtained from recordings of the semi-structured interviews were transcribed using Dragon Naturally Speaking software. Once data were transcribed, data were reviewed to ensure data were transcribed correctly. Data were then analyzed and coded in themes based on the participant's alignment with both their self-identified motivational type and their self-identified curriculum philosophy alignment. To ensure no identifying information is provided, participant responses were identified as P1, P2, P3, as so on, consecutively, through P24. Codes were also established to identify and link self-identified motivational type with self-identified curriculum philosophy. Those codes established are: Intrinsic Motivation/Contemporary Philosophy (IMCP); Intrinsic Motivation/Traditional Philosophy (IMTP); Intrinsic Motivation/Both Philosophies (IMBP); Extrinsic Motivation/Contemporary Philosophy (EMCP); Extrinsic Motivation/Traditional Philosophy (EMTP); Extrinsic Motivation/Both Philosophies (EMBP); Situational Motivation/Contemporary Philosophy (SMCP); Situational Motivation/Traditional Philosophy (SMTP); Situational Motivation/Both Philosophies (SMBP). This allows for themes to be linked to motivational type and curriculum philosophy alignment and to determine any relationship

between self-identified motivational type and self-identified curriculum philosophy to use of service-learning coupled with perceived support needed to use service-learning within courses.

**Research Questions 1 and 2: How does self-identified alignment with intrinsic or extrinsic motivation and how does self-identified alignment with curriculum philosophy (traditional or contemporary) impact the decision not to use service-learning as a teaching method in faculty members courses?** The interview questions were developed to gather responses for these two questions asked during the semi-structured interview. Participants were asked to both self-identify their motivational type and their curriculum philosophy alignment. Responses indicated 16 of the 24 faculty members identified they were intrinsically motivated; six identified as being motivated by both and the determination as to which applied was situational; two of the 24 self-identified their motivational type as extrinsic. Self-identification of curriculum philosophy alignment indicated 16 of the 24 faculty members aligned with a contemporary curriculum philosophy, while only two of the 24 identified as aligning with a traditional curriculum philosophy. The remaining six identified alignment with both curriculum philosophies depending on the course they were teaching.

**Research Question 3: How do factors such as course release time, financial rewards, recognition, tenure and promotion, scholarship of teaching and learning, and research influence the decision not to use service-learning as a teaching method in the faculty member's course?** To gather response data for this question, two interview questions were asked of the participants. The first interview question asked, “Can you share with me “why” you don’t use service-learning as a teaching method in the development of curriculum or course delivery?” revealed the following themes based

on the seven of the nine identified combinations of motivational type and curriculum philosophy alignment as described in Table 1. None of the participants self-identified alignment with Extrinsic Motivation and Traditional Curriculum Philosophy (EMTC) combination or Extrinsic Motivation and Both Curriculum Philosophies (EMBC) combination, and as such, no themes were revealed.

***Theme 1: Lack of education about what service-learning is and how to do it.***

This theme was prevalent in all seven combinations of motivational type linked to curriculum philosophy alignment. Participant P1 identified they were a new instructor and not familiar as to what service-learning was or entailed; participant P2 stated “start at the departmental level for teacher prep course with greater emphasis on showing those in Teacher Ed programs and doctoral program what service-learning is and how to use it.” Participant P8 noted for example, they were not clear on what they needed to do and wanted examples of what others were doing. Participant P10 identified “people [faculty] don’t even know what a high-impact program means” and, participant P12 noted “service-learning might not be popular on campus.” Participant P13 cited “I wasn’t familiar with service-learning so it wouldn’t have even hit my radar as something I would or would not have done; I just didn’t even know about and I’ve been here since 2010.” As a newbie faculty member, participant P14 stated, “I didn’t have a really good grasp on what service-learning is.” Participant P16 noted, “I just don’t know where to start...I’m excited about the idea, but I’m extremely anxious because I just don’t know what I’m doing – I just don’t have an idea” and then further noted “how do I make sure that I design something that doesn’t just get away from me? Maybe I feel like that because I’m not trained. Faculty members don’t have a clear understanding of what service-learning

really is.” Participant P17 simply stated, “I’d like to know more about the program.” Similar statements were noted throughout the responses for all participants.

**Theme 2: Class size and class type.** When participants were asked why they didn’t use service-learning as a teaching method, class size and class type were identified themes in five of the seven combinations, including faculty who self-identified as being intrinsically motivated and aligned with the contemporary curriculum philosophy. The five combinations included: 1) Intrinsic Motivation/Contemporary Philosophy (IMCP); 2) Intrinsic Motivation/Traditional Philosophy (IMTP); 3) Intrinsic Motivation/Both Philosophies (IMBP); 4) Extrinsic Motivation/Contemporary Philosophy (EMCP); and 5) Situational Motivation/Traditional Philosophy (SMTP). Participant P3 for example stated “Really hard to do for a 200 person course; you can’t do service-learning with large classes”; participant P4 noted “If you are going into social work you more quickly see the benefit; not going into a laboratory class”, while participant P10 suggested they don’t use service-learning because “they have a really large class”, “the course is very full circularly and very challenging for the students”, and they “don’t see a good connection there.” Participant P11 shared “sometimes I have over 200 students in the class and participant P12 responded “some courses are better suited for service-learning than others; some classes are theory classes and don’t fit – more applied classes might be a better fit.” According to participant P14, “you can’t fit it into a principles course; there’s too much to cover.” Participant P18 cited “I think sometimes it’s not because people don’t want to, but because the discipline does not offer a lot of scope...so it’s pure theory driven.” Other participants tended to follow suit with similar comments and reasons as to why they did not use service-learning as a teaching method within their course.

**Theme 3: Perception of what service-learning is (i.e.: flexibility, definition, and volunteerism, etc.).** Perception about service-learning was a theme carried through four of the seven combinations (IMCP; SMCP; SMTP; SMBP). Evidence about the perception of what service-learning is could be found, for example, in a response from participant P1 who, when asked why you don't use the teaching method of service-learning, stated "Going to follow by the rules as much as I can." Participant P3 stated "if you could get some speakers to come in and then set everything up in Blackboard with reflective quizzes"; participant P5 noted, "Too daunting of a task for one person" further stating "this [service-learning] is something extra for them [student] to do." Participant P6, who self-identified as being intrinsically motivated and self-identified alignment with the contemporary curriculum philosophy stated, "You can only take it [service-learning] so far and then, at what point are we just becoming a technical college where we are doing hands-on technical stuff. You've got to stop at some point on the service part"; participant P7 stated "I think I'm already doing it; we don't call it service-learning; we call it pragmatism because we teach by real-live example." Participant P9 stated "I change it up a lot [the course] and so I want flexibility so if it's already on the books that I'm doing service-learning and then I decide not to it's hard to get off." Participant P10 suggested "service-learning was an elective which students didn't need" while participant P12 noted, "It might work in the seated for extra credit"; participant P13 noted "how could they [the faculty member] add one more thing for their students to do." When interviewing participant P14 the faculty member noted "It's a catch phrase that I hear about" and further suggested if they implemented service-learning they could "email their students" to get permission to do it [service-learning] since many of the students had already enrolled in the course for next semester. Additionally, participant P15 noted that

service-learning is “it’s [service-learning] is something that I teach my kids at home and we grow up doing that by being nice to each other and service-learning should be something that is student led and give them a \$5.00 gift certificate or a cup of coffee.”

Throughout the data collected, statements such as these referenced within theme 3 can be found.

***Theme 4: Extra work, time to setup and develop.*** This theme was identified in three of the seven combinations of motivational type and curriculum philosophies (Intrinsic Motivation/Contemporary Philosophy; Intrinsic Motivation/Traditional Philosophy; Situational Motivation/Contemporary Philosophy). During the semi-structured interviews, participant P3 noted “too much material to cover in so little time; too much time to develop”; participant P4 stated “people [faculty] are overworked; no one wants an additional burden placed upon them to be responsible for anything” and further noted “most [faculty] feel like where is the time to do [service-learning] going to come from.” Additionally, participant P5 noted, “this [service-learning] is something extra for them [the faculty member] to do; need instructor buy-in and if you create work for them they won’t do it.” In the interview sessions, participant P8 cited “because I had the assumption that it will be more work for me; it feels like it would be a lot of extra work” as reasons for not using service-learning as a teaching method. Participant P11 cited “a lot of responsibility fell on the instructor in determining what kinds of projects, work, and even setting up the parameters; I have a lot of ideas, but I don’t know that I would have time to put legs on them.” With relationship to time, participant P23 stated, “then there’s the time factor you know; it’s a big thing” and further stated “it’s just too big of a ball to try to throw in with like everything else I’m doing right now.”

***Theme 5: Lack of coordination, support, assistance, resources across campus.***

This theme was also prevalent in three of the seven combinations; 1) Intrinsic Motivation /Contemporary Philosophy (IMCP); 2) Intrinsic Motivation/Traditional Philosophy (IMTP); and 3) Situational Motivation/Contemporary Philosophy (SMCP). Participant P3 identified needing Teaching Assistants to help and someone to coordinate and do everything, while participant P5 suggested support in coordinating the logistics of the students' experience, having access to resources, a better website about service-learning, and a central database of community partners that faculty can access. Furthermore, participant P10 suggested that assistance was needed in building the course as they [the faculty member] did not want to do things from the ground up, while participant P19 acknowledged that with service-learning “seem to take quite a bit of oversight” further stating “it is a personal thing and I, there is like, that thing of dealing with another layer of stuff, and another layer of coordination – that usually becomes a challenge.”

***Theme 6: Tenure and promotion.*** One of the themes derived from analyzing and coding data from the semi-structured interviews were tenure and promotion, which was cited as one of the reasons faculty did not use service-learning as a teaching method. Tenure and promotion surfaced in two of the seven combinations; Extrinsic Motivation/Contemporary Philosophy (EMCP) and Situational Motivation/Both Philosophies (SMBP). While it was important to the participants who identified with these two combinations, tenure and promotion, overall, was not a huge factor in deterring faculty from using service-learning; tenure and promotion was only mentioned by three of the twenty-four participants. Participant P4 cited they were “focused on research and publishing for tenure and promotion; not service-learning”, while P17 noted “I was thinking more of the service for tenure and promotion.” Participant P9 noted “I don't



need it for tenure and promotion, but it's a way for other ranks to move up and really get intimately involved in community engagement and service for their students.”

No other themes were identified. One participant, P18, who identified alignment with intrinsic motivation and alignment with both curriculum philosophies (IMBP), did not use service-learning as a teaching method as they believed more rewards for using this teaching method were necessary. Also, one participant, P16, who also identified as intrinsically motivated and alignment with both curriculum philosophies (IMBP), stated they did not use service-learning as a teaching method because they did not have “class release time”. As course release time and rewards were only mentioned once each within the data collected as to reasons why faculty did not use service-learning, class/course release time and rewards were not listed as common themes.

The second interview question asked of participants, question 5, which was tied to research questions 3 was, what levels of support from an institutional and departmental standpoint do you feel are necessary in order to promote service-learning on our campus or other campuses? Again, using the nine possible combinations of motivational type and curriculum philosophy, as identified in Table 1, the following themes emerged. It should be noted, as in the previous question, none of the participants aligned with two of the nine combination; Extrinsic Motivated/Traditional Philosophy (EMTP) and Extrinsic Motivation/Both Philosophies (EMBP). Six distinct themes were identified as being necessary for faculty to promote and foster service-learning as a recognized teaching method for faculty.

***Theme 1: Education and training.*** The most predominant theme that appeared consistently across all seven combinations was Education and Training. There was no distinct differentiation among self-identified motivational type and self-identified

alignment with either the contemporary or the traditional philosophy; and, in many cases, combinations of both motivational types, with one or both of the curriculum philosophies. Participant P1, for example, noted “I need to guide/toolkit to know I’m on the right track”; participant P5 suggested “getting the word out about how to use...it should definitely be a part of orientation” also suggesting “many [faculty] are doing service-learning just not identifying it as service-learning.” Participant P7 noted “a good percentage of our faculty have not been trained as teachers; first, I think we have to train the people because they don’t understand” but further commented “we will be doing our students a better job of teaching them if we can implement more of this stuff.” Participant P8 identified a “step-by-step – what do I need to do to make it happen” was necessary, further suggesting “examples would be helpful to see what others are doing and learning how to structure a class.” Similar to P8’s response, P15 cited “I want a step one, step two; you have to do this and this” as being a necessary support to use the teaching pedagogy of service-learning. Education about service-learning should, according to participant P12 be in the form of seminars on campus, similar to the Digital Professor Academy; participant P13 noted “having a better understanding [of service-learning] would be huge.” Participant P14 identified they [the faculty member] “really [had] no education in service-learning so they couldn’t answer what supports were even needed” and that faculty “needed to hear more about service-learning in new faculty orientation and then follow-up.” Participant P17 cited “education more than anything and I would probably want to talk with other people just to know what they’ve done” was their perception of supports needed to engage in service-learning. Additionally, participant P18 suggested “Brown Bag Lunches and talk about their [faculty] experiences getting started; you get ideas when you hear from other people.” As a final note, participant P23 stated “teach people how to teach service-

learning out of faculty centers; methods of teaching should include service-learning.” Finally, participant P24 noted, as it related to training individuals who wish to teach, “Modeling and developing of students who are going to be teachers so they understand [service-learning].” Also important to recognize is two faculty members believed education should include demonstrating how service-learning can be tied to student learning outcomes and department assessments. For example, one faculty member, participant P3 noted “service-learning needs to meet SLOs – Student Learning Outcomes”; while participant, P4 stated, “service-learning needs to be tied to assessment plans in departments.” Similar comments as identified in this theme can be found throughout the data collected from the interviews.

***Theme 2: Infrastructure, central office with supports in place.*** A second theme that arose as a necessary support to move service-learning forward among faculty and across campuses was that of having a central office with supports from a central office in place. Of the seven combinations of motivation types and curriculum philosophies, this theme was present in six of the combinations (IMCP; IMTP; IMBP; SMCP; SMTP; SMBP). For example, participant P3 stated “someone to coordinate and do everything; maybe two or three grad assistants” and further suggested “a center to develop service-learning placements that would not be rejected by the university.” Participant P4 stated “central service-learning office to make it work in a way that is helpful to everyone – synergy” and further noted “coordination from a central office with a grad assistant to track and do paperwork and those things.” Similar to other responses, participant P5 stated a “need grad assistant for each college” as a support to move service-learning forward, and participant P10 recommended “a centralized office that you can call.” Going into more depth participant P11 noted “How can a central office help us to make this

work; need assistance to make sure students have a good experience if I have a class with 200 students.” Additionally, this participant noted “help with legwork and management of student experiences” from a central support office were necessary. Participant P12 also noted “have a grad assistant or someone, staff, to work with faculty and take care of the legwork to cut down on faculty time spent coordinating.” Finally, participant P13, as an example, suggested having a “service-learning mentor” to help and assist with providing development and support. Requests for the same types of supports and a central office to coordinate were noted throughout the analysis for the semi-structured interview data.

***Theme 3: Marketing and awareness of service-learning.*** Another consistent theme that appeared throughout the responses from faculty across five of the seven combinations (IMCP; IMBP; EMCP; SMTP; SMBP) was better marketing and creating an awareness of what service-learning is and that it service-learning is used as a teaching method on campuses. For example, participant P5 suggested “new faculty and staff struggle with the idea because you don’t see it on other college campuses” but also noted, “many [faculty] are doing service-learning in classes just not identify it [the course] as service-learning”; participant P10 noted “better marketing of what service-learning is” was needed. Participant 14 identified “the first time I heard of service-learning was a year ago; been here for two whole years and never encountered the term service-learning.” Participant P18 suggested being more aware of “opportunities for publishing in journals and service-learning resources with presentations from those who have published about what they’ve done.” Following in line with other participant statements, participant P20 stated “maybe just a better and more awareness for it. My guess is I certainly was not the only person who didn’t know about service-learning.”

**Theme 4: Buy-in from administration, deans, department heads.** Also important to faculty was buy-in from administration, deans, and department heads supporting the teaching pedagogy of service-learning. The identified support necessary to move service-learning forward was identified in five of the seven combinations (IMCP; IMTP; EMCP; SMCP; SMTP). This would suggest that faculty believed support from their administration, deans, and/or department heads was necessary to consider using service-learning as a teaching method. For example, participant P5 noted “support from administration”; participant P6 stated “support from deans, department head, and departmental accreditation.” Participant P9 cited “you’ve got to have both – administration and driven by faculty; it starts from the ground up.” Another participant, participant P10 noted “institutional support needs to be there” while yet another participant, participant P11 stated “support from the department; support from the institution as a whole.” Participant P13 also noted that “department support” was necessary. Participant P16 suggested “institutions need to look at what they can take off faculty plates if they want us to teach using the service-learning teaching method.” Participant P17 noted “what would make me do service-learning is possibly a departmental meeting and there is time spent of why service-learning is important; shows departmental support.”

**Theme 5: Recognized for tenure and promotion.** Much more prevalent in identified support systems compared to reasons why faculty did not use service-learning as a teaching method, was tenure and promotion. The request for teaching using service-learning methods, should be recognized as a part of tenure and promotion. This request was noted in four of the seven combinations (IMCP; EMCP; SMTP; SMBP). For example, participant P10 noted, “tenure and promotion; you’ve got to do this many

publications, achieve these dimensions of teach, and so on and so forth; it's all laid out. Service-Learning isn't included." Participant P12 cited "it needs to be part of the tenure and promotion portfolio if you want us to do it." Participant P17 cited "when I see a best teaching method, it will make me want do that because I believe that I'm bettering myself, bettering my course all over, and what I need to do to get tenure and promotion." Participant P18 noted, "credit or recognition given in tenure and promotion; one sentence written in letter, from your department, for tenure and promotion." It was also noted by participant P18, "faculty need to know how to use service-learning for tenure and promotion so it will count" further citing "because at the very end of the day and on the bottom line is, what it is we are trying to do we're trying to kind of make a provision in our career; I don't want to invest my time and energy in something which is not going to have some payoff in my career – I don't want to be out of a job in six years because I have not met the requirements for tenure and promotion."

**Theme 6: Rewards and incentives.** Receiving some type of reward or incentive, such as a financial reward or course release time if teaching a course with service-learning was also noted throughout the data collected in the semi-structured interviews. While not noted nearly as often as the themes of education/training and central office/support systems, faculty who self-identified with both Intrinsic Motivation/Contemporary Philosophy (IMCP) and Intrinsic Motivation/Traditional Philosophy (IMTP) identified the importance of rewards and incentives as evidenced in statements from the participants. Participant P3 noted "instructor buy-in equals incentives" as well as "give money for developing courses [service-learning]." Participant P5 suggested "give them [faculty] some extra stipends for doing." Participant P10 cited in the response to the question on supports needed, "for faculty – reward structures – something they would get rewarded

for” and participant P18 stated “just give us some kind of incentive.” Participant P20 noted “having a stipend is huge.”

**Research Question 4: How do levels of support within the institution (i.e.: president, provost, academic deans, departmental, resource centers) drive the decision to not use service-learning as a teaching method in a faculty member’s course?** To answer this question, the participants were asked, “If the levels of support you identified were in place, would you consider teaching your course as a service-learning course? If so, what support would be most important to you? If not, why not? Responses to this question revealed two primary themes (Yes and I don’t know/hesitant) present within seven of the nine identified combinations of motivational type and curriculum philosophy alignment as described in Table 1. While not prevalent enough to be considered a theme, it should be noted that of the 24 participants, two participants would not consider using service-learning as a teaching method; both self-identified as being intrinsically motivated and alignment with both curriculum philosophies (IMBP). Additionally, two participants had no response. None of the participants self-identified alignment with Extrinsic Motivation and Traditional Curriculum Philosophy (EMTC) combination or Extrinsic Motivation and Both Curriculum Philosophies (EMBC) combination, and as such, no themes were revealed.

**Theme 1: Yes.** The majority of faculty identified they would consider doing service-learning provided help and support was in place or if the goals and objectives of the course aligned with the opportunity for service-learning. Of the 24 participants, 71% or 17 faculty members stated yes across all six of the seven combinations (IMCP; IMBP; EMCP; SMCP; SMTP; SMBP). Participant P8 noted “I would love it; I mean I would love that because it’s all about learning.” Participant P24 stated “yes; I’m so passionate

about it. It is my passion to do community literacy. Absolutely. I mean I already have like framework to do it; I just don't know how to put it into practice.”

**Theme 2: I don't know/hesitant.** Three participants were hesitant to state either yes or no to the prospect of using service-learning, stating they didn't know. All three participants identified as being intrinsically motivated and aligned with a contemporary philosophy (IMCP).

### **Evaluation of Findings**

The results of this study clearly indicated participants from both the semi-structured interviews and those participating in the short questionnaire, regardless of self-identified motivational type or self-identified curriculum philosophy, identified the same reasons for why they don't use service-learning as a teaching method. Additionally, all participants, across the board, indicated the same type of supports needed to enable them to utilize service-learning, and in general. Of further importance, a compelling number of participants (71% of those participating in the semi-structured interviews) identified they would be willing to use service-learning as a teaching method if the supports they had identified were in place.

**Motivational type and curriculum philosophy.** Related to how non-service-learning faculty, who participated in the semi-structured interviews, self-identified their motivational type (intrinsic or extrinsic) and self-identified their alignment to curriculum philosophy (traditional or contemporary) results indicated 11 or 46% identified as being intrinsically motivated and alignment with the contemporary curriculum philosophy; only two of the participants interviewed identified as being extrinsically motivated and both identified alignment with the contemporary curriculum philosophy. One participant identified alignment with intrinsic motivation and traditional curriculum philosophy; four



participants identified they were intrinsically motivated but aligned with both curriculum philosophies. Of the 24 participants, six or 4% self-identified their alignment with both intrinsic and extrinsic motivation, depending on the situation. Of those six, three identified alignment with the contemporary curriculum philosophy, one with the traditional philosophy, and two identified alignment with both the traditional and the contemporary philosophy depending on the course they were teaching.

Findings from the study indicated the majority of the non-service-learning faculty, those who participated in the semi-structure interviews, self-identified alignment with an intrinsic motivational type and alignment with a contemporary curriculum philosophy. Twenty of the 24 non-service-learning faculty members or 83% indicated alignment with the contemporary curriculum philosophy. Only two of the 24 faculty members indicated alignment with a more traditional curriculum philosophy. The contemporary curriculum philosophy supports opportunity for students to learn in various environments, work toward resolving problems in society, and engaging in the community; service-learning is one teaching method that closely aligns with this philosophy. Service-learning connects what students are learning in the classroom with real-world experiences in the community, either through direct, indirect, research or advocacy, to address problems and issues in communities.

**Why and what impacts the decision to use service-learning.** More than motivational type or alignment to a particular curriculum philosophy, the primary driving forces impacting a faculty member's decision to use service-learning is based on: 1) Education and Training; 2) Class Size and Class Type; and 3) Infrastructure and a Central Office for Service-Learning to support faculty who use this teaching pedagogy. Findings revealed: 1) six common themes as to why faculty did not use service-learning, and 2) six

common themes identifying needed supports necessary for faculty to use service-learning in their courses, providing answers for Research Question 3.

***Why faculty do not use service-learning.*** For the “why” faculty chose not use service-learning, the number one theme, across all seven combinations of motivational type and curriculum philosophy (identified in Table 1), the Lack of Education about what service-learning is and how to use it. The second most common theme, spanning across five of the seven combinations of motivational type and curriculum philosophy, was Class Size and Class Type. Whether a faculty member was intrinsically motivated and identified with a more contemporary teaching philosophy, or aligned with situational motivation (identified with both motivational types) and a traditional teaching philosophy alignment, class size (some classes had 200 students in them) and type of class (theory class compared to an applied class) influenced their decision to use service-learning as a teaching method. Identified as the third most common theme to answer the why faculty don’t use service-learning was the perception of what service-learning is. Four of the seven combinations of motivation and curriculum alignment were present (IMCP; SMCP; SMTP; SMBP) within this theme; participants for example, identified this teaching method as “too daunting of a task” or “service-learning is an elective” or it was just a “catch phrase” or “service-learning is something I teach my kids at home.”

Three additional themes were found within the study. Extra Work/Time to Setup and Develop (identified in three of the seven combinations) was identified as one reason why faculty did not use service-learning. Another important theme identified was Lack of Coordination, Support, Assistance, and/or Resources across campus (identified in three of the motivational type/curriculum philosophy combinations – none being extrinsically motivated); participants were looking for support with logistics, finding community

partners, paperwork, and so forth. Tenure and Promotion was a theme identified in two of the seven combinations; one participant aligned with being intrinsically motivated; the other participant identified alignment with both motivational types.

What was learned from these findings were, regardless of the participant's self-identified motivational type or their self-identified curriculum alignment, lack of education and training about what service-learning is and how to use it was the primary reason as to "why" they did not use service-learning as a teaching method. While class size and class type was identified as the second primary reason as to "why" faculty did not use this teaching method, regardless of motivational type identification and alignment with a particular curriculum philosophy, if faculty were educated on what service-learning is and how it can be used as a teaching method in all class sizes and types of courses, this reason may no longer be an issue. With regards to faculty perceptions as a reason "why" they did not use service-learning, certainly, many misconceptions about what service-learning is were riddled throughout the data collected. This including the belief that service-learning was something we teach kids at home and not at school, or the belief that students were already doing service-learning when they volunteer at the Food Pantry with their student organization. As another non-service-learning faculty participant stated, "how would you do it in a physiology class – ask the students to be nice to one another? – I can't do it for that reason." However, with education and training as to what service-learning is and how service-learning is used as a teaching method in courses, many of the misconceptions could be eliminated.

In line with the findings from the semi-structured interviews identifying common themes as to why faculty do not use service-learning as a teaching method, similar findings were identified in the short questionnaire. For example, of the 31 participants

responding to the question about reasons “why” you do not incorporate service-learning into your teaching, four clear themes emerged: 1) Lack of Education; 2) Perception of what service-learning is; 3) Class Size and Class Type; and 4) Extra Work and Time to Setup and Develop. Of those themes, lack of education, was the most prominent theme revealed in 13 or 42% of the participant’s comments. The second predominant theme identified was perception of what service-learning is; of the 31 participants responding, eight participants or 26% aligned with this theme as revealed in their comments.

The theme of extra work and time to setup and develop was identified as the third most common theme identified in four of the 31 responses; class size and class type was revealed in three of the 31 responses as a reason why the faculty member did not incorporate service-learning into their teaching. The findings from the open-ended questions aligned both thematically and in prominence supporting triangulation of data between the responses from the short questionnaire and the responses obtained in the semi-structured interviews. Review of course syllabi also supported triangulation of data and is discussed in more detail under the section Course Syllabi found later in Chapter 4.

***What supports are necessary for faculty to use service-learning.*** Non-service-learning faculty, who participated in the semi-structured interviews, were also asked to identify “what” supports were needed in order for them to use service-learning. Emerging from the results of inquiry were six themes: 1) Education and Training (consistent across all seven combinations of motivational type and alignment with curriculum philosophy); 2) Infrastructure and Central Office with Support Systems in Place (present in six of the seven identified combinations); 3) Marketing and Awareness of Service-Learning (present in five of the seven identified combinations); 4) Buy-in from Administration, Deans, Department Heads (identified in five of the seven

combinations); 5) Recognized for Tenure and Promotion (four of the seven identified combinations); and 6) Rewards and Incentives (identified in two of the seven combinations). Education and training was identified as the most important support to have in place to influence their [the faculty member] decision to use service-learning as a teaching method in one's courses. Tenure and Promotion was identified by participants who self-identified as being intrinsically motivated, extrinsically motivated, or situational (both motivational types depending on the situation). Within higher education institutions, adherence to tenure and promotion requirements is required for faculty to keep their teaching positions, and as such, it would be expected to see this across both motivational types (intrinsic or extrinsic) and both curriculum philosophies (traditional or contemporary). The two identified motivational type/curriculum philosophy alignment combinations for the theme of Rewards and Incentives came participants who identified as being intrinsically motivated.

Training and education was the predominant theme identified in reviewing the open-ended question on short questionnaire, what if anything, might increase the likelihood that you will incorporate service-learning into your teaching in the future? Of the 30 responses provided, 18 or 60% identified training and education about service-learning would increase their likelihood of incorporating service-learning into their courses. This aligns with what participants in the semi-structured interviews identified as the primary support necessary for them to use service-learning as a teaching method.

Five of the 30 participants who responded to the open-ended question on factors influencing their decision cited class size and class type. Three of the 30 participants identified the need for assistance and supports while two of the 30 participants identified the needed some type of reward or incentive such as course release time. One participant

noted they were already doing client-based projects, and another participant stated nothing would increase their likelihood of incorporating service-learning into their course. All of these findings, while limited in number, align with findings identified in the semi-structured interviews, supporting the triangulation of data.

**Use of service-learning.** While none of the 24 participants who participated in the semi-structured interviews, were currently using service-learning as a teaching methodology, 17 or 71% identified they would be willing to use this teaching method if supports identified were in place; the primary support identified being education about what service-learning is and training in how to use this teaching method. Of the seven remaining participants out of the 24 participants, two did not respond as to if they would use service-learning if supports were in place; three were hesitant to identify either yes or no stating they didn't know if they would use service-learning. Additionally, two participants, both of whom identified as being intrinsically motivated and identified alignment with both types of curriculum philosophies, indicated they would not use service-learning as a teaching method, even if supports were in place. While two of 24 participants is a very small percentage (less than 10%), this finding gives cause to consider that self-identified alignment with a particular motivational type and/or self-identified alignment with a curriculum philosophy, in and of itself, does not necessarily impact a faculty member's decision to use service-learning as a teaching method.

Findings from the review of the short questionnaire revealed 20 of the 67 participants, or 30%, were likely or very likely to use service-learning based on their response to the question "How likely were they to incorporate service-learning into their teaching in the future?" Thirty-seven percent or 25 participants identified they were unsure if they would use service-learning as a teaching method. While the percentage of

non-service-learning faculty (30%) who participated in the short questionnaire and identified they would likely or very likely use service-learning is relatively low, compared to the percentage of faculty who participated in the semi-structured interviews and identified they would use service-learning if supports were in place (71%), it is worth noting 37% of non-service-learning faculty, who completed the short questionnaire, identified they were unsure if they would service-learning; thus leaving the option to use service-learning open, perhaps if they believed identified supports were in place.

**Course syllabi review.** The final step in the analysis of data was to review the course syllabi of non-service-learning faculty who participated in the semi-structured interviews. The purpose of this analysis was to determine if non-service-learning faculty were actually using the teaching method of service-learning in their course, but not identifying their course as service-learning. Of the 24 non-service-learning faculty who participated in the semi-structured interviews, eight non-service-learning faculty members (33%) provided copies of their course syllabus. Findings revealed five of the eight or 63% of these non-service-learning faculty were in fact teaching their course using service-learning methodology; students were out in the community using the skills and knowledge gained as part of their course, to address problems or social justice issues within a community. However, none of their courses have been identified as service-learning courses. Of the five faculty who used this teaching method, but had not identified their course as a service-learning course, three of the faculty were teaching more than one course that used service-learning as a teaching method. Of these three faculty members, one faculty member had four additional courses that may be considered service-learning; however, additional discussion with the faculty member would be required in order to make the course a service-learning course. Of the three remaining

faculty out of eight who submitted course syllabi for review, all three courses have the potential to become service-learning courses with a project shift from the corporate environment to the non-profit or governmental arena. For example, one of the courses was on social insurance. If students were to work with individuals in high-poverty areas to assist those individuals with understanding their health insurance benefits (Medicaid and Medicare in particular), the course would qualify as a service-learning course.

### **Summary**

This chapter presented the results and findings from this explanatory single case study that examined why faculty, in higher education institutions, opted not to use the high-impact practice of service-learning in their curriculum development and course delivery. Data were collected through completion of a short questionnaire, semi-structured interviews, and review of course syllabi. The responses from participants were coded and analyzed; themes were compared across data collected.

As to “why” faculty do not use service-learning as a teaching method in the courses the following themes emerged: 1) Lack of education about what service-learning is and how to do it; 2) Class size and class type; 3) Perceptions of what service is (i.e.: flexibility, definition, and volunteerism, etc.); 4) Extra work, time to setup and develop; 5) Lack of coordination, support, assistance, and resources across campus; and, 6) Tenure and promotion. All faculty participants (24) in the semi-structured interviews and 18 of the 30 participants responding to the question in the short questionnaire, regardless of self-identified motivational type and curriculum philosophy alignment, identified lack of education as to what service-learning is and how to do it as the number one reason they do not use service-learning as a teaching method. Certainly, for the most part, service-



learning is perceived as adding value to a course if faculty are educated in how to use this teaching method.

As to what supports non-service-learning faculty identified as being necessary to use service-learning as a teaching method, six themes emerged: 1) Education and training; 2) Infrastructure and a central office with support systems in place; 3) Marketing and awareness of service-learning; 4) Buy-in from administration, deans, and department heads; 5) Recognized for tenure and promotion; and 6) Rewards and incentives. Again, findings revealed the most important support necessary for faculty to use service-learning as a teaching method was education and training. This theme spanned across all self-identified motivational types and curriculum philosophy alignment.

Finally, review of course syllabi revealed 63% (5 out of 8) contained the elements to be service-learning courses; however, these courses were not identified as service-learning courses. Missouri State University, for example, requires that service-learning courses are identified so courses that are service-learning will not only be reflected on a student's transcript, but can be counted in numbers for High-Impact Educational Program Key Performance Indicators, Higher Learning Commission, Carnegie Classification of Community Engagement, the President's Honor Roll in Higher Education, and so forth.

## Chapter 5: Implications, Recommendations, and Conclusions

This research study used an explanatory single case study method to examine why faculty in higher education institutions did not use service-learning, a high-impact teaching pedagogy, in their curriculum development and course delivery. The teaching method of service-learning, based on decades of research, has shown to increase student success, improve student GPAs, increase student retention rates, increase commitment to community, including long-term commitment, and foster an opportunity to students to grasp alignment with a particular college major or career choice. Yet, despite the many benefits associated with the use of this teaching pedagogy, few faculty across college and university campuses actually use this method.

In an effort to move service-learning forward so that more faculty are using this teaching method and more higher education students are reaping the benefits, it is important to understand why faculty do not use service-learning as a teaching method in their courses. To understand this complex phenomena of why faculty do not use this high-impact teaching method, and what resources are necessary for faculty to have in place to use this teaching method, the explanatory single case study approach, focusing on a why and what strategy was selected as the appropriate research methodology (Yin, 2014). This method provided the researcher the opportunity to review foundational data with open-ended questions, conduct semi-structured interviews using open-ended questions, and review course syllabi of faculty who do not currently use this teaching method.

In this chapter, the implications of the study findings coupled with the recommendations for future research will be discussed in detail. Prior to discussing the implications and recommendations, limitations of the study and ethical assurances

associated with this research study will be presented. Finally, the chapter will provide a conclusion to the study that has been conducted.

**Limitations.** It should be noted there were several limitations to this study: 1) a small sample size was used for the study; only 24 non-service-learning faculty participated in the semi-structured interviews and only 91 out of 266 responded to the short questionnaire (three attempts, in addition to the initial email requesting participation, were sent to the 266 potential participants in an attempt to increase participation); 2) only faculty who had not taught a class using service-learning were selected to participate (faculty who have used service-learning and no longer use this teaching method might have identified different factors; 3) the sampling for the study was from only 12 academic departments within one higher education facility; however, this facility was purposefully selected (Creswell, 2009), based on previously conducted research suggesting higher education institutions which a designation of Carnegie Classification as a Community-Engaged Institution should be used (Waters & Anderson-Lain, 2014); 4) a biased response may have been received by the participants as the researcher directs the academic service-learning programs for the university; and 5) construction of the course syllabi; while faculty are given guidelines in which to construct their syllabus, they also have latitude in developing the content of the syllabus.

In an effort to minimize the limitations identified in the study, the semi-structured interviews took place on a one-on-one basis at a location comfortable for the participant. Additionally, participants were given the opportunity to review the transcribed data to ensure data was described accurately. To support data triangulation, data were collected in three ways: 1) short open-ended questionnaire; 2) semi-structured interviews; and 3) review of course syllabi.

**Ethical Assurances.** Ethical assurances were in place prior to the collection of any data. Approval from both the Institutional Review Board at Northcentral University (Appendix K) and the Institutional Review Board at Missouri State University (the location of the study) (Appendix L) were obtained. The letter granting permission to conduct research at Missouri State University is located in Appendix M. Prior to conducting research participants signed consent forms; to ensure confidentiality, pseudonyms of P1 through P24 were used to replace names; no names or other identifying information was collected for the short questionnaire. As a result of data collected, the remainder of this chapter will focus on implications of the study, recommendations for future research and conclusions.

### **Implications**

The importance of understanding why faculty do not use the high-impact practice of service-learning as a teaching method is important to advancing the field of service-learning. Since 2012, the number of faculty who use this teaching method as virtually remained stagnate (7% of faculty across college and university campuses). Faculty using this teaching method has shown little growth between 2012 and 2014 (Campus Compact, 2012/2014).

To understand why faculty do not use this teaching method, this study looked to examine if there was a relationship between how a non-service-learning faculty member self-identified their motivational type (intrinsic or extrinsic motivation based on Ryan and Deci's (2000) Self-Determination Theory), their self-identified curriculum philosophy (traditional or contemporary), based on Ornstein and Hunkins (2013) definitions, and their reasons for not using service-learning as a teaching method in the courses they developed or taught as outlined in research questions one and two. Based on

Ryan and Deci's (2000) Self-Determination Theory and associated definitions of intrinsic and extrinsic motivation, it would be expected to find evidence between motivational type and reasons why faculty do not use this teaching method. For example, it would be expected that faculty who do not use this method identify with being extrinsically motivated and base their reasons for not using service-learning as a result of lack of rewards, lack of course release time to teach or develop a service-learning course, or the lack of financial stipends. When combined with self-identified curriculum philosophy, it would be expected that non-service-learning faculty would self-identify with a traditional curriculum philosophy; a philosophy that supports lecture and test-taking as the primary learning method for students rather than a contemporary curriculum philosophy that supports experiential learning opportunities for student learning such as service-learning which aligns with Dewey's (1933) theory on education and experience.

Implications from the findings of this research study clearly indicate there is little, if any, relationship evidenced between how faculty self-identified their motivational type and curriculum philosophy alignment with their reasons for not using service-learning as a teaching method. It was expected faculty participants in this study would self-identify as being extrinsically motivated and identify alignment with the more traditional curriculum philosophy and thus, would not use service-learning as a teaching method. The more traditional curriculum philosophy does not align with experiential learning opportunities such as service-learning and focuses teaching methods on classroom instruction, lectures, and testing to increase student learning. Extrinsic motivation is a motivational type where individuals tend to do something as a result of a financial reward, for example. Self-identification with extrinsic motivation and/or a traditional curriculum philosophy alignment would account for why faculty do not use this teaching

method. However, the results of this study implied self-identified curriculum alignment or self-identified motivational type had no bearing on the faculty member's decision to not use service-learning; a surprising finding. For example, only two of the 24 faculty participants identified as being extrinsically motivated, a motivational type that generally requires some type of outward reward (financial or otherwise) in order to do something; however, both aligned with a contemporary curriculum philosophy, noted lack of education about service-learning as the primary reason they did not use this teaching method, and further noted if supports such as education and training were in place, they would use service-learning in their courses. Only one participant in the study identified the lack of rewards or course release time as a reason for not using service-learning as a teaching method; however, this individual identified as being intrinsically motivated based on Ryan and Deci's (2000) definition. Only two participants identified alignment with a traditional curriculum philosophy; one was intrinsically motivated and the other identified that motivational alignment was situational. There was no clear evidence in this study to support the phenomena that motivational type played a role in a faculty member's decision to not use service-learning as a teaching method in their courses. Similar evidence as found in Pribbenow's (2005) research. Findings from this case study revealed it was the faculty members teaching philosophy alignment that drove their decision to use or not use service-learning as a teaching method. Pribbenow (2005) conducted semi-structured interviews with 35 faculty members whom were currently using service-learning as a teaching method in their courses.

What was clear across the board, among all faculty members participating in the semi-structured interviews who aligned with one of the nine combinations of motivational type and curriculum philosophy, training and education and access to a

central office with a support system, were key in making their decision to use service-learning as a teaching method in their course(s). This supports both Cooper's (2014) research identifying the lack of a central support office to guide the service-learning process, and Russell-Stamp's (2015) research identifying that a centralized service-learning office, coupled with a mission that supported service, were key to the use of service-learning as a teaching method among faculty. Cooper's (2014) research was conducted at one university, while Russell-Stamps (2015) studied 142 faculty from multiple universities in the western United States. Both researchers were also looking to understand what motivated or deterred faculty from using this high-impact teaching pedagogy.

Research question three examined how various factors influenced a faculty member's decision not to use service-learning. Two interview questions were asked to provide answers for this question. Participants were asked why faculty did not use service-learning as a teaching method. Six themes were identified in the analysis of data from the semi-structured interviews; four of those eight themes were also found in the open-ended questions, supporting triangulation of data. Participants were also asked what supports needed to be in place in order for faculty to use service-learning as a teaching method. Six themes were also identified after review of the data collected during the semi-structured interviews; five of the same six themes were also identified in review of the open-ended responses to the short questionnaire. Triangulation of data were also supported in as a result of this question. Finally, research question four examined how the levels of support impacted a faculty member's decision to not use service-learning as a teaching method in their course(s). Findings from the study indicated that if supports (i.e.: education, training, a central support office, assistance

from graduate students, resources such as community partner identification) were in place, faculty members would use service-learning as a teaching method. Of the 24 participants in the semi-structured interviews, 17 stated they would use service-learning with appropriate supports; 30 of the participants who responded to the open-ended short questionnaire also identified they would use service-learning with supports in place. These findings support triangulation of data as two methods of data collection were used: 1) data was collected from the short questionnaire, and 2) the responses from the semi-structured interviews. Triangulation of data is supported when data is collected from more than one method and similar results are obtained.

Implications for these questions coupled with associated themes that emerged as a result of analysis are provided in more detail within the discussion of each question. Findings, conclusions, the relationship between the problem and the purpose of the study, and how the findings contribute to existing literature, for each question will also be discussed. Finally, this chapter will provide recommendations for further research coupled with conclusions.

**Research Question 1: How does self-identified alignment with intrinsic or extrinsic motivation impact the decision not to use service-learning as a teaching method in faculty members courses?**

The first research question was to understand if self-identified alignment with intrinsic or extrinsic motivation impacted a faculty member's decision not to use service-learning as a teaching method in the faculty member's course(s). Participants were provided with a copy of the definitions of intrinsic and extrinsic motivation as defined by Ryan and Deci (2000). Of the 24 semi-structured interview participants, 16 or 67% identified they were intrinsically motivated; two of the 24 faculty identified as being



extrinsically motivated and the remaining six identified they were both intrinsically and extrinsically motivated depending on the situation. Certainly, more faculty identified as being intrinsically motivated which certainly would support less faculty identifying course release time or the use of service-learning being tied to tenure and promotion as to reasons why they did not use service-learning. However, those faculty who opted not to use service-learning, even if supports were in place identified as being intrinsically motivated; the two faculty who identified as being extrinsically motivated did not identify tenure or promotion or rewards and incentives as reasons why they would not use service-learning; in fact, these two participants identified they would use service-learning if education and training and other supports were in place. While the number of faculty members who participated in the semi-structured interviews is small (24), it gives the researcher pause to consider that self-identified motivational type may not align with the faculty member's decision to use service-learning. What has been learned from this study is lack of education and training about what service-learning is and how to do it is has been identified as the primary reason faculty do not use service-learning as a teaching method. For administrators, faculty, and directors of service-learning programs across college and university campuses, if the number of faculty who use this teaching method is to be increased, a more intentional effort needs to be placed on educating faculty members about this teaching pedagogy. Furthermore, state departments of education might look to include training about service-learning as a teaching method within teacher education preparation courses. As educational leaders, we must train future educators in the importance of using high-impact teaching practices such as service-learning if the intent is to move service-learning forward. Educational leaders can't expect individuals to use this teaching method if they haven't been trained in how to use it.

**Research Question 2: How does self-identified alignment with either a traditional or a contemporary curriculum philosophy impact the decision not to use service-learning as a teaching method in faculty members courses?**

The second question asked of interview participants was to self-identify their alignment with either the traditional or contemporary curriculum philosophy. As with question number one, participants were provided with a description of both curriculum philosophies as outline by Ornstein and Huskins (2013) in which to select from. Of the 24 participants, 16 faculty, including 11 who identified as being intrinsically motivated, two who identified as being extrinsically motivated, and three who identified as being both intrinsically and extrinsically motivated, depending on the situation, identified alignment with the contemporary curriculum philosophy. The remaining six participants, including one who aligned with being intrinsically motivated, aligned with either the traditional curriculum philosophy or both philosophies depending on the course they were teaching. Alignment with curriculum philosophy provided little evidence of influencing a faculty member's decision to use or not to use the teaching method of service-learning. While sixty-seven percent of faculty identified alignment with the contemporary curriculum philosophy, all faculty, regardless of curriculum alignment, noted lack of training and education as the number one reason as to why they did not use this teaching method in the course(s). Even those faculty who identified alignment with the traditional curriculum philosophy or aligned with both philosophies, dependent on the situation, noted lack of training and education as the reason for not using service-learning. Based on these findings the importance of training and education for faculty about what service-learning is and how to use this teaching method is critical if the number of faculty who use this method of teaching is to move forward.

**Research Question 3: How do factors such as course release time, financial rewards, recognition, tenure and promotion, scholarship of teaching and learning, and research influence the decision not to use service-learning as a teaching method in faculty members courses?**

To understand what factors, regardless of self-identified motivational type or self-identified curriculum alignment, prevented faculty from using service-learning as a teaching method, the 24 participants in the semi-structured interviews asked to respond to two interview questions. First participants were asked to share why they did not use service-learning as a teaching method in the development of their curriculum or in their course delivery? Secondly, participants were asked, what levels of support from an institutional and departmental standpoint did they feel were necessary in order to promote service-learning on their campus or other higher education campuses? Responses from the first of the two questions revealed six themes across seven of the nine identified combinations of motivational type and curriculum philosophy alignment as described in Table 1.

***Theme 1: Lack of education about what service-learning is and how to do it.***

This theme, as previously discussed, was prevalent in all seven combinations of motivational type linked to curriculum philosophy alignment. This theme highlights the fact that the number one reason why faculty do not use service-learning is the lack of education about what service-learning is and how service-learning is done. Whether a faculty member identified with intrinsic motivation and a traditional philosophy alignment, or identified as being extrinsically motivated and aligned with both the traditional and the contemporary curriculum philosophy, lack of knowledge about what service-learning is was prevalent. In a review of the open-ended questions, lack of

education and training on what service-learning is and how to use it was identified as the number one reason why faculty opted not to use service-learning as a teaching method. Based on these findings, if we as educators want to move service-learning forward, it is clear we must educate those teaching in higher education institutions what service-learning is and assist them in how to make it happen, if we want to increase the number of faculty who use this high-impact teaching method. In addition to educating those entering the teaching profession, professional development opportunities exist for educational leaders to increase knowledge and awareness about service-learning for faculty who already teach on college and university campuses. Other considerations might include the implementation of one-on-one mentorship programs or service-learning fellowship programs centered on this high-impact practice in an effort to increase the number of faculty using this teaching method.

***Theme 2: Class size and class type.*** Participants in the research study also identified that class size (large classes) and class type (theory courses) were reasons why they didn't use service-learning in their classes. This reason was identified in five of the seven combinations of motivation and curriculum alignment (IMCP; IMTP; IMBP; EMCP; SMTP). One participant noted they believed it would be really difficult to do with 200 students in one course (large lecture course); another participant didn't feel there was a connection with the course being taught. This theme could however be tied back to education and training as faculty members identifying class size or class type as a barrier, they may not be aware of how to use service-learning as a teaching method in a large course (indirect, research, advocacy types of service-learning). With better education and training of faculty, this barrier might be reduced considerably.

**Theme 3: Perception of what service-learning is (i.e.: flexibility, definition, and volunteerism, etc.).** The third theme identified and found in four of the seven combinations of motivation and curriculum alignment (IMCP; SMCP; SMTP; SMBP), dealt with the barrier of perceptions. One faculty member believed they would be breaking a rule (referring to using a teaching method other than lecture and test-taking) if they used this teaching method, while yet another noted, this was just something extra the student had to do – failing to see the value in service-learning. And yet another faculty member identified they were already doing service-learning leading a student club; and another, believed the terminology was just a catch phrase being thrown around. While these perceptions felt very real to the participant who was sharing their reasons for not doing service-learning, education and training on what service-learning is and how to use or do service-learning within a course could also reduce the number of incorrect perceptions about service-learning and, as a result, moving more faculty towards the use of service-learning.

**Theme 4: Extra work, time to setup and develop.** While this theme only presented itself in three of the seven combinations of motivational type and curriculum alignment (IMCP; IMTP; SMCP), there is no doubt that, on the front end, it takes more work, along with time to setup and develop as service-learning course, and may certainly pose a reason as to why faculty don't use service-learning in their courses. However, once again, with education about what service-learning is, how it works, and assistance with syllabus development, location of community partners, and providing evidence for faculty that the use of service-learning in a course as numerous benefits for student success and retention, faculty who identified extra work, time to setup and develop a

service-learning course as a reason for not using service-learning, maybe persuaded to use this high-impact teaching method.

***Theme 5: Lack of coordination, support, assistance, resources across campus.***

Several faculty, across three of the seven motivational and curriculum philosophy alignment combinations (IMCP; IMTP; SMCP) noted they did not use service-learning as a teaching method because assistance with coordination, central support, and resources were needed. Examples of resources that fell into this theme were assistance from a service-learning graduate assistant assigned to each college, a central office, enhanced website to provide assistance and resources for faculty who want to use this teaching method. A mentor was also identified by a faculty member, as was a central database to house lists of community partners. Lack of coordination and the need for support and assistance, and a central office, was also identified as one of four themes evidenced in the open-ended short questionnaire. These findings from this study support the need for central service-learning offices on campuses. This finding supports the findings in both Cooper's (2014) and Russell-Stamps (2015) research studies. It is evident in the responses from faculty, that having central support to assist the faculty member, in addition to education and training, is an important factor to consider if increasing the number of faculty who use this teaching method is important to the field. Once again, triangulation of data were present within this theme. Triangulation of data is based on findings and results from more than one data collection method; in this case, two data collections methods were used: 1) an online, short questionnaire with open-ended questions in which the participants respond to, and 2) semi-structured interviews. Results from both methods of data collection provided the same results and findings as noted above.

**Theme 6: Tenure and promotion.** The sixth theme derived from the semi-structured interviews was tenure and promotion. Tenure and promotion was one of the reasons given as to why faculty did not use service-learning as a teaching method; however, the request for recognition in the tenure and promotion package, only surfaced from three of the participants who aligned with two of the seven motivational and curriculum philosophy alignment combinations; Extrinsic Motivation/Contemporary Philosophy (EMCP) and Situational Motivation/Both Philosophies (SMBP). Tenure and Promotion is important to faculty members in higher education institutions, regardless of their self-identified motivational type or curriculum philosophy alignment, as meeting tenure and promotion is required of faculty in order to keep their faculty position. Findings from research studies conducted by colleagues in the field (Cooper, 2014; Demb & Wade, 2012; Glass, Doberneck & Schweitzer, 2011; Lambright & Alden, 2012; McKay & Rozee, 2004; Moore & Ward, 2010; Sobrero & Jayarante, 2014; Waters & Anderson-Lain, 2014) identified the lack of policies regarding service-learning with in tenure and promotion guidelines and the overall lack of recognition to support service-learning as a contribution to a faculty member's publicly engaged scholarship was a deterrent to not using service-learning as a teaching method. While this identified theme certainly has merit, especially for participants in this study who identified that the lack of recognition of service-learning as a teaching method in tenure and promotion as one reason for not using service-learning, if we can educate faculty as to how they can use service-learning to fulfill their research requirements for their tenure and promotion package, then maybe more faculty would use service-learning as a course teaching method. Moreover, as noted in Demb and Wade's (2012) recommendations, the findings from this study suggest educational leaders, engaged in developing promotion and tenure

guidelines and requirements, have the opportunity to consider the role faculty's use of high-impact teaching practices plays in the tenure and promotion reward and recognition system.

The second interview question was asked to elicit responses for research question three was, what levels of support from an institutional and departmental standpoint do you feel are necessary in order to promote service-learning on our campus or other campuses? Again, using the nine possible combinations of motivational type and curriculum philosophy, as identified in Table 1, the following themes emerged. Six themes were identified as supports necessary for faculty to use service-learning.

***Theme 1: Education and training.*** Again, the most predominant theme evidenced in both the semi-structured interview data and the open-ended questionnaire data was education and training as the primary support. This identified support was consistent across all seven motivational type/curriculum philosophy alignment combinations.

***Theme 2: Infrastructure, central office with supports in place.*** The second most important resource identified as a support needed for faculty to use this teaching method was having a structure that supported a central service-learning office with support from that office in place to assist the faculty member. Of the seven combinations of motivational types and curriculum philosophies, this theme was present in six of the combinations (IMCP; IMTP; IMBP; SMCP; SMTP; SMBP). This theme was also prevalent in the data collected from participants completing the short questionnaire. This resource support previously conducted research where findings indicated a central service-learning office was the most important factor for advancing the use of service-learning among faculty members (Cooper, 2014; Lambright. & Alden, 2012; Russell-Stamp, 2015).



**Theme 3: Marketing and awareness of service-learning.** Marketing and awareness about service-learning was another theme identified by faculty participating in the semi-structured interview process and was present five of the seven motivational types/curriculum philosophy alignment combinations (IMCP; IMBP; EMCP; SMTP; SMBP). New faculty noted they were not even aware of service-learning because for some of them, they hadn't seen it on other campuses, while others had just not heard of it. This theme could be tied back to education and training; by not only creating an awareness about what service-learning is, but how it is used within course development and delivery (Eshbaugh, Gross, Hillebrand, Davie, & Henniger, 2013; Gross & Eshbaugh, 2011; Vogel, Seifer, & Gelmon, 2010).

**Theme 4: Buy-in from administration, deans, department heads.** While not as prevalent to some of the other themes identified as resources necessary for faculty to use service-learning, some faculty identified it was important to have buy-in from administration, deans, and department heads who supported the use of service-learning. This support was identified in five of the seven motivational/curriculum alignment combinations (IMCP; IMTP; EMCP; SMCP; SMTP). The findings identified that faculty believed this support was important regardless of their self-identified motivational type or their self-identified alignment with a curriculum philosophy. While higher education institutions such as Tulane University and Missouri State University support service-learning as a teaching method from the top down; there may be a disconnect as to how deans and department heads view service-learning and if the teaching method is supported within their department. This finding paves the way for future research on service-learning geared towards upper administration and academic leaders within colleges and campuses.

**Theme 5: Recognized for tenure and promotion.** The recognition of service-learning as part of tenure and promotion was much more prevalent when participants were asked to identify what supports would need to be in place for them to use service-learning and was noted in four of the seven motivation/curriculum combinations (IMCP; EMCP; SMTP; SMBP). Responses were associated with publications and as part of their tenure and promotion portfolio. Again, it would be expected to see this as a theme since tenure and promotion is required for faculty, other than per course, adjunct, or instructor level positions, for securing their positions long-term within higher education institutions. If faculty receive education and training in how to use service-learning to meet research and publication criteria as aligned with tenure and promotion requirements, coupled with service, faculty may view service-learning in a different light, thus leading them to use service-learning within their tenure and promotion portfolio.

**Theme 6: Rewards and incentives.** The final theme revealed rewards and incentives were needed in order for non-service-learning faculty to use service-learning as a teaching method. Five participants or twenty-one percent of participants in the semi-structured interviews identified rewards and/or incentives as necessary to support their use of service-learning as a teaching method. Contrary to Ryan and Deci's (2000) self-determination theory, findings revealed faculty who requested rewards and incentives as being necessary to support their decision to use service-learning, identified as being intrinsically motivated rather than extrinsically motivated. Ryan and Deci's (2000) self-determination theory identified two primary types of motivation: 1) extrinsic – which comes from association with external sources such as rewards, compliance or even punishment; and 2) intrinsic – which comes from interest in something, the enjoyment of something, and/or inherent personal satisfaction. However, if faculty had education,

training, and support systems in place to assist them with using the teaching method of service-learning, a reward or an incentive for use may not be necessary.

**Research Question 4: How do levels of support within the institution (i.e.: president, provost, academic deans, departmental, resource centers), drive the decision to not use service-learning as a teaching method in faculty members courses?**

The final research question was developed to understand how levels of support within the institution drives a faculty member's decision to not use service-learning as a teaching method in their course(s). Levels of support, as identified in the findings of this research study were important to both participants in the open-ended short questionnaire and the semi-structured interview sessions. It is important to recognize that 71% of faculty who were interviewed identified they would use service-learning as a teaching method if the supports they acknowledged were in place. The same held true for those faculty completing the open-ended questions in the short questionnaire; 30% of those faculty identified they were likely or very likely to use this teaching pedagogy. It should be noted an additional 37% of the faculty completing the short questionnaire identified they were unsure. With education and training and a central support system to assist them [the faculty member] with course development and resources necessary, the number of those likely or very likely to use service-learning could potentially increase.

**Review of Course Syllabi.** To further triangulate data, course syllabi from eight of the 24 participants in the semi-structured interviews were reviewed. Five of the faculty course syllabi reviewed indicated the faculty member was using service-learning as a teaching method in their course, but the course had not been identified as a service-learning course. Furthermore, three of the five faculty members had additional courses

that potentially aligned with the teaching pedagogy of service-learning. Additionally, three other faculty course syllabi, upon review, could qualify as a service-learning course with minor modifications. These findings implied: 1) the faculty member teaching the course had not idea their course aligned with a service-learning course teaching method, and 2) as a result of not understanding their course aligned as a service-learning course, the course was not identified in the University's records/enrollment system as a service-learning course available for students. This can be contributed to a lack of education and training as to what service-learning is and how to it on the part of the faculty member who was teaching the course of the reviewed syllabi. This further supports triangulation of data which supports the finding that the primary reason faculty do not use service-learning as a teaching method is due to a lack of education.

As a result of the findings in this study, it is clear that self-identified motivational type and self-identified alignment with a curriculum philosophy does not drive a faculty member's decision to use service-learning. It is lack of education and training about what service-learning is and how to use service-learning within their course structure that was the driving force in their decision to not use service-learning as a teaching method. This finding was evident in the responses to the open-ended questions in the short, online questionnaire, the responses to the questions in the semi-structured interviews and in review of participant's course syllabi.

### **Recommendations**

As a result of this research study, several recommendations have emerged. This section of Chapter 5 will provide both applications and recommendations for further research. This study found the primary reason identified as to why faculty do not use service-learning as a teaching method is a result of lack of education and training about

what service-learning is and how it is used. This identified support was present across self-identified motivational types (intrinsic or extrinsic), alignment with a curriculum philosophy (tradition or contemporary), all twelve academic departments, and across all faculty ranks (from full professors serving as department heads to per course faculty). Additionally, faculty identified a need for a centralized office with central supports to assist faculty with developing and delivering service-learning courses. This finding clearly aligns with both Cooper's (2014) and Russell-Stamp's (2015) research which identified that central service-learning offices was the largest support needed to increase the use of service-learning as a teaching method among faculty. Faculty participants in this research study also identified the importance of better marketing about service-learning and increasing awareness about what service-learning is. While tenure and promotion along with rewards and incentives were also identified as needed resources, the most important resources were education and training, a central support office, and marketing and creating awareness.

### **Practical applications.**

Based on these findings, which were triangulated across all data collected, it is recommended higher education institutions consider developing a central service-learning office, with a director who is knowledgeable about the field of service-learning. The central office would be responsible for developing a comprehensive education and training plan for faculty. The comprehensive education and training plan would assist faculty with developing service-learning opportunities that not only connect their students' and associated coursework with real-world experiences but would educate faculty on how to use this educational experience to serve their research and publication agenda as a part of tenure and promotion. Additionally, a central office might support

faculty through Graduate Assistant positions within the center, assisting the faculty member with identifying community partners, paperwork, logistics, and so forth to move service-learning forward and create a positive experience for their students. Another function of a central office would be to develop a strategic marketing campaign to generate awareness not only about what service-learning is and how faculty might use service-learning in their courses, but to generate awareness about the central service-learning office how the office can assist faculty. This aligns with research findings identified by both Cooper (2014) and Russell-Stamp (2015).

A second recommendation would be to work with departments of higher education and teacher education programs across campuses as well as educational training programs for new faculty who come from the corporate world, for example, into the field of higher education. If faculty are expected to know about and use this high-impact practice, then educational leaders have a responsibility to educate and train those teaching in our institutions, about service-learning, what it is, and how to do it. One cannot expect faculty to use a teaching method they are not aware of. As one of the 24 participants identified, who teaches both at the undergraduate and graduate levels, service-learning needs to be incorporated into teacher preparation courses. Additionally, a participant noted the teaching method of service-learning should be incorporated into training of graduate assistants who take on teaching assistant roles while completing their master's or doctoral work; if they are not familiar with this teaching method, they cannot use it.

#### **Future research.**

In addition to limitations identified within the research study and as a result of findings within this study, additional research is recommended in several areas. First, the

size of the research study needs to be expanded to include other academic disciplines, as well as other universities. Secondly, because education and training, coupled with the need for a central service-learning office, were identified as necessary supports to have in place for higher education faculty to use service-learning as a teaching method, further research is necessary to determine if faculty, where central service-learning offices are present, identify the same resources necessary, as faculty in other institutions of higher education without central service-learning offices.

Finally, support from university administration, deans, and department heads was identified as a key support for faculty making the decision to use service-learning. Because participants felt strongly about this support, it is recommended that research be conducted, not with those in primary teaching positions, but administrator, deans, department heads, and those in academic leadership positions to determine both their knowledge about what service-learning is and how it is used (i.e.: Do they know service-learning is a teaching method? Do they know the teaching method of service-learning is a high-impact practice? Do they know that service-learning is academic in nature rather than co-curricular? Do they service-learning can be direct, indirect, research, or advocacy-based? Do they know the benefits for students completing service-learning courses? Do they know the benefits for faculty related to tenure and promotion?)

The recommendations for future research, as identified in this section, would pave the way for new findings associated with advancing service-learning across college and university campus; increasing the number of faculty offering their courses with a service-learning methodology while increasing the number of students who can benefit from this high impact practice.

## Conclusions

In conclusion, findings from this research study found no relationship between self-identified motivational type and self-identified curriculum philosophy alignment with reasons faculty opted not to do service-learning. The research study did reveal, however, that faculty, no matter their motivational type, their curriculum alignment, their faculty rank, or the academic department, lack of education and training about what service-learning is and how to use it, was the primary reason faculty did not use the high-impact teaching pedagogy of service-learning. The convergence of this qualitative research data not only serves to provide a better understanding of how to address the identified research problem and gives the educational leader a birds-eye view of one of the most important resources needed to move service-learning forward and increase the number of faculty who use this teaching method. Armed with findings from this research study, educational leaders can begin to make headway in increasing the numbers of faculty who use service-learning as a teaching method by intentionally developing and providing educational programs to faculty, of all ranks and academic disciplines, about what service-learning is and how to use it. Educational leaders might also begin to examine how their institution might develop and implement central service-learning offices as a resource to assist faculty practitioners in the use of this teaching pedagogy.



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## Appendix

**Appendix A: Email Granting Permission to Use Abes, Jackson and Jones (2002)  
Survey Instrument Tool**

**From:** Jones, Susan [mailto:jones.1302@osu.edu]  
**Sent:** Wednesday, January 28, 2015 2:25 PM  
**To:** Nordyke, Kathy J <KatherineNordyke@MissouriState.edu>  
**Cc:** Abes, Elisa S. (abeses@miamioh.edu) <abeses@miamioh.edu>  
**Subject:** RE: Research Questions

Dear Kathy:

I am sorry for the delay in responding. I am on research leave this semester so not in my office much.

I am cc'ing Elisa Abes to this message as she has been the keeper of our survey. We are happy to grant permission for you to use it but just ask that you attribute the survey to us. As you have probably discovered, there is other research that has been done using our survey. We have not really done anything with it (other than share it!) since the time of our original research.

I hope this helps—and know that you will hear from Elisa at her earliest convenience.

Best wishes for your dissertation research.

Susan Jones

**Dr. Susan R. Jones**

Professor

**Educational Studies** Higher Education and Student Affairs  
 310D Ramseyer Hall, 29 W. Woodruff Ave, Columbus, OH 43210  
 614-688-8369 Office / 614-292-7020 Fax  
[jones.1302@osu.edu](mailto:jones.1302@osu.edu)

**From:** Nordyke, Kathy J [mailto:[KatherineNordyke@MissouriState.edu](mailto:KatherineNordyke@MissouriState.edu)]  
**Sent:** Wednesday, January 28, 2015 2:23 PM  
**To:** Jones, Susan  
**Cc:** Nordyke, Kathy J  
**Subject:** Research Questions  
**Importance:** High

Good afternoon Dr. Jones,

I had left you a message yesterday and had not heard back so I wanted to follow up with an email. In 2002, you, Elisa Abes, and Golden Jackson published an article in the Michigan Journal of Community Service Learning entitled “Factors that Motivate and Deter Faculty Use of Service-Learning” and I am extremely interested in replicating the study you conducted with the Ohio Campus Compact colleges and universities. Currently I am completing my Ph.D. and direct all of the academic service-learning programs on Missouri State University’s campus. My research for my dissertation will examine factors that continue to deter faculty from using service-learning in their courses.

While some thirteen years ago, your work and the results from your study were amazing and serve as the foundation for my research. I would like to think that if service-learning is “truly” a high impact practice that fosters and promotes

student success, retention, civic engagement, career exploration, and social capital post-graduation, that more faculty would use service-learning as their preferred teaching methodology. Missouri State is in the process of re-accreditation with HLC and one of the areas of concern has been the number of students who participate in service-learning, study away, and internship experiences. The national average of faculty who teach service-learning courses is at 7%, that number has remained static since 2009 (Campus Compact 2012 Annual Report, p. 2). At Missouri State, 12% of our faculty teach service-learning courses; however, only 4% of the 11,000 plus courses offered are service-learning courses.

I would welcome the opportunity to speak with you more about the study, and as previously mentioned would love to replicate your study. Could you possibly share the survey instrument that you used and grant permission for me to use it for my study? I appreciate your consideration and look forward to hearing from you soon.

Warm regards,

Kathy

Katherine Nordyke, MLS

Director, Citizenship and Service-Learning (CASL)

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**FOLLOW YOUR PASSION AND FIND YOUR PLACE THROUGH**

**SERVICE-LEARNING AT MISSOURI STATE UNIVERSITY!**

**Appendix B: Abes, Jackson and Jones (2002) Survey Instrument Tool****Faculty Motivation And Deterrents For The Use Of Service-Learning****PART A****FACTORS THAT MOTIVATE AND DETER FACULTY USE OF  
SERVICE-LEARNING**

Elisa Abes, Miami University  
Golden Jackson, The Ohio State University  
Susan R. Jones, The Ohio State University

[Please do not distribute, copy, or use this survey without permission from the authors]

**Faculty Motivation And Deterrents For The Use Of Service-Learning****PART A****DEMOGRAPHIC INFORMATION**

1. What is your academic department? \_\_\_\_\_
2. How many years have you been a faculty member at your current institution? \_\_\_\_\_
3. What is your faculty rank? \_\_\_\_\_
4. Are you tenured? (Please circle)
  - a. YES
  - b. NO
5. If you are not tenured, are you on a tenure track? (Please circle)
  - a. YES
  - b. NO
  - c. N/A
6. Are you a full-time or part-time faculty member? (Please circle)
  - a. FULL-TIME
  - b. PART-TIME
7. What is your gender? (Please circle)
  - a. FEMALE
  - b. MALE
8. What is your race/ethnicity? (Please circle)
  - a. ASIAN/PACIFIC ISLANDER
  - b. BLACK/AFRICAN AMERICAN
  - c. HISPANIC
  - d. NATIVE AMERICAN

**Faculty Motivation And Deterrents For The Use Of Service-Learning****PART A**

e. WHITE/CAUCASIAN

f. OTHER (please specify) \_\_\_\_\_

**PART B****YOUR PROFESSIONAL RESPONSIBILITIES  
AND USE OF SERVICE-LEARNING**

9. a. As you think about your professional responsibilities, how personally important to you are each of the responsibilities listed below?
- b. In your opinion, how important does your institution consider each of these responsibilities to be?

<p>Key:          1 = not important   2 = somewhat important   3 = important   4 = very important          N/A = not applicable</p>
--

(Please circle your answers)

PROFESSIONAL RESPONSIBILITY	a.	b.
	PERSONAL IMPORTANCE	INSTITUTIONAL IMPORTANCE
Teaching undergraduates	1 2 3 4 N/A	1 2 3 4 N/A
Teaching graduate students	1 2 3 4 N/A	1 2 3 4 N/A
Advising students	1 2 3 4 N/A	1 2 3 4 N/A
Research and publication	1 2 3 4 N/A	1 2 3 4 N/A
Professional service (as defined by your institution)	1 2 3 4 N/A	1 2 3 4 N/A

10. Using the definition of service-learning provided below as a guideline, do you currently teach or have you ever taught a course that included a service-learning component?

*Service-learning is a form of experiential education characterized by all of the following:*

- student participation in an organized service activity,
- participation in service activities connected to specific learning outcomes,
- participation in service activities that meet identified community needs, and
- structured time for student reflection and connection of the service experience to learning.

(Please circle your answer)

- a. YES → GO TO PAGE 3
- b. NO → GO TO PAGE 9



**PLEASE COMPLETE QUESTIONS 11 - 21 ONLY IF  
YOU ANSWERED "YES" TO QUESTION 10**

**THE SERVICE-LEARNING COURSES THAT YOU TEACH**

11. a. How many courses do you teach (or have you taught) at your current institution that include a service-learning component? Courses that you have taught more than once should be counted only one time. \_\_\_\_\_
- b. Please complete the following information for each of these courses. *Note: This question is asking only about when you offered each course using a service-learning component.*

Course*	Number of times you taught this course	Faculty rank when you first taught this course	Will you teach this course again using service-learning? (Please circle your answer)
Course 1			Yes No Unsure
Course 2			Yes No Unsure
Course 3			Yes No Unsure
Course 4			Yes No Unsure

\*Course titles are not necessary. If you have taught more than 4 courses, please provide information regarding additional courses in the space below.

12. Of the courses you teach (or have taught) with a service-learning component, did you include the service-learning component in an existing course or did you create a new course for the purpose of developing a service-learning component?

Please check (✓) the appropriate box for each course. Please use the space below or next to the chart for additional courses if necessary.

	Used existing course	Created new course
Course 1		
Course 2		
Course 3		
Course 4		

**PART C****YOUR MOTIVATION FOR INCORPORATING  
SERVICE-LEARNING INTO YOUR TEACHING**

13. a. To your knowledge, have any of the people listed below encouraged the use of service-learning? This includes direct encouragement to you or a colleague, as well as general encouragement.
- b. Of those who have encouraged the use of service-learning (those for which you circled "yes" below), how important was that encouragement in your decision to use service-learning?

<p>Key:  1 = not important 2 = somewhat important 3 = important 4 = very important  N/A = not applicable</p>
--

(Please circle your answers)

PERSON	a.		b.				
	RECEIVED ENCOURAGEMENT?		IMPORTANCE OF ENCOURAGEMENT				
Your president or senior academic officer	Yes	No	1	2	3	4	N/A
Your college dean	Yes	No	1	2	3	4	N/A
Your department chairperson	Yes	No	1	2	3	4	N/A
Another faculty member in your department	Yes	No	1	2	3	4	N/A
Faculty in other departments	Yes	No	1	2	3	4	N/A
A community member	Yes	No	1	2	3	4	N/A
Students at your institution	Yes	No	1	2	3	4	N/A

Survey continues on the next page

14. a. Which of the forms of instructional support listed below did you receive on how to incorporate service-learning into your teaching?
- b. Of the forms of instructional support that you received (those for which you circled "yes" below), how helpful were each to you?

<p>Key:          1 = not helpful 2 = somewhat helpful 3 = helpful 4 = very helpful          N/A = not applicable</p>
--

INSTRUCTIONAL SUPPORT	a.		b.				
	RECEIVED SUPPORT?		HELPFULNESS OF SUPPORT				
Faculty teaching handbook	Yes	No	1	2	3	4	N/A
Faculty development at your institution	Yes	No	1	2	3	4	N/A
Professional organizations/conferences	Yes	No	1	2	3	4	N/A
Mentoring	Yes	No	1	2	3	4	N/A
Advice from colleagues	Yes	No	1	2	3	4	N/A
Professional journals/presentations	Yes	No	1	2	3	4	N/A
Other (please specify) _____	Yes	No	1	2	3	4	N/A

15. In general, how important are student-learning outcomes in your decision to incorporate service-learning into your teaching? How important are community-based outcomes?

<p>Key:          1 = not important 2 = somewhat important 3 = important 4 = very important</p>
--

(please circle your answers)

Student-learning outcomes	1	2	3	4
Community-based outcomes	1	2	3	4

16. Each of the items listed below may be outcomes of service-learning. Which, if any, of these outcomes have been most important to you in your decision to incorporate service-learning into your teaching?

Please circle no more than **three** outcomes.

- a. Increases students' cognitive development
- b. Increases students' understanding of the course material
- c. Increases students' appreciation of diversity
- d. Increases students' personal development
- e. Increases students' moral development
- f. Increases students' civic participation
- g. Increases students' understanding of social problems as systemic
- h. Provides useful service in the community
- i. Gives community members a voice in addressing their needs
- j. Contributes to community-building
- k. Creates university-community partnerships
- l. Allows me to participate in and/or support community service
- m. Improves/revitalizes my teaching
- n. Improves/contributes to my research agenda
- o. Contributes to institutional/departmental service obligations
- p. Other (please specify) \_\_\_\_\_

Survey continues on the next page

**PART D**

**YOUR INTENTIONS TO CONTINUE TO INCORPORATE  
SERVICE-LEARNING INTO YOUR TEACHING**

17. How likely is it that you will continue to incorporate service-learning into your teaching in the future?

(Please circle your answer)

- a. Very likely
- b. Likely
- c. Neither likely nor unlikely
- d. Unlikely
- e. Very unlikely

18. Which, if any, of the reasons listed below might cause you not to continue incorporating service-learning into your teaching or to do so less frequently?

Please circle no more than the **three** reasons most important to you.

- a. I am not certain that my students benefited from my service-learning course(s).
- b. I am not certain that the community benefited from my service-learning course(s).
- c. Service-learning courses are time-intensive and therefore difficult to balance with my other professional responsibilities.
- d. I had difficulty coordinating the community service component of my course(s).
- e. I had difficulty establishing partnerships in the community.
- f. I had difficulty securing funding for developing and/or implementing my service-learning course(s).
- g. I have had difficulty or have been unable to secure release time to develop service-learning courses.
- h. I do not feel comfortable with my competency in using service-learning.
- i. I have not been rewarded in my performance reviews and/or tenure and promotion decisions for my use of service-learning.
- j. Other (please specify) \_\_\_\_\_

19. As you think about whether you will continue to incorporate service-learning into your teaching, how important is it that you be rewarded in your performance reviews and/or tenure and promotion decisions for doing so?

(Please circle your answer)

- a. Not important
- b. Somewhat important
- c. Important
- d. Very Important

### **PART E**

#### **ADDITIONAL COMMENTS**

20. Please use the space below (and back of this page) if you have any additional comments.

21. Would you be willing to participate in a short, confidential follow-up interview regarding the survey results at a time and place convenient for you?

- a. Yes
- b. No

**THIS IS THE END OF THE SURVEY IF YOU  
ANSWERED "YES" TO QUESTION 10.**

**THANK YOU VERY MUCH FOR YOUR TIME AND HELP!**

**Please return your completed survey using the enclosed address label.**

**PART F**

**THE FOLLOWING QUESTIONS ARE ONLY FOR FACULTY WHO DO NOT INCORPORATE SERVICE-LEARNING INTO THEIR TEACHING (IF YOU ANSWERED "NO" TO PART B, QUESTION 10)**

For your convenience, the definition of service-learning, which you should use to guide your responses to this survey, is repeated immediately below:

*Service-learning is a form of experiential education characterized by all of the following:*

- *student participation in an organized service activity,*
- *participation in service activities connected to specific learning outcomes,*
- *participation in service activities that meet identified community needs, and*
- *structured time for student reflection and connection of the service experience to learning.*

**YOUR REASONS FOR NOT INCORPORATING SERVICE-LEARNING INTO YOUR TEACHING**

22. Prior to receiving this survey, had you ever heard of service-learning?

(Please circle your answer)

- a. YES → GO TO QUESTION 23  
b. NO → GO TO QUESTION 25 (PAGE 12)

23. Have you ever given any thought as to whether or not you should incorporate service-learning into your teaching?

(Please circle your answer)

- a. YES → GO TO QUESTION 24 (PAGE 10)  
b. NO → GO TO QUESTION 25 (PAGE 12)

24. We are interested in understanding your reasons for not incorporating service-learning into your teaching. Please indicate the extent to which you agree that each of the following statements describes why you do not use service-learning.

Key:  
 1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree  
 5 = strongly agree

**Outcome-based reasons for not using service-learning:**

- a. I do not use service-learning because it will not benefit my students. 1 2 3 4 5
- b. I do not use service-learning because it is not academically rigorous. 1 2 3 4 5
- c. I do not use service-learning because it will not benefit the community. 1 2 3 4 5

**Curricular/pedagogical reasons for not using service-learning:**

- d. I do not use service-learning because it is not relevant to the courses I teach. 1 2 3 4 5
- e. I do not use service-learning because I am not interested in creating new courses or modifying existing courses to include a service-learning component. 1 2 3 4 5
- f. I do not use service-learning because service-learning courses are time-intensive and would be difficult to balance with my other professional responsibilities. 1 2 3 4 5
- g. I do not use service-learning because I do not know how to do so effectively. 1 2 3 4 5
- h. I do not use service-learning because doing so will take away class time for teaching critical content. 1 2 3 4 5

**Institutional/professional reasons for not using service-learning:**

- i. I do not use service-learning because it is unlikely that I will be rewarded in my performance review and/or tenure and promotion decisions for doing so. 1 2 3 4 5



**Key:**

1 = strongly disagree 2 = disagree 3 = neither agree nor disagree 4 = agree  
5 = strongly agree

- |  |           |
|--|-----------|
| j. I do not use service-learning because my institution does not place a high value on teaching.   | 1 2 3 4 5 |
| k. I do not use service-learning because my institution does not place a high value on community service and/or engagement.                            | 1 2 3 4 5 |
| l. I do not use service-learning because my institution's president or senior academic officer has not encouraged doing so.                            | 1 2 3 4 5 |
| m. I do not use service-learning because my dean has not encouraged doing so.  | 1 2 3 4 5 |
| n. I do not use service-learning because my department chairperson has not encouraged doing so.  | 1 2 3 4 5 |
| o. I do not use service-learning because I have not been given and/or do not anticipate being given release time to develop a service-learning course. | 1 2 3 4 5 |
| <b>Logistical reasons for not using service-learning:</b>  |           |
| p. I do not use service-learning because I anticipate having logistical problems coordinating the community service aspect of the course.              | 1 2 3 4 5 |
| q. I do not use service-learning because I anticipate having (or have had) difficulty establishing community partners.                                 | 1 2 3 4 5 |
| r. I do not use service-learning because I anticipate having (or have had) difficulty securing funding for service-learning.                           | 1 2 3 4 5 |
| <b>Personal reasons for not using service-learning:</b>  |           |
| s. I do not use service-learning because community service is not important to me.   | 1 2 3 4 5 |
| t. Other (please specify) _____  | 1 2 3 4 5 |

25. How likely is it that you will incorporate service-learning into your teaching in the future?

(Please circle your answer)

- a. Very unlikely
  - b. Unlikely
  - c. I'm unsure
  - d. Likely
  - e. Very likely
26. What, if anything, might increase the likelihood that you will incorporate service-learning into your teaching in the future?

Survey continues on the next page

**PART G**

**ADDITIONAL COMMENTS**

27. Please use the space below (and back of this page) if you have any additional comments.

28. Would you be willing to participate in a short, confidential follow-up interview regarding the survey results at a time and place convenient for you.

(Please circle your answer)

- a. Yes
- b. No

**THIS IS THE END OF THE SURVEY IF YOU  
ANSWERED "NO" TO PART B, QUESTION 10.**

**THANK YOU VERY MUCH FOR YOUR TIME AND HELP!**

**Please return your completed survey using the enclosed address label.**

No. \_\_\_\_

**Appendix C: Modified Short Questionnaire Tool for Nordyke's Explanatory Single Case Study – Modified and Used with Permission from Abes, Jackson and Jones (2000). (Please refer to Appendix A).**

**Factors That Deter Faculty Use of Service-Learning**

**Part A - Demographic Information**

**2. My primary academic department is?**

Academic Area

Please select your primary academic area

**3. I have been a faculty member at my current institution for?**

0 - 1 year

2 - 3 years

3 - 5 years

5 - 10 years

More than 10 years

**4. My faculty rank is?**

Professor

Assistant Professor

Associate Professor

Adjunct Faculty

Per Course Faculty

Lecturer / Visiting Professor

**5. I am tenured?**

Yes

No

**6. If you are not tenured, are you on a tenure track?**

Yes

No

N/A

**7. Are you a full-time or part-time faculty member?**

Full-Time

Part-Time

Page 2

**Factors That Deter Faculty Use of Service-Learning****8. What is your gender?**

- Female  
 Male  
 Prefer not to answer

**9. What is your race/ethnicity?**

- Asian/Pacific Islander  
 Black/African American  
 Hispanic  
 Native American  
 White/Caucasian

Other (please specify)

## Factors That Deter Faculty Use of Service-Learning

### Part B - Your Professional Responsibilities and Use of Service-Learning

**10. Personal Importance: As you think about your professional responsibilities, how personally important to you are each of the responsibilities listed below?**

	1 = Not important	2 = Somewhat important	3 = Important	4 = Very Important	5 = N/A
Teaching undergraduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional service (as defined by your institution)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. Institutional Importance: In your opinion, how important does your institution consider each of these responsibilities to be?**

	1=Not important	2 = Somewhat important	3 = Important	4 = Very Important	N/A
Teaching undergraduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional service (as defined by your institution)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Factors That Deter Faculty Use of Service-Learning

### For Faculty Who Do Not Incorporate Service-Learning into their Teaching

Please complete the following questions if you DO NOT incorporate service-learning into your teaching.

For your convenience, the definition of service-learning, which you should use to guide your responses to this survey, is listed below:

Service-learning is a form of experiential education characterized by the following:

- a) student participation in an organized service activity
- b) participation in service activities connect to specific learning outcomes
- c) participation in service activities that meet identified community needs
- d) structured time for student reflection and connection of the service experience to learning

12. Prior to receiving this survey, had you ever heard of service-learning?

- Yes  
 No

13. Have you ever given any thought as to whether or not you should incorporate service-learning into your teaching?

- Yes  
 No

14. To your knowledge, have any of the people listed below encouraged the use of service-learning? This includes direct encouragement to you or a colleague, as well as general encouragement.

	Yes	No
Your president or senior academic officer	<input type="radio"/>	<input type="radio"/>
Your college dean	<input type="radio"/>	<input type="radio"/>
Your department chairperson	<input type="radio"/>	<input type="radio"/>
Another faculty member in your department	<input type="radio"/>	<input type="radio"/>
Faculty in other departments	<input type="radio"/>	<input type="radio"/>
A community member	<input type="radio"/>	<input type="radio"/>
Students at your institution	<input type="radio"/>	<input type="radio"/>



### Factors That Deter Faculty Use of Service-Learning

15. We are interested in understanding your reasons for NOT incorporating service-learning into your teaching. Please indicate the extent to which you agree that each of the following statements describes why you DO NOT use service-learning.

Outcome-based reasons for NOT using service-learning:

	1=Strongly Disagree	2=Disagree	3=Neither Agree nor Disagree	4=Agree	5=Strongly Agree
a) I do not use service-learning because it will not benefit my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I do not use service-learning because it is not academically rigorous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I do not use service-learning because it will not benefit the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. We are interested in understanding your reasons for NOT incorporating service-learning into your teaching. Please indicate the extent to which you agree that each of the following statements describes why you DO NOT use service-learning.

Curricular/pedagogical reasons for not using service-learning:

	1=Strongly Disagree	2=Disagree	3=Neither Agree nor Disagree	4=Agree	5=Strongly Agree
d) I do not use service-learning because it is not relevant to the courses I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I do not use service-learning because I am not interested in creating new courses or modifying existing courses to include service-learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) I do not use service-learning because service-learning courses are time-intensive and would be difficult to balance with my other professional responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I do not use service-learning because I do not know how to do so effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) I do not use service-learning because doing so will take away class time for teaching critical content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Factors That Deter Faculty Use of Service-Learning

17. We are interested in understanding your reasons for NOT incorporating service-learning into your teaching. Please indicate the extent to which you agree that each of the following statements describes why you DO NOT use service-learning.

#### Institutional/professional reasons for not using service-learning:

	1=Strongly Disagree	2=Disagree	3=Neither Agree nor Disagree	4=Agree	5=Strongly Agree
i) I do not use service-learning because it is unlikely that I will be rewarded in my performance review and/or tenure and promotion decision for doing so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) I do not use service-learning because my institution does not place a high value on teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) I do not use service-learning because my institution does not place a high value on community service and/or engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) I do not use service-learning because my institution's president or senior academic officer has not encouraged doing so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) I do not use service-learning because my dean has not encouraged doing so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) I do not use service-learning because my department chairperson has not encouraged doing so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) I do not use service-learning because I have not been given and/or do not anticipate being given release time to develop a service-learning course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Factors That Deter Faculty Use of Service-Learning

1=Strongly Disagree    2=Disagree    3=Neither Agree nor Disagree    4=Agree    5=Strongly Agree

18. We are interested in understanding your reasons for NOT incorporating service-learning into your teaching. Please indicate the extent to which you agree that each of the following statements describes why you DO NOT use service-learning.

#### Logistical reasons for not using service-learning:

1=Strongly Disagree    2=Disagree    3=Neither Agree nor Disagree    4=Agree    5=Strongly Agree

p) I do not use service-learning because I anticipate having logistical problems coordinating the community service aspect of the course.

q) I do not use service-learning because I anticipate having (or have had) difficulty establishing community partners.

r) I do not use service-learning because I anticipate having (or have had) difficulty securing funding for service-learning.

19. We are interested in understanding your reasons for NOT incorporating service-learning into your teaching. Please indicate the extent to which you agree that each of the following statements describes why you DO NOT use service-learning.

#### Personal reasons for not using service-learning:

1=Strongly Disagree    2=Disagree    3=Neither Agree nor Disagree    4=Agree    5=Strongly Agree

I do not use service-learning because community service is not important to me.

**Factors That Deter Faculty Use of Service-Learning**

20. Are there any other reasons that you would like to share as to why you DO NOT incorporate service-learning into your teaching?



21. How likely is it that you will incorporate service-learning into your teaching in the future?

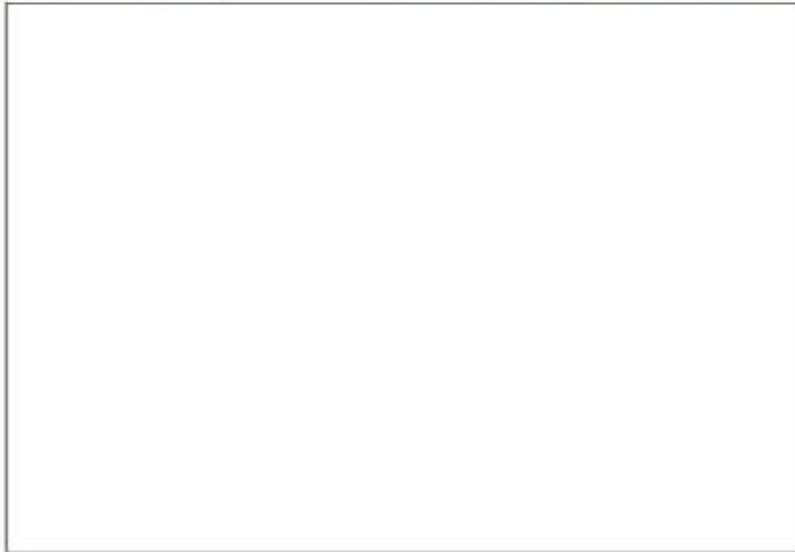
- Very unlikely
- Unlikely
- I'm unsure
- Likely
- Very likely

**Factors That Deter Faculty Use of Service-Learning**

22. What, if anything, might increase the likelihood that you will incorporate service-learning into your teaching in the future?



23. Please use the space below to provide us with any additional comments.



**Appendix D: Email Inviting Non-Service-Learning Faculty to participate in the Short Questionnaire as a part of this case study.**

Dear Faculty Member,

I am the Director of Citizenship and Service-Learning at Missouri State University and am conducting a research study pertaining to service-learning to gain a better understanding of the use of service-learning as a teaching pedagogy and understand why you don't use service-learning as a teaching method within your course(s), along with barriers you may face to utilizing this practice, and resources that may be needed in order to increase the number of faculty who use this teaching pedagogy. This study will also serve as partial fulfillment of my Doctorate in Philosophy – Educational/Instructional Leadership.

To participate in this research study I am asking that you complete a short (20 question) online questionnaire, which you can access here: insert link

The information you provide will be critical in providing an overview of the picture of service-learning. The survey should take you no longer than 15 minutes. No identifying information is collected and data collected will be reported in the aggregate only, including the final dissemination of results. All participants will also be emailed a final report with aggregated results to inform future practice.

A pdf version of the survey is included as an attachment to this email so that you can see the questions you will be asked should you decide to participate. Feel free to use it to prepare your answers ahead of completing the online survey.

If you have any questions or need further information, please let me know.

Thank you for your time and consideration,

Katherine Nordyke, ABD, MLS  
 Ph.D. Candidate  
 Director, Citizenship and Service-Learning (CASL)  
 Missouri State University  
 901 South National Avenue | Springfield, MO 65897  
 Office: 417-836-6060  
 FAX: 417-836-6429  
 Missouri State University email: [katherinenordyke@missouristate.edu](mailto:katherinenordyke@missouristate.edu)  
 Northcentral University email: [K.Nordyke7396@email.ncu.edu](mailto:K.Nordyke7396@email.ncu.edu)

## Appendix E: Informed Consent for Participation in Short Survey Questionnaire

Dear Faculty Member:

You are invited to participate in this research study. The purpose of the study is to learn why some college professors do not use service-learning when they teach a college course.

Participation is voluntary. If you agree to participate will be asked to complete an online survey. The online survey begins on the next page. The survey should take about 15 minutes to complete. You may stop participating in the survey at any time.

If you agree to participate there are no risks to you. The survey will not collect any information that identifies you. Only total results from the survey questions will be reported.

If you have any questions about the study, please contact Katherine Nordyke at: [K.Nordyke7396@email.ncu.edu](mailto:K.Nordyke7396@email.ncu.edu). You may also contact Katherine at her Missouri State University email address: [katherinenordyke@missouristate.edu](mailto:katherinenordyke@missouristate.edu) or at (417)836-6060.

“By checking the box below, I agree that I have read and understand the information stated above and agree to participate in this study. By agreeing to participate in the study I acknowledge that I currently do not teach and have not taught any service-learning courses at Missouri State University.”

## Appendix F: Informed Consent for Participation in Short Survey Questionnaire Readability Approval

### Informed Consent

You are invited to participate in this research study. The purpose of the study is to learn why some college professors do not use service-learning when they teach a college course.

Participation is voluntary. If you agree to participate will be asked to complete an online survey. The online survey begins on the next page. The survey should take about 15 minutes to complete. You may stop participating in the survey at any time.

If you agree to participate there are no risks to you. The survey will not collect any information that identifies you. Only total results from the survey questions will be reported.

If you have any questions about the study, please contact Katherine Nordyke at: [K.Nordyke7396@email.ncu.edu](mailto:K.Nordyke7396@email.ncu.edu). You may also contact Katherine at her Missouri State University email address: [katherinenordyke@missouristate.edu](mailto:katherinenordyke@missouristate.edu) or at (417)836-6060.

“By checking the box below, I agree that I have read and understand the information stated above and agree to participate in this study. By agreeing to participate in the study I acknowledge that I currently do not teach and have not taught any service-learning courses at Missouri State University.”

Results from: <http://www.readabilityformulas.com/freetests/six-readability-formulas.php>

#### Text Readability Consensus Calculator

**Purpose:** Our Text Readability Consensus Calculator uses 6 popular readability formulas to calculate the average grade level, reading age, and text difficulty of your sample text.

#### Your Results:

Your text: You are invited to participate in this research study. (show all text)  
 The purpose of the study is to learn why some college professors do not use service-learning when they teach a college course. Participation is voluntary. If you agree to participate will be asked to complete an online survey. The online survey begins on the next page. The survey should take about 15 minutes to complete. You may stop participating in the survey at any time. If you agree to participate there are no risks to you. The survey will not collect any information that identifies you. Only total results from the survey questions will be reported. If you have any questions please contact Katherine Nordyke. You can reach Katherine at [katherinenordyke@missouristate.edu](mailto:katherinenordyke@missouristate.edu). You may also contact Katherine at 417 836 6060.

**Flesch Reading Ease score:** 59.8 (text scale)  
 Flesch Reading Ease scored your text: **standard / average.**  
 (1) (2) (3)

**Gunning Fog:** 7.4 (text scale)  
 Gunning Fog scored your text: **easy easy to read.**  
 (1) (2) (3)

**Flesch-Kincaid Grade Level:** 7.2  
 Grade level: **Seventh Grade.**



**The Coleman-Liau Index: 10**

Grade level: [Tenth Grade](#)

[\[1\]](#) [\[2\]](#) [\[3\]](#)

**The SMOG Index: 6.2**

Grade level: [Sixth Grade](#)

[\[1\]](#) [\[2\]](#) [\[3\]](#)

**Automated Readability Index: 5.9**

Grade level: [10-11 yrs. olds \(Fifth and Sixth graders\)](#)

[\[1\]](#) [\[2\]](#) [\[3\]](#)

**Linsear Write Formula : 4.8**

Grade level: [Fifth Grade](#)

[\[1\]](#) [\[2\]](#) [\[3\]](#)

### Readability Consensus

Based on 8 readability formulas, we have scored your text:

Grade Level: 7

Reading Level: standard / average.

Reader's Age: 11-13 yrs. old (Sixth and Seventh graders)

Results from: [http://www.online-utility.org/english/readability\\_test\\_and\\_improve.jsp](http://www.online-utility.org/english/readability_test_and_improve.jsp)

Number of characters (without spaces) :	642.00
Number of words :	131.00
Number of sentences :	14.00
Average number of characters per word :	4.90
Average number of syllables per word :	1.80
Average number of words per sentence:	9.36

*Indication of the number of years of formal education that a person requires in order to easily understand the text on the first reading*

Gunning Fog index : 9.54

*Approximate representation of the U.S. grade level needed to comprehend the text :*

Coleman Liau index :	9.86
Flesch Kincaid Grade level :	9.32
ARI (Automated Readability Index) :	6.33
SMOG :	9.87

Flesch Reading Ease : 44.93

**List of sentences which we suggest you should consider to rewrite to improve readability of the text :**

- The purpose of the study is to learn why some college professors do not use service-learning when they teach a college course.
- If you agree to participate will be asked to complete an online survey.
- The survey will not collect any information that identifies you.
- You can reach Katherine at [katherinenordyke@missouristate](mailto:katherinenordyke@missouristate).
- You may stop participating in the survey at any time.

**Appendix G: Email Inviting Non-Service-Learning Faculty to participate in the Semi-Structured Interview as a part of this case study.**

Dear ----,

As a non-service-learning faculty member at Missouri State University, you are being invited to participate in a semi-structured interview, as part of a case study related to the use of service-learning as a teaching pedagogy. The purpose of the interview is to gain a better understanding of why faculty opt **not to use** service-learning as a teaching method, challenges faced with the use of service-learning, and resources needed for its integration. This study will also serve as partial fulfillment of my Doctorate of Philosophy in Education – Instructional Leadership.

Our records indicate that you have not utilized service-learning in your courses. I would like to schedule a time to meet with you during the week of (insert dates), at a location on campus convenient for you, to conduct a semi-structured interview, as a part of this case study research. The interview will be conducted one-on-one, face-to-face, and recorded for accuracy in the transcription and coding of data. The interview should take no more than 50 minutes to complete and you will receive a copy of the transcribed data to ensure accuracy. No identifying information will be used in the reporting of findings.

Additionally, as part of this study, I would like to request a copy of your course syllabus for the above referenced course. The review of course syllabi, in addition to data collected during the semi-structured interviews, will be analyzed as a part of this case study; however, as previously stated, no identifying information will be released as a part of the dissemination of the study results.

Please let me know if you are willing to participate in this study of service-learning at Missouri State University.

Thank you for your time and consideration,

Katherine Nordyke, ABD, MLS  
 Ph.D. Candidate  
 Director, Citizenship and Service-Learning (CASL)  
 Missouri State University  
 901 South National Avenue | Springfield, MO 65897  
 Office: 417-836-6060  
 FAX: 417-836-6429  
 Missouri State University email: [katherinenordyke@missouristate.edu](mailto:katherinenordyke@missouristate.edu)  
 Northcentral University email: [K.Nordyke7396@email.ncu.edu](mailto:K.Nordyke7396@email.ncu.edu)

## Appendix H: Semi-Structured Interview Questions

Thank you for agreeing to participate in this case study and participate in the semi-structured interview process. Just to reiterate, this interview will be recorded. Data collected from this interview will be used to develop themes and no identifying information will be released. Before we begin, I would like to ask you to sign the Informed Consent form. Thank you. Do you have any questions about the process? If not, let's begin the interview.

1. Can you tell me a little about yourself? How long have you been teaching? What subjects do you teach? What is your faculty rank?
2. If you were asked to self-identify your motivational type, based on the descriptions in front of you, would you say you are intrinsically or extrinsically motivated? Can you provide an example or two of how you might be motivated?
3. If you were asked to self-identify which of the two curriculum philosophies you most closely align with, based on the descriptions in front of you, would you say you align more closely with a traditional or a contemporary curriculum philosophy? Can you provide an example or two of how your teaching method aligns with your self-identified philosophy?
4. How would you define service-learning? Can you share with me “why” you don't use service-learning as a teaching method in the development of curriculum or course delivery? Are there other factors you would like to share? Can you share more ideas/details/thoughts?
5. What levels of support from an institutional standpoint do you feel are necessary in order to promote service-learning on our campus? What levels of support from a departmental standpoint do you feel are necessary to promote service-learning on campus? Can you share more ideas/details/thoughts?
6. If the levels of support you identified were in place, would you consider teaching your course as a service-learning course? If so, what support would be most important to you? If not, why not? Can you share more ideas/details/thoughts?

This concludes my interview and I want thank you for taking the time to meet with me personally and share your responses to my questions. Do you have any questions that you would like to ask of me before we conclude our meeting? Also, I appreciate you bringing me a copy of course syllabus. The information you have provided is invaluable to my study. As soon as the interview is transcribed, I will provide you with a copy to ensure I have transcribed the information shared correctly. Shake hands/thank again.

### Appendix I: Semi-Structured Interview Informed Consent Form

You are being asked to participate in a semi-structured interview as part of a research study. The purpose of the study is to better understand why faculty do not use service-learning as a teaching method. The results from the interview will be used to develop themes.

The interview will last no longer than 50 minutes. There are no foreseeable risks associated with your participation. Your participation in this research study is voluntary. You may withdraw from the study at any time. The interview will be recorded to ensure accuracy. No identifying information will be reported as part of this study.

If you have any questions about the study, please contact Katherine Nordyke at: [K.Nordyke7396@email.ncu.edu](mailto:K.Nordyke7396@email.ncu.edu). You may also contact Katherine at her Missouri State University email address: [katherinenordyke@missouristate.edu](mailto:katherinenordyke@missouristate.edu) or at (417)836-6060.

By signing below I agree I have read and understand the above information and agree to participate in this study.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

## Appendix J: Semi-Structured Interview Informed Consent Form Readability Approval

You are being asked to participate in a semi-structured interview as part of a research study. The purpose of the study is to better understand why faculty do not to use service-learning as a teaching method. The results from the interview will be used to develop themes.

The interview will last no longer than 50 minutes. There are no foreseeable risks associated with your participation. Your participation in this research study is voluntary. You may withdraw from the study at any time. The interview will be recorded to ensure accuracy. No identifying information will be reported as part of this study.

If you have any questions about the study, please contact Katherine Nordyke at: [K.Nordyke7396@email.ncu.edu](mailto:K.Nordyke7396@email.ncu.edu). You may also contact Katherine at her Missouri State University email address: [katherinenordyke@missouristate.edu](mailto:katherinenordyke@missouristate.edu) or at (417)836-6060.

By signing below I agree I have read and understand the above information and agree to participate in this study.

Results from: <http://www.readabilityformulas.com/freetests/six-readability-formulas.php>

**Purpose:** Our Text Readability Consensus Calculator uses 7 popular readability formulas to calculate the average grade level, reading age, and text difficult of your sample text.

### Your Results:

**Your text:** You are being asked to participate in a semi-struc... ([show all text](#))  
 tured interview as part of a research study. The purpose of the study is to better understand why faculty do not to use service-learning as a teaching method. The results from the interview will be used to develop themes. The interview will last no longer than 50 minutes. There are no foreseeable risks associated with your participation. Your participation in this research study is voluntary. You may withdraw from the study at any time. The interview will be recorded to ensure accuracy. No identifying information will be reported as part of this study. If you have any questions about the study, please contact Katherine Nordyke at: [K.Nordyke7396@email.ncu.edu](mailto:K.Nordyke7396@email.ncu.edu). You may also contact Katherine at her Missouri State University email address: [katherinenordyke@missouristate.edu](mailto:katherinenordyke@missouristate.edu) or at (417)836-6060. By signing below I agree I have read and understand the above information and agree to participate in this study.

**Flesch Reading Ease score:** 49.4 (text scale)

Flesch Reading Ease scored your text: [difficult to read](#).

[\[f\]](#) [\[a\]](#) [\[r\]](#)

**Gunning Fog:** 9.5 (text scale)

Gunning Fog scored your text: [fairly easy to read](#).

[\[f\]](#) [\[a\]](#) [\[r\]](#)

**Flesch-Kincaid Grade Level:** 8.8

Grade level: [Ninth Grade](#).

[\[f\]](#) [\[a\]](#) [\[r\]](#)

**The Coleman-Liau Index: 11**Grade level: **Eleventh Grade**[\[1\]](#) [\[2\]](#) [\[3\]](#)**The SMOG Index: 7.5**Grade level: **Eighth grade**[\[1\]](#) [\[2\]](#) [\[3\]](#)**Automated Readability Index: 6.5**Grade level: **11-13 yrs. old (Sixth and Seventh graders)**[\[1\]](#) [\[2\]](#) [\[3\]](#)**Linsear Write Formula : 5.6**Grade level: **Sixth Grade**[\[1\]](#) [\[2\]](#) [\[3\]](#)**Readability Consensus**

Based on 8 readability formulas, we have scored your text:

Grade Level: 8

Reading Level: difficult to read.

Reader's Age: 12-14 yrs. old (Seventh and Eighth graders)

Results from: [http://www.online-utility.org/english/readability\\_test\\_and\\_improve.jsp](http://www.online-utility.org/english/readability_test_and_improve.jsp)

Number of characters (without spaces) :	792.00
Number of words :	159.00
Number of sentences :	16.00
Average number of characters per word :	4.98
Average number of syllables per word :	1.82
Average number of words per sentence:	9.94

*Indication of the number of years of formal education that a person requires in order to easily understand the text on the first reading*

Gunning Fog index :	10.26
---------------------	-------

*Approximate representation of the U.S. grade level needed to comprehend the text :*

Coleman Liau index :	10.52
Flesch Kincaid Grade level :	9.81
ARI (Automated Readability Index) :	7.00
SMOG :	10.37

Flesch Reading Ease :	42.45
-----------------------	-------

**List of sentences which we suggest you should consider to rewrite to improve readability of the text :**

- You may also contact Katherine at her Missouri State University email address: [katherinenordyke@missouristate.edu](mailto:katherinenordyke@missouristate.edu).
- By signing below I agree I have read and understand the above information and agree to participate in this study.
- The purpose of the study is to better understand why faculty do not to use service-learning as a teaching method.
- You are being asked to participate in a semi-structured interview as part of a research study.
- If you have any questions about the study, please contact Katherine Nordyke at: K.

## Appendix K: IRB Approval from North Central University

Reply all | Delete | Junk | ...

IRB Approved - Kathy Nordyke

IRB Institutional Review Board <irb@ncu.edu>  
2/27/2020  
Nordyke, Kathy | K.Nordyke736@ncu.edu; IRB Institutional Review Board <irb@ncu.edu>; Leah Wickert-Hahn <leahw@ncu.edu>

This message was sent with high importance.

NCU IRB Protocol Study... 24 KB  
IRB Approval Letter\_Nor... 132 KB  
IRB42\_Nordyke\_Katheri... 72 KB

Download all | Save all to OneDrive - Missouri State University

Action items


Hello Kathy,

We are writing to inform you that your IRB application has been approved. Data collection can begin at this time. Please see the attached letter and review form for important details about the terms of your approval.

Also, please complete and submit the attached study closure form to your Chair as soon as your data collection is complete and your data have been de-identified for analysis.

Congratulations!

NCU IRB



Robert Dodd, M.Ed., Ed.S.  
Director, Institutional Review Board

Use Blackman-Siddell, Ph.D.  
IRB Lead Reviewer

Ari Murawitz, MAI  
IRB Professional  
North Central University  
2488 E. Intermodal Center Rd., Suite 100  
San Diego, CA 92108

Please allow 48 business hours for responses via email. Thank you!

## Appendix L: IRB Approval from Missouri State University

**Nordyke, Kathy J**

---

**From:** IRB <irb\_no\_reply@cayuse.com>  
**Sent:** Monday, February 8, 2016 10:27 AM  
**To:** Nordyke, Kathy J  
**Subject:** IRB Notice

**To:** Kathy Nordyke  
Citizenship and Service Learning  
901 S National Ave Springfield MO 65897-0027

**From:** MSU IRB

**Date:** 2/08/2016

**RE:** Notice of IRB Exemption  
**Exemption Category:** 2.Survey, interview, public observation  
**Study #:** 16-0273

**Study Title:** Infusing Service Learning into Curriculum: A Case Study Analysis to Understand Why More Higher Education Faculty Do Not Use this High-Impact Teaching Method.

This submission has been reviewed by the Missouri State University IRB and was determined to be exempt from further review according to the regulatory category cited above under 45 CFR 46.101(b).

**Investigator's Responsibilities:**

If your study protocol changes in such a way that exempt status would no longer apply, you should contact the above IRB before making the changes.



## Appendix M: Letter from MSU Providing Permission to Conduct the Research Study



**Missouri State**  
UNIVERSITY

February 1, 2016

To Whom It May Concern:

As the Associate Provost of Student Development and Public Affairs (SDPA) and responsible for the oversight of the office of Citizenship and Service-Learning (CASL) and the director of service-learning, Katherine J. Nordyke, I hereby grant permission, on behalf of Missouri State University, for Katherine J. Nordyke to conduct a research study, including the below, identified activities, as a partial fulfillment of her Doctorate in Philosophy in Education – Instructional Leadership, from Northcentral University. Northcentral University is the partner doctoral university for Fort Hays State University. Katherine completed both her undergraduate and master's degrees in Organizational Leadership with cognates in Community and Civic Leadership and Health Education from Fort Hays State University.

The activities that Katherine may conduct on the Missouri State University campus for her research study, as partial fulfillment for her PhD, as identified above, include:

- 1) Conducting an Explanatory Case Study Research at Missouri State University serving as the Principal Investigator which include the completion of a short questionnaire, and semi-structured interviews, review of course syllabi, and archival records in both Banner and ARGOS, of non-service-learning faculty at Missouri State University
- 2) Contacting faculty and those teaching courses in the 12 identified academic areas ((a) first-year foundations; (b) communication studies; (d) social work; (e) political science; (f) chemistry; (g) global studies; (h) business; (i) economics; (j) construction management; (k) agriculture; (l) English, and (m) criminology), via email or phone call, using MSU email/faculty member phone, as a recruitment tool to seek participation in both the short questionnaire and the semi-structured, face-to-face, recorded interviews, as part of this research study and as identified the IRB application
- 3) Conducting a short, online questionnaire with non-service-learning faculty members (full/part-time, meeting any criteria in which to teach a course) as described in the IRB application using Survey Monkey as the collection tool
- 4) Conducting semi-structured, face-to-face, recorded interviews with non-service-learning faculty members (full/part-time, meeting any criteria in which to teach a course) as described in the IRB application
- 5) Collecting, reviewing, storing, analyzing and disseminating the findings and results of data collected as described in the IRB application, including, but not limited to, her Dissertation Manuscript and Defense for her Ph.D., faculty, staff, administrators at Missouri State University, Campus Compact, other higher education institutions, the

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## Missouri State UNIVERSITY

community, presentations at conferences, and for publication and release in scholarly journals

As referenced in the IRB application and within Katherine's Dissertation Manuscript, service-learning, through years of scholarly research, has shown to provide positive benefits and outcomes for not only higher education students, but for their universities, and for communities as well. But, as Katherine has identified, a significant problem with this teaching method has presented itself. According to recent research the number of faculty in higher education institutions who use this teaching pedagogy continues to remain low with limited signs of growth among faculty. Benefits to students, in particular, include increased academic success and higher GPAs, increased student retention, career exploration and academic major decisions, and increased involvement in community post-graduation, thus increasing social capital in communities. As a result of limited numbers of faculty using this teaching pedagogy, the opportunity for students to benefit from this teaching pedagogy is also limited.

The goal of Katherine's explanatory case study is to understand why more faculty do not use this teaching pedagogy in the delivery of their courses. As a part of Katherine's research study she, as the Principal Investigator, will examine: 1) the various factors that deter faculty from using this teaching pedagogy as a primary teaching tool, and 2) the various types of support, and at what levels, are needed to increase the use of this teaching pedagogy. The results of this study will not only benefit Missouri State University, but will serve to contribute to the scholarship in both the field of education and in the field of service-learning. Missouri State University looks forward to reviewing the findings from this study, coupled with the recommendations for the future.

Once again, Missouri State University, grants full permission for Katherine Nordyke to complete her research study, and any associated activities, on the MSU campus, and to share her findings through multiple vehicles as described within this letter. Should you have any questions or need any additional information or permissions, please don't hesitate to contact me.

Sincerely,

Rachelle L. Darabi, Ph.D.  
Associate Provost – Student Development and Public Affairs  
Missouri State University  
901 South National – University Hall 115  
Springfield, MO 65897  
417-836-8346  
[RDarabi@MissouriState.edu](mailto:RDarabi@MissouriState.edu)

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