

Eastern Kentucky University

Encompass

Online Theses and Dissertations

Student Scholarship

January 2017

Service-Learning Faculty Perceptions

Karrie Faye Adkins

Eastern Kentucky University

Follow this and additional works at: <https://encompass.eku.edu/etd>



Part of the [Higher Education and Teaching Commons](#)

Recommended Citation

Adkins, Karrie Faye, "Service-Learning Faculty Perceptions" (2017). *Online Theses and Dissertations*. 501.
<https://encompass.eku.edu/etd/501>

This Open Access Thesis is brought to you for free and open access by the Student Scholarship at Encompass. It has been accepted for inclusion in Online Theses and Dissertations by an authorized administrator of Encompass. For more information, please contact Linda.Sizemore@eku.edu.

SERVICE-LEARNING FACULTY PERCEPTIONS

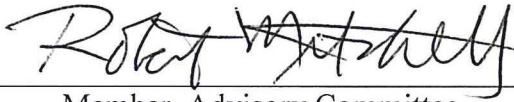
By

Karrie Faye Adkins

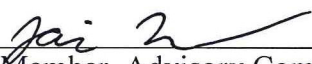
Thesis Approved:



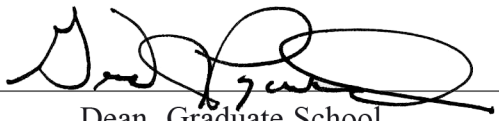
Chair, Advisory Committee



Member, Advisory Committee



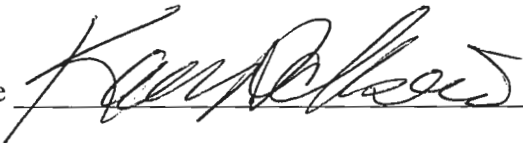
Member, Advisory Committee



Dean, Graduate School

STATEMENT OF PERMISSION TO USE

In presenting this thesis in partial fulfillment of the requirements for a Master of Science degree at Eastern Kentucky University, I agree that the Library shall make it available to borrowers under rules of the Library. Brief quotations from this thesis are allowable without special permission, provided that accurate acknowledgment of the source is made. Permission for extensive quotation from or reproduction of this thesis may be granted by my major professor, or in [his/her] absence, by the Head of Interlibrary Services when, in the opinion of either, the proposed use of the material is for scholarly purposes. Any copying or use of the material in this thesis for financial gain shall not be allowed without my written permission.

Signature 

Date 6/17/2017

SERVICE-LEARNING FACULTY PERCEPTIONS

By

Karrie Faye Adkins

Bachelor of Science
Eastern Kentucky University
Richmond, Kentucky
2011

Submitted to the Faculty of the Graduate School of
Eastern Kentucky University
in partial fulfillment of the requirements
for the degree of
MASTER OF SCIENCE
August, 2017

Copyright © Karrie Faye Adkins, 2017
All rights reserved

DEDICATION

This thesis is dedicated to my mother Kathleen Francis Robinette Meade, and my late grandparents, Beulah Faye and George Calvin Robinette, for encouraging and inspiring me to always continue learning, and my daughters, Alexis Ashton and Xandrea Kate for whom I hope to set the same example.

ACKNOWLEDGMENTS

I would like to thank my thesis advisor and committee chair, Dr. Richard Osbaldiston, for helping me transform the concepts and ideas floating around in my head into research that I am proud of. I would like to thank my other committee members, Dr. Robert Mitchell and Dr. Jaime Henning, for their feedback and assistance during the thesis process. I would also like to express my sincere gratitude to Dr. Alice Jones and Dr. Sara Zeigler for your continued encouragement, support, and mentoring. Finally, I would like to thank Chris Ward for his support, understanding, and patience throughout my graduate school experience.

ABSTRACT

This study examined how service-learning faculty's perceptions are influenced by their experience with service learning, and how service learning affects faculty's personal and professional perceptions and job satisfaction. Data were collected from 130 participants at higher education institutions throughout the U. S. via an electronic survey. The data were used to create seven composite variables to represent each service-learning faculty perception area (Personal Growth, Teaching Advancement, Institutional Context, Community, Scholarship, Personal Values, and Institutional Emphasis). It was hypothesized that faculty who perceive having a highly supportive institutional culture of service learning will have higher levels of personal and professional satisfaction in relation to their service-learning experience than faculty who perceive their institutional cultural as less supportive of their service-learning efforts. Teaching advancement, scholarship, institutional context, community, and institutional emphasis will predict personal growth and these same five variables will also predict personal values. The data were analyzed with SPSS, primarily using multiple regression and all seven composite variables yielded acceptable Cronbach's alpha scores, indicating good reliability. The bivariate correlations among the seven composite variables were computed and all but two of the correlations were significant. Highly significant relationships were found between scholarship and personal growth, personal values, and teaching advancement. Regression results indicated that the teaching advancement variable has the strongest effect on personal growth, and that the community variable is a key predictor of personal values. The findings were largely supportive of the hypotheses, suggesting strong connections between service-learning faculty's professional growth, personal values, and job satisfaction.

TABLE OF CONTENTS

CHAPTER	PAGE
1. Introduction	1
2. Method	11
3. Results	14
4. Discussion	19
References	25
Appendices	27
A. Service-Learning Faculty Perceptions Survey	27
B. Service-Learning Faculty Perceptions Optional Follow-up Phone/Skype Interview	38
C. Consent to Participate in a Research Study	40
D. IARSLCE Permissions	45
E. Tables 1 – 21	47

LIST OF TABLES

TABLE	PAGE
1. Frequency Analysis of Current Rank.....	48
2. Frequency Analysis of Tenure Status.....	49
3. Frequency Analysis of Primary Professional Responsibility.....	50
4. Frequency Analysis of Age.....	51
5. Frequency Analysis of Gender.....	52
6. Frequency Analysis of Ethnicity.....	53
7. Frequency Analysis of Ethnicity- Other.....	54
8. Frequency Analysis of Overall Enrollment of Current Institution	55
9. One-way Analysis of Variance of Composite Variables by Years of College Teaching.....	56
10. One-way Analysis of Variance of Composite Variables by Number of Different Service-learning Courses Taught.....	57
11. One-way Analysis of Variance of Composite Variables by Current Rank.....	58
12. One-way Analysis of Variance of Composite Variables by Tenure Status.....	59
13. One-way Analysis of Variance of Composite Variables by Primary Professional Responsibility.....	60
14. One-way Analysis of Variance of Composite Variables by Age Category.....	61
15. One-way Analysis of Variance of Composite Variables by Gender	62
16. One-way Analysis of Variance of Composite Variables by Ethnicity.....	63
17. One-way Analysis of Variance of Composite Variables by Highest Degree Awarded by Institution.....	64
18. One-way Analysis of Variance of Composite Variables by Overall Institution Enrollment.....	65
19. Correlations between Primary Variables	66
20. Regression Coefficients for Personal Growth.....	67
21. Regression Coefficients for Personal Values.....	68

CHAPTER 1

Introduction

Traditional vs. Progressive Education

“Higher education and the larger purposes of American society have been— from the very first—inextricably intertwined.” – Ernest L. Boyer

The American philosopher and educational theorists, John Dewey, introduced his idea of “new education” in his 1938 book *Experience and Education*. Dewey discussed the need to move from traditional education, which was rooted in knowledge of the past, toward a more progressive educational system that addressed the changing social order and problems of the present while also looking ahead to the future. The era of students passively receiving knowledge from teachers via rigid curriculum within traditionally constructed institutions was coming to an end. Traditional education alone no longer served the best interest of an evolving society or the students that it intended to educate.

In *Experience and Education*, Dewey (1938) emphasized the concepts of experience, freedom, and purposeful learning as teaching methodologies that would better connect the learner with the content being learned, and that learning through experiences increased knowledge and skill acquisition which positioned students to be successful in an ever-changing society. Simply put, he introduced a new order of educational concepts because he understood that the world was changing: the outcomes that society would demand were changing and thus our educational system must also change if it were to produce citizens that were capable of meeting the challenges of the present and future. Dr. Dewey’s work laid the foundation for experiential education to become an educational philosophy that grew in popularity in the decades that followed, as well as influenced the development of many experiential education models and methodologies, service learning being among them.

While experiential education continued to gain support through the 1940s and 1950s as part of the progressive education movement, the country was also being called to service. This was particularly evident within our institutions of higher learning as most colleges and universities began including service along with teaching and research in their mission statements (Boyer, 1994). During the 1960s, President John F. Kennedy challenged and motivated college students to help create a better and more just world with the creation of the Peace Corps (Boyer, 1994). The Southern Region Education Board (SREB) used federal funding to promote a service-learning internship model that provided opportunities for students to do works of public good that were interwoven with educational goals in which they received academic credit (Sigmon, 1979).

Early Development of Service Learning: Sigmon and Kolb

In an effort to ensure that student learning objectives and community outcomes were met, Robert Sigmon looked to the servant leadership model put forth by Robert K. Greenleaf (Sigmon, 1979) and developed three guiding principles for service learning: 1) Those being served control the service(s) provided, 2) Those being served become better able to serve and be served by their own actions, 3) Those who serve also are learners and have significant control over what is expected to be learned (Sigmon, 1979). These principles are still incorporated into today's best practices for service learning.

Kolb's experiential learning model. Developmental psychologist, David Kolb continued to advance experiential learning. Drawing from the scholarly works of Dewey, and influence from social psychologist Kurt Lewin's model of action research and laboratory training, and clinical/developmental psychologist Jean Piaget's model of learning and cognitive development, Kolb established an experiential learning model (Kolb, 1984). Consistent with experiential learning theory and other models, Kolb emphasizes the process of learning rather than outcomes alone.

Kolb's model of experiential learning recognizes that there are different modes of learning that contribute to a holistic learning process in which the learner is continuously integrating knowledge gained from each experience to form a different position for successive learning. Or as Kolb (1984) puts it, "all learning is relearning" (p. 28). This model includes four steps of the experiential learning process: 1) Concrete

experience includes direct, immediate experience involving feelings, the senses, and an awareness of one's environment, 2) Reflective observation involves giving attention to certain experiences and thoughtfully comparing or creating alternate meanings for them, 3) Abstract conceptualization involves creating concepts and ideas that organize actions, experience, and observations, 4) Active experimentation involves acting out one's ideas and theories, or using them as guides for real-world experimentation (Gish, 1979; Kolb, 1984). Using Kolb's model for service learning allows students to engage in academic learning using all four learning modes, provides opportunity for practice and the development of knowledge, skills, and abilities not fully realized in the classroom, and achieves a higher level of learning (more complex content considered and processing) with the completion of each experiential learning cycle (Gish, 1979).

Recent Developments in Service Learning

By the late 1980s, experiential education programs had become more common within the American education system. Demonstrating a renewed commitment to service and volunteerism, President George H. W. Bush signed into law the National and Community Service Act of 1990, and created the Commission on National and Community Service which was charged with four streams of service: 1) Service-learning programs for school-aged youth, 2) Higher education service programs, 3) Youth corps, and 4) National service demonstration models. This not only was an incentive for incorporating service learning into higher education, the Act included directives on how institutions should do so and offered grant opportunities to facilitate changes. Later, the Act of 1990 was amended to create the Corporation for National and Community Service (CNCS) via the National and Community Service Trust Act of 1993, signed into law by President Bill Clinton. This change provided national service education awards and enhanced opportunities for national service through programs such as AmeriCorps and Learn and Serve America.

Continuing the nation's call-to-service trend of the prior three decades and the found utility of experiential learning programs in higher education, Ernest Boyer, then president of the Carnegie Foundation for the Advancement of Teaching, took these concepts a step further in "Creating the New American College" (1994). In his address to

the Association of American Colleges, Boyer describes American higher education institutions as being full of resources (e.g., academic, intellectual, programmatic, etc.) that can be of benefit to communities and society as a whole. He challenged higher education to prepare students to be responsible citizens in addition to preparing them for careers. By becoming more creative in addressing community needs, institutions could form university-community partnerships that are reciprocal in nature benefiting the students, faculty, and institution as well as the community. Organizing cross-disciplinary institutes that address social problems facilitates collaboration outside of the typical silos found within higher education. Encouraging faculty to apply their knowledge to real-life problems then use the experience to revise theories helps them become “reflective practitioners”. Boyer called for a new model of excellence in higher education, one that would give new dignity to the scholarship of service while also enriching campuses and renewing communities. He concluded this challenge to the status quo with a quote from historian Oscar Handlin, “Our troubled planet can no longer afford the luxury of pursuits confined to an ivory tower. Scholarship has to prove its worth, not on its own terms, but by service to the nation and the world” (Boyer, 1994, p. A48).

Service Learning: What is it?

While support for the use of experiential education methods continued to gain momentum through the 1990s, what constituted the different types of experiential learning experiences (e.g., field education, internships, service learning), was not widely agreed upon. The lack of common definitions not only led to confusion in categorizing activities, developing programs, and defining best practices, it made conducting research on the various experiential education approaches difficult if not impossible (Furco, 1996). How can programs and their benefits be compared across institutions if what you are comparing does not have consistent and agreed upon characteristics?

In an attempt to address this problem, Andrew Furco (1996) drew from Sigmon’s principles of “reciprocal learning” (as cited by Furco, 1996, p. 3) and suggested that service programs/activities lay at different points on a continuum depending on the intended beneficiary and the emphasis on service and/or learning. For example, volunteerism focuses on the service being provided and the beneficiary is the recipient of

the service, thus placing it on the “Recipient/Service” end of the continuum. Alternately, internships place focus on student learning and the student is the primarily beneficiary which places it on the opposite end of the continuum with a “Provider/Learning” emphasis. Service learning focuses on both providing much needed service and enriching student learning by integrating the service into the academic course. According to Furco (1996), the balance of service and learning distinguishes service learning from all other forms of experiential education methodologies.

Institutionalizing Service Learning

By the mid to late 1990s, it was becoming apparent that American higher education was indeed responding to the calls for service as well as the educational and societal challenges of the previous 50 years. Institutions were assuming the mantle of education reform through the implementation of experiential learning methodologies such as service learning. Service learning was now being seen as a way in which universities could share valuable resources with communities while simultaneously providing students enhanced learning opportunities (often through interdisciplinary collaboration) that increased interest in/understanding of course content, taught problem solving skills, incorporated civic education, and took learning outcomes to more complex level (Bringle & Hatcher, 1996; Furco, 1996).

Classrooms were revived, and faculty found teaching more enjoyable through the use of service learning (Bringle & Hatcher, 1996). In response to the increased interest in service learning and to offer guidance with its implementation and institutionalization, Indiana University-Purdue University Indianapolis’ (IUPUI) Office of Service Learning personnel developed a model for institutional change. Robert G. Bringle, associate professor of psychology and director, and Julie A. Hatcher, associate instructor of education and assistant director, created the Comprehensive Action Plan for Service Learning (CAPSL) (Bringle and Hatcher, 1996). CAPSL focused on four constituencies; institution, faculty, students, and community. All four constituencies must be considered and are the focus of successful service-learning activities and programming according to the model. Bringle and Hatcher (1996) emphasize the importance of institutional, student, and community roles in establishing and sustaining

service learning, but also underscore the critical, multifaceted nature of the faculty role. Service learning is most commonly introduced within an academic course; thus, faculty must be part of the curricular change process and also receive the necessary support during and after course development to be successful. Opportunities must exist for experienced service-learning faculty to meet with other interested faculty and share their knowledge of the pedagogy, utility, and scholarship of service learning. In addition to faculty supporting one another, continuous professional development opportunities must be made available to meet faculty where they are with service learning. Whether it is learning best practices for service learning, acquiring a new set of teaching skills, guiding student reflection, forming successful community partnerships, or incorporating their work with service learning into their scholarship for publication, promotion, and tenure materials, etc., faculty must be supported in their service learning efforts in way that enables them to achieve their personal and professional goals (Bringle & Hatcher, 1996; Bringle, Hatcher, & Games, 1997). With regard to service learning, Bringle, Hatcher, and Games (1997) said it best, “it lives and dies with faculty” (p. 44).

As the landscape of higher education in America continues to change, the demand for increased institutional efficiency and performance by state and federal agencies and other stakeholders has fostered an atmosphere of innovation. In response to this demand, the academy has felt the need to increase its efforts in civically educating students through community service and to increase the number of faculty role models who can help students better understand academic knowledge and skills as related to civic life and social issues (Antonio, Astin, & Cress, 2000).

One innovative pedagogical approach that has been increasingly used over the past two decades to encourage civic engagement, increase awareness of community issues, strengthen openness to diversity, and improve student learning outcomes is service learning (Bringle, Hatcher, & Games, 1997). Currently, service learning is described as a credit-bearing, high-impact teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities while bringing to bear institutional resources and faculty expertise to address community identified problems

(Eastern Kentucky University's Academic Engagement/Service Learning Task Force, 2016).

Faculty's Role and Experience in Service Learning

Although there has been significant research on the effects of service learning on student learning and outcomes, little focus has been placed on the various effects of service learning on faculty perceptions, e.g., impact on personal and professional development, level of support, motivation, and satisfaction (Abes, Jackson, & Jones, 2002; Chism, Palmer, & Price, 2013; Hou, 2010). Although the integration of service learning into academic curriculum continues to increase, there are still many challenges for faculty who adopt this pedagogy, ranging from a lack of administrative support and funding to service learning and academic community engagement not being seen as scholarship thus not valued by institutions (e.g., service learning is recognized and rewarded as in promotion and tenure).

In a study focused on faculty motivation and satisfaction, Hammond (1994) found that the majority of service-learning faculty were well-established within their institutions, agreed that service learning contributed to their scholarship, and felt they had faculty colleague support for their service-learning efforts. While departmental support (e.g., chairs) was perceived as high, higher-ranked administrators (e.g., presidents) were perceived as less supportive.

Despite the real and/or perceived barriers that faculty often face, O'Meara and Niehaus (2009) explored how service-learning faculty describe their work. They found that these faculty view service learning as an expression of their personal identity and institutional mission, a way to help achieve disciplinary goals, and a model of teaching and learning where theory can be put into practice as students tackle "real world" civic, social, and community issues while also developing moral values. Hammond (1994) and O'Meara and Niehaus (2009) also found that faculty felt service learning helped them to learn more about their disciplines, improved their teaching, and contributed to their own professional development.

In a review of research on faculty socialization, Antonio, Astin, and Cress (2000) state normative behaviors of faculty begin in their graduate training. Their own

research findings suggest that presocialization toward community service and its value varies according to discipline. For example, social work and ethnic studies scored highest on commitment to community service whereas math/computer sciences and physical sciences scored the lowest. However, these behaviors are reinforced by the culture of the institution and academic departments wherein faculty members learn the structures, processes, and key concepts of what is considered acceptable teaching and research practices, and the rewards of such practices. This culture shapes an individual faculty member's interpretation of his or her professional style, responsibilities, intrinsic motivations, and personal values. These authors also suggest that, in order for service learning to be successfully institutionalized, it must be congruent with faculty goals and interests, faculty must play a key role in curricular transformation efforts, and institutional priorities must reflect the outcomes attached to it. Furthermore, Antonio, Astin, and Cress' (2000) research found evidence indicating that faculty working at institutions with a community service center on campus had higher levels of commitment to service learning and community service.

Direction of Current Research

The current research seeks to further the understanding of 1) how service-learning faculty's perceptions are influenced by their experience with service learning, and 2) how service learning affects faculty's personal and professional perceptions and job satisfaction. Building on previous research on the characteristic and motivational factors of service-learning faculty, and the effects of institutional cultural on faculty's decision to use or not to use service learning (Abes, Jackson, & Jones, 2002; Antonio, Astin, & Cress, 2000; O'Meara & Niehaus, 2009), the current study adds to the literature on service-learning faculty for the purposes of developing appropriate career-level professional development opportunities, strategies for recruiting faculty, and integrating and sustaining service-learning efforts.

Characteristics of faculty who are involved in service learning have been identified and studied in relation to motivation, and faculty perceptions of institutional support for service learning and community engagement has been shown to be a primary predictor of faculty's involvement – even after controlling for characteristic factors

(O'Meara, 2013). In Hammond's (1994) study of satisfaction and motivation with integrating service learning into their academic courses, faculty satisfaction depends on sufficient freedom, autonomy, and control; the belief that the work itself has meaning and purpose; and feedback which indicates that their efforts are successful. Hammond suggests that a better understanding of faculty's experience with service learning could provide insight into how the pedagogy may provide an opportunity to integrate service and teaching as well as professional expertise with personal commitments.

As previously mentioned, within the service-learning literature, the effects on and perceptions of faculty have been understudied. Although factors that influence faculty's interest in service learning such as intrinsic and external motivation have increasingly been studied over the past decade or so, recent literature has called for further exploration of faculty perceptions. Specific areas suggested by Chism, Palmer, and Price (2013) are how service learning changes faculty's teaching, beliefs/knowledge, and behaviors, how service learning is potentially transformative for faculty, and how strategically designed faculty development interventions (e.g., communities of practice, workshops) can not only affect the individual faculty member, but also departmental and institutional cultures that can spur organizational change. There is also a need to consider faculty engagement in terms of their daily practices of civic agency and how, through their own civic agency and behaviors, faculty can inspire student civic agency in the classroom for democratic institutional and community outcomes (O'Meara et al., 2011).

The current thesis is an exploratory study that aims to gain insight into the faculty member's experience with service learning. We wanted to take a closer look at the relationship between institutional culture and faculty's satisfaction. Specifically, how does service-learning faculty's perception of institutional culture influence their personal and job satisfaction levels when factors such as demographic characteristics, institution type, and discipline are controlled? It was hypothesized that: 1) faculty who perceive having a highly supportive institutional culture of service learning (e.g., higher level administration, department chairs, colleagues, dedicated support staff, inclusive policies, awards, promotion and tenure, etc.) will have higher levels of personal and professional satisfaction in relation to their service-learning experience than faculty who perceive their

institutional cultural as less supportive of their service-learning efforts, 2) teaching advancement, scholarship, institutional context, community, and institutional emphasis will predict personal growth, and 3) these same five variables will also predict personal values. In addition, it is also expected that the data collected will help inform appropriate professional development, taking into consideration career stage, service-learning experience, and professional goals. This study resulted in a data set that can serve a utilitarian purpose and contribute to future research on service-learning faculty.

CHAPTER 2

Method

Participants

One hundred-thirty service-learning faculty members from various types of American higher education institutions (e.g., two/four-year, public, private, research, teaching, community colleges, etc.) were recruited and invited to participate in the current study. A wide array of participants were sought. Participants were adult male/female/non-binary volunteers with an age range of 25 – 70+ years old, ethnically diverse (e.g., African American, American Indian/Alaskan Native, Caucasian, Hispanic/Latino, etc.), from varying academic disciplines, at various career stages (e.g., tenured, untenured on/not on tenure track), had varying service-learning experience (e.g., number of years teaching service-learning courses, number of service-learning courses taught), and had various primary professional responsibilities (e.g., advising, research, service, teaching). Faculty profiles were created using the demographic information collected (e.g., discipline, number of years teaching, age, institution type, etc.). Participants who had not taught service-learning courses were excluded from the study.

Participants were identified by 1) viewing their publicly available web pages that indicate they teach service-learning courses, 2) contacting faculty members who have published service-learning research, 3) contacting employees of organizations and/or institutions that support service learning (e.g., Campus Compact, university centers of civic engagement such as Tulane University's Center for Public Service), and 4) speaking with people who are attending the 2016 International Association for Research on Service-Learning & Community Engagement (IARSLCE) Conference.

Materials and Procedures

Data were collected using a survey instrument that was made available to participants in either an electronic or paper-and-pencil form (see Appendix A). The

survey consists of 51 items representing three data classes: Service-learning Faculty Perceptions, Faculty Demographics, and Institutional Information, and takes approximately 15 minutes to complete. Survey items are organized using eight subcategories: 1) Faculty Information, 2) Motivation and Job Satisfaction, 3) Teaching, 4) University/Institution Context, 5) Communities/Learning about the Community, 6) Area of Expertise for Research and Scholarship, 7) Personal Perspectives: Values, Ideas, Prejudices and Biases, Cultural Diversity, 8) Faculty Demographics. The majority of the survey items were developed to specifically address the understudied area of service-learning faculty. Some survey items were developed by Campus Compact (Gelmon, 2001; Western Region Campus Compact Consortium, 2009) and used with the permission of the author(s) (G. Hilleke, personal communication, August 31, 2016/September 2, 2016). Perceptions items are measured using a five-point Likert scale (Strongly disagree, Disagree, Neutral, Agree, Strongly agree), and open response. Faculty demographics and institutional information items are measured using a five-point Likert scale, multiple choice, and open response.

Approximately midway through the survey, participants were asked if they would like to participate in an optional 30-minute follow-up phone interview. Fields were provided for the participant to enter their contact information should they choose to participate in the phone interview. Due to timing restraints of the current study, these interviews will be conducted at a later date and are not included in the current results. Those participants who agreed to the phone interview will be contacted via email to schedule a time for the interview. Phone interviews will be conducted using a script which includes seven “framing” questions to guide the conversation (see Appendix B). The interviews will be recorded for accuracy and transcription purposes upon the participant’s consent. All responses, including follow-up phone interviews, will be coded to remove any identifying information and insure participant anonymity. Fifty respondents agreed to follow-up interviews and provided contact information.

For electronic recruitment, the survey was administered via SurveyMonkey. Some participants were contacted via email with an invitation to participate in the survey. These participants were provided with a link to the SurveyMonkey survey, which

included a copy of the “Consent to Participate” document (see Appendix C) on the second page following the “Welcome” page. The participants were asked to click “Next” to continue if they agree to participate in the study. The paper-and-pencil form of the survey is the same format as the electronic/SurveyMonkey survey with participants being asked to sign the “Consent to Participate” form before continuing the survey.

Face-to-face recruitment took place at the 2016 International Association for Research on Service-Learning & Community Engagement (IARSLCE) conference with expressed permission of the IARSLCE Board of Directors (see Appendix D). Some participants were approached at the IARSLCE meeting and invited to participate. They were given a business card with the PI’s contact information on the front, and the link to the SurveyMonkey survey as well as a QR code that could be scanned to access the survey. Participants were given a copy of the “Consent to Participate” document and invited to complete the survey either electronically or via paper-and-pencil. It should be noted that all of the respondents opted to access the electronic survey and no paper-and-pencil surveys were collected.

The data collection period spanned an approximate five-month time frame that included both fall and spring semesters of the 2016 – 2017 academic year. All of the data collected were in an electronic form and used to create an electronic file which was analyzed with SPSS.

Analyses

The primary analyses for this research project were done using multiple regression. Demographic variables were entered at step 1, and then enter institutional culture variables at step 2 to assess their unique effects on the outcome variables of satisfaction.

CHAPTER 3

Results

Demographic Data and Descriptive Information about the Sample

Faculty demographic data for this sample is reflected in Tables 1 – 7 ¹(see Appendix E). The majority of respondents were Caucasian females, 41 – 60 years of age, and in tenured positions with a current rank of Associate or Full Professor whose primary professional responsibility is teaching. Ten categories were created to reflect the disciplines of service-learning faculty with 21% of respondents in Social Sciences, 15% in Education, 12% in Humanities, 11% in Natural/Physical Sciences, 11% in English/Writing, 10% in Business/Communications, 8% in Health Sciences, 6% in Arts/Theatre, 4% in Computer Sciences/Math/Technology, and 2% in Criminal Justice/Safety.

The respondents were from the following types of institutions: Public (65%), Private (25%), University/Comprehensive (39%), Research (17%), Religiously affiliated (7%), 2-year (18%), and 4-year (49%). Forty-seven percent of the respondents indicated that a Doctoral degree was the highest degree awarded by their institution, followed by Masters/Professional (26%), Baccalaureate (16%), and Associate (11%). When asked if their institution has received the Carnegie Foundation's Community Engagement Classification, 34% of respondents agreed, 12% disagreed, and about 53% stated that they were not sure. The overall enrollment of the respondents' institutions is presented in Table 8 and the types of institutional support for service learning were reported as follows: Basic written information about service learning (72%), Information sessions about service learning (71%), Individualized discussions about how to incorporate service learning into a course (63%), A paid staff person/administrative support for your service-learning efforts (66%), Grant writing (37%), Logistics (38%), Access to

¹ All tables are presented in Appendix E at the end of thesis.

community contacts and needs (63%), Assistance with making connections with community partners (64%), Assistance with service-learning course development (59%).

The majority of faculty (69%) reported 11 or more years of college teaching, with 42.6% having taught 1 – 2 different service-learning courses, 29.5% taught 3 – 5 courses, 25.6% taught more than five courses, and the remaining 2.3% (one respondent) reported that they had not taught a service-learning course. Faculty indicated that majority of service-learning courses were taught during the spring semester (82%) and the fall semester (79%), while 24% of service-learning courses were taught during the summer. Twelve percent of respondents reported typically teaching service-learning courses during other times of the academic year (e.g., January/winter term). When asked if involved in service learning as part of their own undergraduate and/or graduate experience, 29% of faculty gave a “yes” response while the majority (71%) said that they had not been involved in service learning as a student.

Descriptive Statistics for Composite Variables

Survey items 7 – 29 and 40 – 48 measured service-learning faculty perceptions using a five-point Likert scale: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree. The descriptive statistics for each item are reported below. Further, because the internal consistencies were quite high, composite variables were formed from the individual items.

Survey items 7 – 12 (labeled as “Motivation and Job Satisfaction” in the survey) focused on the personal growth aspects of the faculty’s service-learning experience. The results indicate that the majority of faculty agree that doing work in the community helped define their own personal strengths and weaknesses ($M = 4.01$, $SD = 0.88$) and clarified areas of focus for their scholarship ($M = 3.90$, $SD = 1.03$). They agreed that teaching service-learning courses changed their teaching orientation ($M = 4.14$, $SD = 0.85$) and that service-learning courses were an important entry in their portfolio or CV ($M = 3.90$, $SD = 0.99$). Most faculty agreed that their service-learning experience influenced/will influence their scholarly activities ($M = 4.20$, $SD = 0.82$), and that their teaching has changed as a result of the community dimension in their service-learning course ($M = 4.20$, $SD = 0.74$). These six items were averaged together to form the

Personal Growth variable. For this scale, Cronbach's alpha = .80, $M = 4.04$, and $SD = 0.64$.

Survey items 13 – 16 (labeled as “Teaching” in the survey) measured the area of teaching advancement. Faculty agreed that their teaching methods had been transformed through guiding students' participation in service-learning ($M = 3.40$, $SD = 0.80$) and service learning allowed them to develop a more holistic learning experience for their students ($M = 4.23$, $SD = 0.74$). They reported that their service-learning experiences helped them gain confidence in their teaching abilities ($M = 3.70$, $SD = 1.04$) as well as contributed to the refinement of their teaching practices ($M = 4.02$, $SD = 0.80$). These four items were averaged together to form the Teaching Advancement variable. For this scale, Cronbach's alpha = .87, $M = 4.00$, and $SD = 0.72$.

Survey items 17 – 18 (labeled as “University/Institution Context” in the survey) measured faculty's perception of institutional context. The majority of faculty agreed that their service-learning experience allowed them to gain a greater understanding of their institution's infrastructure ($M = 3.84$, $SD = 1.04$) as well as become more deeply embedded within the institution ($M = 3.64$, $SD = 1.20$). These two items were averaged together to form the Institutional Context variable. For this scale, Cronbach's alpha = .84, $M = 3.74$, and $SD = 1.02$.

Survey items 19 – 21 (labeled as “Communities/Learning about the Community” in the survey) measured faculty perceptions of work with the community. The majority of faculty agreed that working in the community enabled them to view something familiar in a new way/learn something new ($M = 4.30$, $SD = 0.70$), and through their service-learning experience, gained a greater connection with the community ($M = 4.23$, $SD = 0.81$) and a greater understanding of community issues ($M = 4.31$, $SD = 0.76$). These three items were averaged together to form the Community variable. For this scale, Cronbach's alpha = .87, $M = 4.26$, and $SD = 0.67$.

Survey items 22 – 24 (labeled as “Area of Expertise for Research and Scholarship” in the survey) measured faculty's perceptions of scholarship in relation to their service-learning experience. Most faculty agreed that they became more adept practitioners/researchers ($M = 3.80$, $SD = 0.94$) and the relevance of their discipline/area

of expertise was enhanced/expanded ($M = 4.13$, $SD = 0.93$) through their service-learning experience as well as service learning helping to facilitate their research and/or scholarship goals ($M = 3.77$, $SD = 0.96$). These three items were averaged together to form the Scholarship variable. For this scale, Cronbach's alpha = .86, $M = 3.90$, and $SD = 0.83$.

Survey items 25 – 29 (labeled as “Personal Perspectives: Values, Ideas, Prejudices and Biases, Cultural Diversity” in the survey) measured the area of personal values. The majority of faculty felt a greater sense of personal accomplishment ($M = 4.30$, $SD = 0.86$), and they developed a greater appreciation for cultures/populations that were different than theirs ($M = 4.06$, $SD = 0.92$) because of/through their service-learning experience. Most faculty agreed their previously held beliefs and ideas were challenged by their service-learning experience resulting in personal growth ($M = 3.64$, $SD = 1.04$), and that working in the community made them aware of some of their own biases and prejudices ($M = 3.62$, $SD = 1.06$). The majority of faculty also agreed that their personal values were strengthened through their service-learning experience ($M = 4.05$, $SD = 0.86$). These five items were averaged together to form the Personal Values variable. For this scale, Cronbach's alpha = .88, $M = 3.92$, and $SD = 0.78$.

Survey items 40 – 48 (labeled as “Institution Information” in the survey) measured institutional emphasis put on service learning. Most faculty agreed that service learning was included in their institution's mission, vision, and/or strategic plan ($M = 3.90$, $SD = 1.00$), service learning programs or outcomes were mentioned in publications ($M = 4.01$, $SD = .90$), and the media talked about their institution's service-learning partnerships ($M = 3.33$, $SD = 1.04$). Service learning was highlighted in their institution's annual report as part of the mission ($M = 3.52$, $SD = 1.01$), and attracted gifts and grants ($M = 3.38$, $SD = 1.10$). Over half of respondents gave a neutral response regarding their institution's willingness to add service-learning questions to standing student/faculty/alumni surveys ($M = 3.10$, $SD = 0.88$). Respondents were neutral that service learning was part of the institution's budget design ($M = 3.14$, $SD = 1.05$), and that their institution's investment in infrastructure supports service learning over time ($M = 3.18$, $SD = 1.11$). With regard to their current institution's commitment to service

learning relative to peer institutions, most faculty were neutral or agreed ($M = 3.50$, $SD = 1.12$). These nine items were averaged together to form the Institutional Emphasis variable. For this scale, Cronbach's alpha = .92, $M = 3.41$, and $SD = 0.82$.

The Effect of Demographic Variables on Primary Variables

Each of the 10 demographic variables served as an independent variable and each of the 7 composite variables served as a dependent variable in a one-way ANOVA. Tables 9 – 18 show the results of these analyses. In no cases where p-values were less than .05 were the Tukey post-hoc tests sensitive enough to show significant pairwise differences between the groups.

Correlations and Regressions among Primary Variables

The seven primary variables were correlated with each other. Table 19 reports the correlations and p-values between these variables.

We hypothesized that five variables (Teaching Advancement, Scholarship, Institutional Context, Community, and Institutional Emphasis) would predict two outcome variables (Personal Growth and Personal Values). Tables 20 and 21 report the regression coefficients. For the Personal Growth, the overall R-square of the model was .70 ($p < .001$), and for Personal Values, the overall R-square of the model was .73 ($p < .001$).

CHAPTER 4

Discussion

Summary of Results

Seven composite variables were created to represent each service-learning faculty perception area (Personal Growth, Teaching Advancement, Institutional Context, Community, Scholarship, Personal Values, and Institutional Emphasis). Reliability was computed for each of the seven composite variables yielding Cronbach's alpha scores that were above the necessary cut-off, indicating good reliability.

Relationships between demographic variables and composite variables.

One-way ANOVA analyses looked for relationships between the seven composite variables and all of the demographic variables. The vast majority of the demographic variables were found to have a non-significant effect on the composite variables; thus, no relationships were found. Of the omnibus tests that were significant, in no cases did the Tukey post-hoc test show significant pairwise differences between groups. This effect is largely due to variables that had very low numbers of respondents in each group, and thus the pairwise tests did not have sufficient power to detect statistically significant differences.

The one exception to this situation was that enrollment was related to institutional emphasis. Because enrollment is an ordinal variable that is close to being a continuous scale (the groupings were based on increasing enrollments of 5,000 students), a correlation was computed between enrollment and institutional emphasis. This correlation was not significant, indicating that there is not a meaningful pattern in the data that suggests there is a relationship between enrollment and institutional emphasis.

Correlations between composite variables. The bivariate correlations among the seven composite variables were computed. The correlations of these variables ranged between .17 and .80, and all but two of the correlations were significant. The two

exceptions were the composite variables community and scholarship which were not significantly correlated with institutional emphasis.

We hypothesized that teaching advancement, scholarship, institutional context, community, and institutional emphasis would be predictors of personal growth, and also personal values. Regression analyses produced overall R-square values that were quite high. For the outcome variable of personal growth, the predictor variables of teaching advancement, community, and scholarship were all significant. For the outcome variable personal values, the predictor variables of teaching advancement, community, scholarship, and institutional emphasis were significant.

Implications

Demographic variables. Demographic information was collected in an effort to create a more complete data set that would allow comparisons across institutions, and faculty career levels and experience. However, it should be noted that most all of the demographic variables showed no significant relationship with the composite variables. These results may be due to the choice of demographic variables measured in the current study, or it is possible that demographics are not as important of an influence as speculated.

Correlations. An unexpected finding was that several of the largest bivariate correlations are with scholarship. Personal growth, personal values, and teaching advancement were all found to have a highly significant relationship with scholarship. These results suggest that more research should focus on the aspects of scholarship in relation to service learning, which could complement the existing research on teaching and service learning.

Regression on Personal Growth. Teaching advancement was the largest Beta value produced for personal growth, indicating that the teaching advancement variable has the strongest effect on personal growth. This finding may imply that faculty experience optimal personal growth when they are immersed in an institutional culture that provides them with opportunities that support teaching advancement. Examples of these opportunities could be in the form of professional development (PD) trainings and

workshops focused on service learning pedagogy or formally recognizing the scholarship of service learning in promotion and tenure policies.

Regression on Personal Values. Community was the largest Beta value for personal values, indicating that the experience of working and becoming more integrated with the community is a key predictor of personal values such as appreciation for different cultures and accomplishment. Although all but one of the variables produced significant results, it was somewhat surprising that the community variable had the strongest effect on personal values. It is possible that this finding could be a matter of faculty who are drawn to service learning come to it with existing links to the community and/or a set of personal values that are reflected in community work.

As expected, it is believed the data set created by this research can be useful in future research on service-learning faculty, and potentially other faculty populations as the survey instrument could be “tweaked” to focus on particular disciplines, academic programs, etc. In addition to the implications previously stated, the data allow us to speculate and think more broadly about additional possible implications.

Institutional culture. One of the current findings reflected in the regression results is the connection between service-learning faculty and institutional culture. These results show that institutional context and institutional emphasis are not necessarily predictive of personal growth and personal values as anticipated. These results were surprising because they relate to the role institutions play in creating a culture that fosters service learning. However, these results may go a step further indicating that an institution with a *truly* supportive culture of service learning (e.g., demonstrated through embedded action, not just woven into the text of the mission and goals) actually facilitates the development of faculty’s positive internalized state toward service learning, creating a service-learning mindset/orientation, thus the role of the institution may not be fully realized by the faculty.

Although the finding that institutional context and institutional emphasis are not correlated with other variables relevant to faculty’s perspectives is counter-intuitive, there is an important caveat. The sample in this research was basically all faculty members who are successful at using service learning as a pedagogy and all have substantial

experience teaching service-learning courses. Perhaps if the sample had included a comparison group of non-service learning faculty, we would gain some insight into the relationship between institutional variables and faculty's experiences.

The fit between faculty and institution. One implication of the current research is that of "good fit" between a faculty member who has a desire to be involved in service learning and a particular institution. The results show when service-learning faculty's personal values are aligned with institutional context, their personal growth and teaching advancement correlation scores are highly significant. We may speculate that these faculty are in a professional environment that encourages, supports, and allows them to reach their full potential as educators, civic leaders, and involved community members while also enriching them personally. If this is true, faculty could use this information when researching institutions in which they are considering becoming a part of. Bearing in mind the institution's mission, goals, values, and if possible department/college-level and university culture, the potential faculty member could juxtapose these things with his or her personal values and professional goals to make a more informed decision as to which university would be the best fit, thus increasing the likelihood of being satisfied over time and thriving in a position within said university. The converse could also be possible as an institution could use the same information to aid in candidate searches, focusing on candidates that share the institution's core values and goals.

Professional development. A second implication that can be made based on the current research findings is that there should be better informed professional development (PD) for service-learning faculty. The correlation data shows highly significant relationships among the composite variables personal growth, personal values, teaching advancement, and scholarship (all at $p < .01$). One could suppose that PD materials and trainings that focused on professional growth through the connection of personal values to the service-learning faculty members' discipline while also in context of the institutions' core mission and values would result in an optimal learning experience for the faculty, thus greatly benefiting the department, college, and university as a whole. The demographic and individual response data also provide insight as to

what type/level of PD is appropriate for differing stages of career and involvement in service learning (e.g., meeting faculty where they are in their service-learning experience and in a way that fosters personal and professional growth). It is also worth noting that the community composite variable also had a highly significant relationship ($p < .01$) with the afore mentioned composite variables. This could imply that working with the community acts as an effective facilitator of professional development for these faculty, or as Boyer (1994) termed it, they become “reflective practitioners.”

Synergy between faculty and institution. A third implication is that of synergy. The current findings indicate that service-learning faculty who receive support in their professional roles, and are able to connect personal values to university values also perceive advancement of their teaching and scholarship. Taking these results and considering them simultaneously with what we know about the effects of service learning on the student learning experience (e.g., connects academic content with real-world issues through experiential learning, increases understanding the development of knowledge, skills, and abilities, develops civic agency, aids in the identification and understanding of personal values within a greater societal context, etc.), we may see that both the service-learning faculty and students are experiencing a similar process of learning, growth, and understanding. Assuming that the service-learning faculty have the necessary support to provide the student with high-quality experiential learning, synergy can occur creating an enriched holistic experience for both faculty and student (e.g., Kolb’s Experiential Learning Model).

Limitations and Future Directions

While the sample size for this study meet expectations, a larger sample with more diversity among participants (this sample; 81% Caucasian, 78% female), institutions, disciplines, and experience levels would provide a more accurate snapshot of what motivates and rewards a service-learning faculty member to do what they do, and do it well over time. Although the delivery schedule for the survey instrument ensured that data were collected from multiple states and institutions within the U.S., the survey was anonymous and did not track specific respondents in a way that identified individual states or institutions. In future research, a more strategic implementation process that

collects a broader sample from states and differing types of institutions would increase the integrity of the data set and validity of results.

One question that would be enlightening to ask in the future is about the worst service-learning experience a faculty member had – why they feel that way about their experience, and what specifically do they think would have made it better for them and/or their students. It could be a matter of poor logistical support or discovering that personally held values (faculty or student) were in conflict with the work of a newly-selected community partner that contributed to a bad service-learning experience. Although we can learn a lot by reflecting on good experiences, it is sometimes the process of reflecting on a bad experience that forces us to be more attentive to what action(s) needs to occur for improvement, and why. The greatest opportunities for learning and improvement can often involve situations in which “things didn’t go as planned.”

An interesting topic for future research is that of synergy among service-learning faculty and students, and the process by which they each learn and grow. How interesting would it be to design a study that utilizes a tandem instrument to collect similar data from both faculty and students about their service-learning experience? The data could be analyzed and compared to identify similarities and differences, as well as relationships between the two groups. If it could be determined that service-learning faculty and students do in fact move through a similar process during their service-learning experience, using that knowledge to create a unified connection between the two groups could enhance the benefits for both.

References

- Abes, E. S., Jackson, G., & Jones, S. R. (2002). Factors that motivate and deter faculty use of service-learning. *Michigan Journal of Community Service Learning, 9*(1).
- Antonio, A. L., Astin, J. S., & Cress, C. M. (2000). Community service in higher education: A look at the nation's faculty. *The Review of Higher Education, 23*(4), 373-397.
- Boyer, E. L. (1994). Creating the new American college. *Chronicle of Higher Education, 40*(27), A48.
- Bringle, R. G., & Hatcher, J. A. (1996). Implementing service learning in higher education. *The Journal of Higher Education, 67*(2), 221-239.
- Bringle, R. G., Hatcher, J. A., & Games, R. (1997). Engaging and supporting faculty in service learning. *Journal of Public Service and Outreach, 2*(1), 43-51.
- Chism, N., Palmer, M. M., & Price, M. F. (2013). Investigating faculty development for service learning. In Clayton, P. H., Bringle, R. G., & Hatcher, J. A. (Eds.), *Research on service learning: Conceptual frameworks and Assessment* (Vol. 2A). Sterling, VA: Stylus
- Dewey, J. (1938). Experience and education: the Kappa Delta Phi lecture series.
- Furco, A. (1996). Service-learning: A balanced approach to experiential education.
- Gelmon, S. B. (2001). *Assessing service-learning and civic engagement: Principles and techniques*. Campus Compact, Brown University.
- Gish, G. L. (1979). The learning cycle. *Synergist, 8*(1), 2-6.
- Hammond, C. (1994). Integrating service and academic study: Faculty motivations and satisfaction in Michigan higher education. *Michigan Journal of Community Service Learning, 1*(1), 21-28.
- Hou, S. I. (2010). Developing a faculty inventory measuring perceived service-learning benefits and barriers. *Michigan Journal of Community Service Learning, 16*(2).
- Kolb, D. (1984). The process of experiential learning. In *Experiential education: Experience as the source of learning and development* (chapter 2). Retrieved from <http://academic.regis.edu/ed205/kolb.pdf>

- National and Community Service Act of 1990. Retrieved from
https://www.nationalservice.gov/sites/default/files/documents/1990_serviceact_as%20amended%20through%20pl%20111-13.pdf
- National and Community Service Trust Act of 1993. Retrieved from
https://www.nationalservice.gov/sites/default/files/documents/cncs_statute_1993.pdf
- O'Meara, K. A. (2013). Investigating faculty development for service learning. In Clayton, P. H., Bringle, R. G., & Hatcher, J. A. (Eds.), *Research on service learning: Conceptual frameworks and Assessment* (Vol. 2A). Sterling, VA: Stylus
- O'Meara, K. A., & Niehaus, E. (2009). Service learning is . . . : How faculty explain their practice. *Michigan Journal of Service Learning, 16*(1), 17-32.
- O'Meara, K. A., Sandmann, L. R., Saltmarsh, J., & Giles Jr., D. E. (2011). Studying the professional lives and work of faculty involved in community engagement. *Innovative Higher Education, 36*, 83-96.
- Sigmon, R. (1979). Service-learning: Three principles. *Synergist, 8*(1), 9-11.
- Western Region Campus Compact Consortium (2009). *Faculty engagement in service-learning & community-based research WRCCC survey data summary*. Retrieved from <http://www.wacampuscompact.org/media/fes/regionalreport.pdf>

APPENDIX A:
Service-Learning Faculty Perceptions Survey

Service-Learning Faculty Perceptions: Welcome to the Service-Learning Faculty Survey!

“Service-learning incorporates community work into the curriculum, giving students real-world learning experiences that enhance their academic learning while providing a tangible benefit for the community.” –Campus Compact

Thank you for agreeing to take part in this important survey measuring service-learning faculty perceptions. By completing this survey, you will be providing us with valuable information that will provide greater insight into the faculty member’s experience of being involved in service learning. This information will expand the current knowledgebase of service-learning research, and can be used to guide professional development and support efforts for this important work. The survey should take approximately 15 minutes to complete. Should you need to complete the survey in more than one sitting, you can exit and then reenter at the point where you left off (NOTE: you must complete the current page and click NEXT before exiting to save your answers and bring you back to the point where you left off) by clicking on the original link that was provided to access the survey (for electronic version). Your responses will be anonymous and you will be given an opportunity to provide your contact information if you would be willing to participate in an additional 30-minute phone interview, though the phone interview is your choice and optional. We know your time is valuable so again, thank you!

Some survey items have been used with the permission of Campus Compact (Gelmon et al., 2001), and the Western Regional Campus Compact Consortium (Regional Report, Fall 2009).

Faculty Information

1. Discipline/Field of Teaching

2. Years of College Teaching

- 1-5
- 6-10
- 11-20
- 21-30
- 31-50

3. How many different service-learning courses have you taught?

- 1-2
- 3-5
- More than 5
- None

4. Which semester(s) do you typically offer service-learning courses? (Check all that apply.)

- Fall
- Spring
- Summer
- Other (please specify)

5. How many years have you taught each course?

Course 1	<input type="text"/>
Course 2	<input type="text"/>
Course 3	<input type="text"/>
Course 4	<input type="text"/>
Course 5	<input type="text"/>
Course 6	<input type="text"/>
Course 7	<input type="text"/>
More	<input type="text"/>

Motivation and Job Satisfaction

6. Were you involved in service learning as part of your own undergraduate and/or graduate student experience?

- Yes
- No

7. Doing work in the community helped me to define my personal strengths and weaknesses.

Strongly disagree Disagree Neutral Agree Strongly agree

8. Performing work in the community helped me clarify areas of focus for my scholarship.

Strongly disagree Disagree Neutral Agree Strongly agree

9. Teaching a service-learning course resulted in a change in my teaching orientation.

Strongly disagree Disagree Neutral Agree Strongly agree

10. Service-learning courses are an important entry in my portfolio or CV.

Strongly disagree Disagree Neutral Agree Strongly agree

11. My service-learning experience has influenced my other scholarly activities or will do so in the future.

Strongly disagree Disagree Neutral Agree Strongly agree

12. My teaching has changed as a result of having a community dimension in my course(s).

Strongly disagree Disagree Neutral Agree Strongly agree

Why or why not?

Teaching

13. My teaching [method] has been transformed through guiding students' participation in service learning.

Strongly disagree Disagree Neutral Agree Strongly agree

14. My service-learning experience has allowed me to develop a more holistic learning experience for my students.

Strongly disagree Disagree Neutral Agree Strongly agree

15. My service-learning experience has helped me gain more confidence in my teaching abilities.

Strongly disagree Disagree Neutral Agree Strongly agree

16. Service learning has contributed to the refinement of my teaching practices.

Strongly disagree Disagree Neutral Agree Strongly agree

University/Institution Context

17. My service-learning experience allowed me to gain a greater understanding of my institution's infrastructure (e.g., areas other than your own, policy and procedure, faculty/staff/student support and resources).

Strongly disagree Disagree Neutral Agree Strongly agree

18. I am more deeply embedded within my institution as a result of my service-learning experience.

Strongly disagree Disagree Neutral Agree Strongly agree

Communities/Learning about the Community

19. Working with the community enabled me to view something familiar in a new way and/or learn something altogether new.

Strongly disagree Disagree Neutral Agree Strongly agree

20. I have a greater connection with the community as a result of my service-learning experience.

Strongly disagree Disagree Neutral Agree Strongly agree

21. Through my service-learning experience, I have developed a greater understanding of issues in the community.

Strongly disagree Disagree Neutral Agree Strongly agree

Area of Expertise for Research and Scholarship

22. I have become a more adept practitioner/researcher through my experience with service learning.

Strongly disagree Disagree Neutral Agree Strongly agree

23. My service-learning experience has enhanced/expanded the relevance of my discipline/area of expertise.

Strongly disagree Disagree Neutral Agree Strongly agree

24. Service learning has helped facilitate my research and/or scholarship goals.

Strongly disagree Disagree Neutral Agree Strongly agree

Personal Perspectives: Values, Ideas, Prejudices and Biases, Cultural Diversity

25. I feel a greater sense of personal accomplishment because of my service-learning experience.

Strongly disagree Disagree Neutral Agree Strongly agree

26. Through my service-learning experience, I have developed a greater appreciation for cultures/populations that are different from mine.

Strongly disagree Disagree Neutral Agree Strongly agree

27. My previously-held beliefs and ideas have been challenged by my service-learning experience resulting in personal growth.

Strongly disagree Disagree Neutral Agree Strongly agree

28. The community work involved in service learning made me aware of some of my own biases and prejudices.

Strongly disagree Disagree Neutral Agree Strongly agree

29. My personal values have been strengthened through my service-learning experience.

Strongly disagree Disagree Neutral Agree Strongly agree

Thank you for sharing!

30. Thank you for sharing your experience as a service-learning faculty member. We know that a survey alone can't completely capture what your experience has been. If you would be willing to allow us 30 minutes to interview you by phone so that we may gain broader insight, please include your contact information below (You will first be contacted via email to schedule an interview time that is convenient for you.). Note- we hope to have an opportunity to speak with you but the interview is completely optional.

Name

Email

Phone number

Please help us advance service-learning research!

According to O'Meara (2013), consistently collecting background characteristics and institutional information would significantly improve the utility of data sets and allow common themes to be more readily identified across studies. If you would like to contribute to the furtherance of this area of service-learning research, and are willing to oblige us, please continue to click through the remaining questions.

Faculty Demographics

31. Current Rank

- Full Professor
- Associate Professor
- Assistant Professor
- Adjunct Professor
- Lecturer/Instructor

32. Tenure Status

- Tenured
- Untenured, on tenure track
- Untenured, not on tenure track

33. Primary Professional Responsibility

- Advising
- Research
- Service
- Teaching

34. Age

- 25-30
- 31-40
- 41-50
- 51-60
- 61-70
- Above 70

35. Gender

- Female
- Male
- Non-binary

36. Ethnicity

- African American
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Caucasian
- Hispanic/Latino
- Other (please specify)

Institution Information

37. Type (Select all that apply to your current institution.)

- Public
- Private
- University/Comprehensive
- Research
- Religiously affiliated
- 2-year
- 4-year

38. Highest degree awarded by your institution.

- Associate
- Baccalaureate
- Masters/Professional
- Doctoral

39. Overall enrollment of your current institution.

- 0-4,999
- 5,000-9,999
- 10,000-14,999
- 15,000-19,999
- 20,000-24,999
- 25,000-29,999
- 30,000-34,999
- 35,000-39,999
- 40,000-44,999
- 45,000-49,999
- Above 50,000

40. Service learning is included in my institution's mission, vision, and/or strategic goals.

Strongly disagree Disagree Neutral Agree Strongly agree

41. My institution mentions service-learning programs or outcomes in their publications (e.g., newsletters, alumni magazines).

Strongly disagree Disagree Neutral Agree Strongly agree

42. The media talks about my institution's service-learning partnerships.

Strongly disagree Disagree Neutral Agree Strongly agree

43. Annual reports highlight service learning as part of my institution's mission.

Strongly disagree Disagree Neutral Agree Strongly agree

44. My institution attracts gifts or grants relevant to service learning.

Strongly disagree Disagree Neutral Agree Strongly agree

45. My institutional research office will add service-learning questions to standing surveys of students, faculty or alumni.

Strongly disagree Disagree Neutral Agree Strongly agree

46. Service learning is part of my institution's budget design.

Strongly disagree Disagree Neutral Agree Strongly agree

47. My institution's investment in infrastructure supports service learning over time.

Strongly disagree Disagree Neutral Agree Strongly agree

48. Relative to peer institutions, my current institution is committed to service learning (e.g., reflected in hiring practices, promotion & tenure policies).

Strongly disagree Disagree Neutral Agree Strongly agree

49. My institution has received the Carnegie Foundation's Community Engagement Classification (<http://carnegieclassifications.iu.edu/>).

- Agree
- Disagree
- I'm not sure

Supports

50. My current institution offers the following support for service learning. (Select all that apply.)

- Basic written information about service learning (i.e., example of projects, best practices).
- Information sessions about service learning.
- Individualized discussions about how to incorporate service-learning into a course.
- A paid staff person/administrative support for your service-learning efforts.
- Grant writing support.
- Logistical support (i.e., transportation, supplies, petty cash fund).
- Access to community contacts and needs.
- Assistance with making connections with community partners.
- Assistance with SL course development.

Other (please specify)

51. Please feel free to share any other thoughts, ideas, or information regarding your service-learning experience.

Thank you for your valuable input!

If you have any questions or comments about this survey, please feel free to contact us:

Karrie F. Adkins: karrie.adkins@eku.edu

Dr. Richard Osbaldiston: richard.osbaldiston@eku.edu

APPENDIX B:

Service-Learning Faculty Perceptions Optional Follow-up Phone/Skype Interview

Service-Learning Faculty Perceptions
Optional Follow-up Phone/Skype Interview

Introduction: “Thank you for agreeing to participate in this study and scheduling a follow-up interview. I have a few questions to ask you that will help guide the conversation and keep it on track and stay within the 30-minute time frame. This conversation will be recorded for accuracy and transcription purposes.”

1. Describe the conditions and needs of the community(s) where your service-learning experience took place.
2. After teaching your service-learning course(s), how would you describe your own learning experience?
3. What was your initial motivation for becoming involved in service learning? How has that motivation changed or deepened over time?
4. Have you engaged in a reflection process following your service-learning experience, similar to the reflection that your students engage in, to assess your own learning and development as a faculty member?
5. Do you see yourself as a co-learner with your students and/or the community partner as you move through the service-learning experience together?
6. Looking back, what kind of support did you need when you first became involved in service learning? How has the needed support changed over time- what kind of support do you need now?
7. Is there any additional information that you would like to add?

“Thank you very much for your time and participation in this important study.”

APPENDIX C:
Consent to Participate in a Research Study



Consent to Participate in a Research Study

Service-Learning Faculty Perceptions

Why am I being asked to participate in this research?

You are being invited to take part in a research study about Service-Learning Faculty Perceptions. You are being invited to participate in this study because you are a faculty member involved in service learning. If you take part in this study, you will be one of about 200 people to do so.

Who is doing the study?

The person in charge of this study is Karrie F. Adkins (Principal Investigator) at Eastern Kentucky University. She is being guided in this research by Dr. Richard Osbaldiston [Advisor]. There may be other people on the research team assisting at different times during the study.

What is the purpose of the study?

The proposed research seeks to further the understanding of how service-learning faculty's perceptions are influenced by their experience with service learning and how service learning affects faculty's personal and professional perceptions, and job satisfaction.

Where is the study going to take place and how long will it last?

The research procedures will be conducted electronically via a Survey Monkey survey, and also a paper-and-pencil survey form at the IARSLCE conference. You will need to go to the provided survey link 1 time during the study. Each visit will take about 15 minutes. The total amount of time you will be asked to volunteer for this study is 15 minutes over the next 4 months.

What will I be asked to do?

You will be asked to access and complete an online survey through the electronic Survey Monkey link provided, or complete the paper-and-pencil version of the survey that you were given. You will be given an opportunity to participate in an additional 30-minute phone interview by providing your contact information. Note: participation in the phone interview is completely optional and your choice.

The survey responses will allow us to measure service-learning faculty perceptions. The survey and phone interviews will be used to collect information until January 30, 2017.

By completing this survey, you will be providing us with valuable information that will provide greater insight into the faculty member's experience of being involved in service learning. This information will expand the current knowledgebase of service-learning

research, and can be used to guide professional development and support efforts for this important work. Should you need to complete the survey in more than one sitting, you can exit and then reenter at the point where you left off by clicking on the original link that was provided to access the survey. Your responses will be anonymous and you will be given an opportunity to provide your contact information if you would be willing to participate in an additional 30-minute phone interview, though the phone interview is your choice and optional.

Are there reasons why I should not take part in this study?

If you are not a faculty member who is involved in service learning, you should not take this survey.

What are the possible risks and discomforts?

To the best of our knowledge, the things you will be doing have no more risk of harm than you would experience in everyday life.

Will I benefit from taking part in this study?

You will not get any personal benefit from taking part in this study.

Do I have to take part in this study?

If you decide to take part in the study, it should be because you really want to volunteer. You will not lose any benefits or rights you would normally have if you choose not to volunteer. You can stop at any time during the study and still keep the benefits and rights you had before volunteering.

If I don't take part in this study, are there other choices?

If you do not want to be in the study, there are no other choices except to not take part in the study.

What will it cost me to participate?

There are no costs associated with taking part in this study. You will not receive any payment or reward for taking part in this study.

Who will see the information I give?

Your information will be combined with information from other people taking part in the study. When we write up the study to share it with other researchers, we will write about this combined information. You will not be identified in these written materials.

This study is anonymous. That means that no one, not even members of the research team, will know that the information you give came from you.

The exception is providing your contact information and agreeing to participate in the optional phone interview. Should you agree to participate in the phone interview, we will make every effort to prevent anyone who is not on the research team from knowing that you gave us information, or what that information is. For example, your name will

be kept separate from the information you give, and these two things will be stored in different places under lock and key.

However, there are some circumstances in which we may have to show your information to other people. For example, the law may require us to show your information to a court (or to tell authorities if we believe you have abused a child or are a danger to yourself or someone else). Also, we may be required to show information that identifies you to people who need to be sure we have done the research correctly; these would be people from such organizations as Eastern Kentucky University.

Can my taking part in the study end early?

If you decide to take part in the study, you still have the right to decide at any time that you no longer want to participate. You will not be treated differently if you decide to stop taking part in the study.

The individuals conducting the study may need to end your participation in the study. They may do this if you are not able to follow the directions they give you, if they find that your being in the study is more risk than benefit to you, or if the agency funding the study decides to stop the study early for a variety of scientific reasons.

What happens if I get hurt or sick during the study?

If you believe you are hurt or if you get sick because of something that is done during the study, you should call Karrie F. Adkins at (859) 622-7699 immediately. It is important for you to understand that Eastern Kentucky University will not pay for the cost of any care or treatment that might be necessary because you get hurt or sick while taking part in this study. That cost will be your responsibility. Also, Eastern Kentucky University will not pay for any wages you may lose if you are harmed by this study.

Usually, medical costs that result from research-related harm cannot be included as regular medical costs. You should ask your insurer if you have any questions about your insurer's willingness to pay under these circumstances.

What if I have questions?

Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions about the study, you can contact the investigator, Karrie F. Adkins at (859) 622-7699, or karrie.adkins@eku.edu. If you have any questions about your rights as a research volunteer, contact the staff in the Division of Sponsored Programs at Eastern Kentucky University at 859-622-3636. We will give you a copy of this consent form to take with you.

What else do I need to know?

You will be told if any new information is learned which may affect your condition or influence your willingness to continue taking part in this study.

I have thoroughly read this document, understand its contents, have been given an opportunity to have my questions answered, and agree to participate in this research study.

Signature of person agreeing to take part in the study Date

Printed name of person taking part in the study

Name of person providing information to subject

APPENDIX D:
IARSLCE Permissions



IARSLCE

International Association
for Research on
Service-Learning &
Community Engagement

September 8, 2016

Letter of Support for Off-Campus Research
c/o Institutional Review Board
Division of Sponsored Programs
Eastern Kentucky University
Coates CPO 20
Richmond, KY 40475

Institutional Review Board:

As an authorized representative of the International Association for Research on Service-Learning and Community Engagement (IARSLCE), I grant approval for Karrie Adkins to conduct research involving human subjects at my organization. I understand that the purpose of this research is study how the experience of being involved with service-learning affects faculty members' personal and professional perceptions and job satisfaction.

I grant permission for this project to involve attendees at the 2016 IARSLCE annual conference and I have determined these individuals to be appropriate subjects for this research. I understand that they will be asked to complete a survey in either an online or paper-and-pencil format.

To support this research, I agree to allow Ms. Adkins to survey conference attendees in compliance with the ethical practices stipulated by her Institutional Review Board. She additionally agrees to conduct her research in ways that are neither intrusive to the attendees, nor disruptive of their ability to participate in and enjoy the conference.

Sincerely,

Burton A. Bargerstock
Chairperson, Board of Directors

cc: T. Luparello

IARSLCE * PO Box 750664 * New Orleans, LA 70175 * 504-862-3366 * info@researchslce.org

APPENDIX E:

Tables 1 – 21

Table 1

Frequency Analysis of Current Rank

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full Professor	29	22.3	23.8	23.8
	Associate Professor	37	28.5	30.3	54.1
	Assistant Professor	21	16.2	17.2	71.3
	Adjunct Professor	9	6.9	7.4	78.7
	Lecturer/Instructor	26	20.0	21.3	100.0
	Total	122	93.8	100.0	
Missing	System	8	6.2		
Total		130	100.0		

Table 2

Frequency Analysis of Tenure Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Tenured	70	53.8	57.4	57.4
	Untenured, on tenure track	13	10.0	10.7	68.0
	Untenured, not on tenure track	39	30.0	32.0	100.0
	Total	122	93.8	100.0	
Missing	System	8	6.2		
Total		130	100.0		

Table 3

Frequency Analysis of Primary Professional Responsibility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Advising	3	2.3	2.5	2.5
	Research	4	3.1	3.4	5.9
	Service	8	6.2	6.8	12.7
	Teaching	103	79.2	87.3	100.0
	Total	118	90.8	100.0	
Missing	System	12	9.2		
Total		130	100.0		

Table 4

Frequency Analysis of Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-30	3	2.3	2.5	2.5
	31-40	25	19.2	20.7	23.1
	41-50	32	24.6	26.4	49.6
	51-60	36	27.7	29.8	79.3
	61-70	20	15.4	16.5	95.9
	Above 70	5	3.8	4.1	100.0
	Total	121	93.1	100.0	
Missing	System	9	6.9		
Total		130	100.0		

Table 5

Frequency Analysis of Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	93	71.5	77.5	77.5
	Male	25	19.2	20.8	98.3
	Non-binary	2	1.5	1.7	100.0
	Total	120	92.3	100.0	
Missing	System	10	7.7		
Total		130	100.0		

Table 6

Frequency Analysis of Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Other (please specify)	7	5.4	5.9	5.9
	African American	8	6.2	6.8	12.7
	American Indian/Alaskan Native	1	.8	.8	13.6
	Asian/Pacific Islander	4	3.1	3.4	16.9
	Caucasian	95	73.1	80.5	97.5
	Hispanic/Latino	3	2.3	2.5	100.0
	Total	118	90.8	100.0	
Missing	System	12	9.2		
Total		130	100.0		

Table 7

Frequency Analysis of Ethnicity- Other

			Valid	Cumulative
	Frequency	Percent	Percent	Percent
Valid	123	94.6	94.6	94.6
Celtic	1	.8	.8	95.4
Cuban	1	.8	.8	96.2
Mixed	1	.8	.8	96.9
Multi-racial	1	.8	.8	97.7
N/A	1	.8	.8	98.5
New Zealander	1	.8	.8	99.2
Swedish and German	1	.8	.8	100.0
Total	130	100.0	100.0	

Table 8

Frequency Analysis of Overall Enrollment of Current Institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-4,999	20	15.4	16.5	16.5
	5,000-9,999	10	7.7	8.3	24.8
	10,000-14,999	19	14.6	15.7	40.5
	15,000-19,999	25	19.2	20.7	61.2
	20,000-24,999	11	8.5	9.1	70.2
	25,000-29,999	5	3.8	4.1	74.4
	30,000-34,999	3	2.3	2.5	76.9
	40,000-44,999	1	.8	.8	77.7
	45,000-49,999	1	.8	.8	78.5
	Above 50,000	26	20.0	21.5	100.0
	Total	121	93.1	100.0	
Missing	System	9	6.9		
Total		130	100.0		

Table 9

One-way Analysis of Variance of Composite Variables by Years of College Teaching

Dep Var	Source	SS	df	MS	F	Sig.
Pres Grow	Between	1.06	4	0.27	0.64	.64
	Within	49.39	119	0.42		
Teach Adv	Between	2.56	4	0.64	1.24	.30
	Within	61.00	118	0.52		
Inst Cont	Between	4.32	4	1.08	1.04	.39
	Within	122.35	118	1.04		
Community	Between	0.73	4	0.18	0.40	.81
	Within	53.81	116	0.46		
Scholarship	Between	2.64	4	0.66	0.94	.45
	Within	80.38	114	0.71		
Pers Values	Between	2.48	4	0.62	1.00	.41
	Within	72.25	117	0.62		
Inst Emp	Between	2.71	4	0.68	1.02	.40
	Within	77.13	116	0.67		

Table 10

One-way Analysis of Variance of Composite Variables by Number of Different Service-learning Courses Taught

Dep Var	Source	SS	df	MS	F	Sig.
Pres Grow	Between	2.87	3	0.96	2.40	.07
	Within	47.37	119	0.40		
Teach Adv	Between	1.90	3	0.63	1.21	.31
	Within	61.41	118	0.52		
Inst Cont	Between	0.82	3	0.27	0.26	.86
	Within	124.26	118	1.05		
Community	Between	3.16	3	1.05	2.39	.07
	Within	51.03	116	0.44		
Scholarship	Between	6.10	3	2.03	3.06	.03*
	Within	75.69	114	0.66		
Pers Values	Between	2.96	3	0.99	1.61	.19
	Within	71.76	117	0.61		
Inst Emp	Between	1.53	3	0.51	0.77	.51
	Within	76.73	116	0.66		

Note: For scholarship, there was a significant difference between respondents who have taught 1-2 courses ($M = 3.67$, $SD = 0.78$) and those who have taught more than 5 courses ($M = 4.20$, $SD = 0.76$).

Table 11

One-way Analysis of Variance of Composite Variables by Current Rank

Dep Var	Source	SS	df	MS	F	Sig.
Pres Grow	Between	3.53	4	0.88	2.28	.07
	Within	44.62	115	0.39		
Teach Adv	Between	4.16	4	1.04	2.05	.09
	Within	59.39	117	0.51		
Inst Cont	Between	6.27	4	1.57	1.52	.20
	Within	120.34	117	1.03		
Community	Between	0.99	4	0.25	0.54	.71
	Within	53.55	116	0.46		
Scholarship	Between	4.05	4	1.01	1.46	.22
	Within	78.97	114	0.69		
Pers Values	Between	1.60	4	0.40	0.64	.64
	Within	73.13	117	0.63		
Inst Emp	Between	0.48	4	0.12	0.18	.95
	Within	79.36	116	0.68		

Table 12

One-way Analysis of Variance of Composite Variables by Tenure Status

Dep Var	Source	SS	df	MS	F	Sig.
Pres Grow	Between	0.81	2	0.40	1.00	.37
	Within	47.34	117	0.41		
Teach Adv	Between	1.63	2	0.82	1.57	.21
	Within	61.92	119	0.52		
Inst Cont	Between	2.82	2	1.41	1.35	.26
	Within	123.79	119	1.04		
Community	Between	0.23	2	0.12	0.25	.78
	Within	54.31	118	0.46		
Scholarship	Between	0.71	2	0.36	0.50	.61
	Within	82.30	116	0.71		
Pers Values	Between	1.70	2	0.85	1.38	.25
	Within	73.03	119	0.61		
Inst Emp	Between	0.13	2	0.07	0.10	.91
	Within	79.70	118	0.68		

Table 13

*One-way Analysis of Variance of Composite Variables by Primary Professional**Responsibility*

Dep Var	Source	SS	df	MS	F	Sig.
Pres Grow	Between	0.91	3	0.30	0.75	.52
	Within	45.21	112	0.40		
Teach Adv	Between	2.38	3	0.79	1.59	.20
	Within	57.00	114	0.50		
Inst Cont	Between	1.47	3	0.49	0.45	.72
	Within	122.80	114	1.08		
Community	Between	0.74	3	0.25	0.53	.66
	Within	52.54	113	0.47		
Scholarship	Between	3.01	3	1.00	1.44	.24
	Within	77.16	111	0.70		
Pers Values	Between	0.61	3	0.20	0.32	.81
	Within	71.62	114	0.63		
Inst Emp	Between	1.58	3	0.53	0.78	.51
	Within	76.76	114	0.67		

Table 14

One-way Analysis of Variance of Composite Variables by Age Category

Dep Var	Source	SS	df	MS	F	Sig.
Pres Grow	Between	3.04	5	0.61	1.55	.18
	Within	44.20	113	0.39		
Teach Adv	Between	4.54	5	0.91	1.80	.12
	Within	58.01	115	0.50		
Inst Cont	Between	8.34	5	1.67	1.65	.15
	Within	116.66	115	1.01		
Community	Between	1.15	5	0.23	0.49	.78
	Within	53.32	114	0.47		
Scholarship	Between	5.72	5	1.14	1.66	.15
	Within	77.28	112	0.69		
Pers Values	Between	1.98	5	0.40	0.63	.68
	Within	72.64	115	0.63		
Inst Emp	Between	6.03	5	1.21	1.87	.11
	Within	73.71	114	0.65		

Table 15

One-way Analysis of Variance of Composite Variables by Gender

Dep Var	Source	SS	df	MS	F	Sig.
Pres Grow	Between	0.32	2	0.16	0.39	.68
	Within	45.99	115	0.40		
Teach Adv	Between	1.22	2	0.61	1.19	.31
	Within	60.31	117	0.52		
Inst Cont	Between	1.20	2	0.60	0.57	.57
	Within	122.17	117	1.04		
Community	Between	1.60	2	0.80	1.76	.18
	Within	52.71	116	0.45		
Scholarship	Between	1.15	2	0.58	0.81	.45
	Within	80.63	114	0.71		
Pers Values	Between	1.56	2	0.78	1.27	.29
	Within	71.90	117	0.62		
Inst Emp	Between	2.87	2	1.44	2.17	.12
	Within	76.65	116	0.66		

Table 16

One-way Analysis of Variance of Composite Variables by Ethnicity

Dep Var	Source	SS	df	MS	F	Sig.
Pres Grow	Between	1.42	4	0.35	0.95	.44
	Within	40.97	110	0.37		
Teach Adv	Between	1.17	4	0.29	0.60	.66
	Within	54.45	112	0.49		
Inst Cont	Between	2.80	4	0.70	0.65	.63
	Within	120.48	112	1.08		
Community	Between	0.92	4	0.23	0.51	.73
	Within	50.51	111	0.46		
Scholarship	Between	3.46	4	0.86	1.24	.30
	Within	76.17	109	0.70		
Pers Values	Between	1.71	4	0.43	0.70	.59
	Within	68.40	112	0.61		
Inst Emp	Between	9.13	4	2.28	3.77	.01*
	Within	67.80	112	0.61		

Note: Because only one respondent indicated they were a member of the American Indian/Alaskan Native group, that person was omitted from the analyses. Even though the omnibus test for Institutional Emphasis was statistically significant, the Tukey post-hoc tests did not show significant differences between any of the groups for the pairwise differences.

Table 17

One-way Analysis of Variance of Composite Variables by Highest Degree Awarded by Institution

Dep Var	Source	SS	df	MS	F	Sig.
Pres Grow	Between	0.28	3	0.09	0.23	.88
	Within	46.95	115	0.41		
Teach Adv	Between	0.04	3	0.01	0.02	.99
	Within	62.52	117	0.53		
Inst Cont	Between	6.67	3	2.22	2.17	.10
	Within	119.87	117	1.03		
Community	Between	1.81	3	0.60	1.34	.27
	Within	52.19	116	0.45		
Scholarship	Between	1.02	3	0.34	0.48	.70
	Within	80.77	114	0.71		
Pers Values	Between	1.74	3	0.58	0.95	.42
	Within	71.82	117	0.61		
Inst Emp	Between	5.66	3	1.89	2.96	.04*
	Within	73.83	116	0.64		

Note: Even though the omnibus test for Institutional Emphasis was statistically significant, the Tukey post-hoc tests did not show significant differences between any of the groups for the pairwise differences.

Table 18

One-way Analysis of Variance of Composite Variables by Overall Institution Enrollment

Dep Var	Source	SS	df	MS	F	Sig.
Pres Grow	Between	3.83	9	0.43	1.05	.41
	Within	44.32	109	0.41		
Teach Adv	Between	5.59	9	0.62	1.20	.31
	Within	57.70	111	0.52		
Inst Cont	Between	18.04	9	2.00	2.05	.04*
	Within	108.50	111	0.98		
Community	Between	2.93	9	0.33	0.69	.71
	Within	51.55	110	0.47		
Scholarship	Between	4.28	9	0.48	0.65	.75
	Within	78.41	108	0.73		
Pers Values	Between	4.50	9	0.50	0.79	.62
	Within	69.94	111	0.63		
Inst Emp	Between	15.27	9	1.70	2.90	.01*
	Within	64.43	110	0.59		

Note: Even though the omnibus test for Institutional Context was statistically significant, the Tukey post-hoc tests did not show significant differences between any of the groups for the pairwise differences. The omnibus test for Institutional Emphasis was significant, but because both variables are measured on ordinal scales, and simple correlation was computed, which was not statistically significant, $r = .11$, $p = .24$.

Table 19

Correlations between Primary Variables

Dep Var	1	2	3	4	5	6
1. Pers Grow						
2. Teach Adv	.80**					
3. Inst Cont	.45**	.50**				
4. Community	.55**	.50**	.43**			
5. Scholarship	.72**	.71**	.48**	.56**		
6. Pers Values	.60**	.64**	.46**	.78**	.69**	
7. Inst Emp	.18	.21*	.27**	.06	.17	.23*

* $p < .05$. ** $p < .01$.

Table 20

Regression Coefficients for Personal Growth

Predictor Var	B	Std Err	β	t	Sig.
Intercept	0.72	0.26		2.77	.01
Teach Adv	0.49	0.07	0.55	7.12	.01
Inst Cont	-0.01	0.04	-0.02	-0.24	.81
Community	0.12	0.06	0.13	1.98	.05
Scholarship	0.21	0.06	0.27	3.44	.01
Inst Emp	0.03	0.04	0.03	0.62	.54

Table 21

Regression Coefficients for Personal Values

Predictor Var	B	Std Err	β	t	Sig.
Intercept	-0.90	0.30		-2.99	.01
Teach Adv	0.22	0.08	0.20	2.72	.01
Inst Cont	-0.02	0.05	-0.02	-0.38	.70
Community	0.68	0.07	0.58	9.42	.01
Scholarship	0.18	0.07	0.19	2.56	.01
Inst Emp	0.13	0.05	0.13	2.52	.01