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Institutionalizing service learning in higher education: to change or not to change?

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INSTITUTIONALIZING SERVICE LEARNING
IN HIGHER EDUCATION:
TO CHANGE OR NOT TO CHANGE?

DISSERTATION

SUBMITTED TO

The School of Education and Allied Professions

THE UNIVERSITY OF DAYTON

in Partial Fulfillment of the Requirements for

The Degree

Doctor of Philosophy in Educational Leadership

Paula Kay Reams

THE UNIVERSITY OF DAYTON


DAYTON, OHIO


2005


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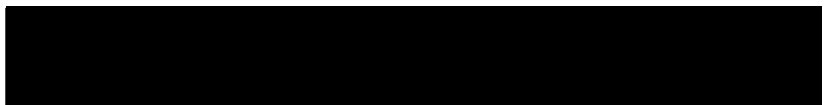
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INSTITUTIONALIZING SERVICE LEARNING IN HIGHER EDUCATION:
TO CHANGE OR NOT TO CHANGE?

By

Paula Kay Reams, Ph.D.

The University of Dayton, 2005

Dr. D. Twale

This qualitative-quantitative case study examined institutionalization of service learning by exploring the extent to which institutional leadership and faculty implement the incentives to sustained commitment to or set barriers against institutionalizing service learning across the curriculum. Data reveal that implications for senior administration in higher education for institutionalization of service learning should consider the following: continuing education on service learning, including orienting new faculty; inviting and providing more collaboration with others doing service learning through mentorship, providing faculty with time and financial support for developing service learning projects within courses, and providing clear communication throughout the institution related to service learning. Factors that facilitated institutionalization of service learning include support for the mission, increasing community partnerships, fostering faculty collaboration, use as a

learner-centered teaching methodology, developing personal and professional growth,
and transformational leadership.

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Chapter 1

Statement of the Problem

If you find it in your heart to care for somebody else, you will have succeeded.

---Maya Angelou

Background

The need for colleges and universities to prepare students to be professional and service oriented citizens is not a new idea. According to Hesser (1998), although the goals for higher education have sometimes been suspect; in general, institutions for higher education have aimed to accomplish two important goals: to serve the social needs that are perceived to exist in the community; and second, to develop students into “good citizens.” Authors, such as Putnam (1995) suggested that there are changing patterns in civic engagement in America. In his essay, “Bowling Alone,” he used the analogy of bowling single instead of in bowling leagues as an example of Americans’ disenchantment with social capital, such as networks, norms, and social trust. Eroding social interaction and civic engagement decreases “good neighborliness and social trust” (Putnam, 1995, p. 76). Service learning, a pedagogy that advocates higher education institutions develop relationships with community partners through providing service to the community, while at the same time creating learning centered environments for students, prepares students through reflective thinking for positive purposes in life. Institutionalizing service learning within higher education decreases isolation, and facilitates community engagement.

Administrators in many colleges and universities are initiating service learning within their institutions. Today, more colleges and universities are exploring service

learning as part of a core curriculum because service is being recognized as an important element in missions and purposes of institutions of higher education (Blyth, Saito, & Berkas, 1997; Bringle & Hatcher, 1996; Brown & Rice, 1998; Cauley, Canfield, Casen, Dobbins, Hemphill, Jaballas et al., 2001; Cohen, 1994; Furco, 2002; Gelmon, Holland, & Shinnamon, 1998; Hesser, 2003). Publications on service learning have increased tremendously since the end of the last century (Compact, 2000). Not only are individual courses incorporating service learning, but also whole curricula and departments have been established (Narsavage, Lindell, Chen, Savrin, & Duffy, 2002; Rice & Brown, 1998; Robinson & Barnett, 1996; Ward, 2000; Zlotkowski, 1996, 1998).

The effects of using service learning in higher education may have profound implications for institutions. Boyer (1990) in his landmark book, *Scholarship Reconsidered: Priorities of the Professoriate*, challenged higher education institutions to balance the three important domains—teaching, scholarship and service through aggressively supporting initiatives that sustain all three. Service learning levels the playing field of having to give higher status to faculty and administrative work, giving equality to teaching, scholarship, and service. Institutionalizing service learning offers faculty impetus to do research while at the same time servicing the community.

Boyer challenged higher education to change the way teaching, scholarship, and service are viewed. Although an explosion of service learning can be found in the literature, the legitimacy of the research of service learning as pedagogy continues to be a struggle. By 1994, Boyer added to his priorities, calling for “a new model of excellence [and] a historic commitment to service . . . a commitment that was never more needed than it is today” (Boyer, 1994, p. A48). He reminded the academic world that faculty and

administration must tailor service within each higher educational institution to reflect its particular mission, which he believed would infuse greater variety into colleges and improve responsiveness to community needs.

Service learning as pedagogy has been used extensively in health professions education. Research and literature related to service learning is the most extensive in health professions education including not only articles but also books on the topic (Bailey, Carpenter, & Harrington, 2002; Cauley et al., 2001; Euster & Weinbach 1994; Ewyn, Seifer, & Conners, 2000; Gelmon, Holland et al., 1998; Greenberg, 1999; Keefe, Leuner, & Laken, 2000; Poirrier, 2001). However, within this literature, there is little writing and no research related to institutionalization of service learning in health professions colleges.

The lure of service learning as pedagogy is ever present as students' attitudes toward it are positive. Educational leaders see service learning as a way to combine high-quality teaching strategies while supporting the community needs. However, for service learning to be sustained and institutionalized, each higher education institution needs to align service learning to its mission (Holland, 1997). Zlotkowski (1996), a pioneer in the service learning movement, stated that service learning "will only succeed in achieving a permanent and influential place at the academic table if it makes some important strategic adjustments" (p. 25). Holland (2000) identified the most urgent area of research in service learning as "organizational change processes and strategies" (p. 59). Although there is remarkable diversity between higher education institutions in their interpretation of service and service learning, this does not mean that there are not commonalities. Further research in these commonalities is needed. If strategies are found which facilitate

institutionalization, higher education institutions may be able to engage more easily with their communities. Working closely with their communities, colleges and universities can have a symbiotic relationship where all benefit. Deciphering blocks to institutionalizing service learning may help leadership facilitate more conducive, constructive and positive perspectives of change.

The Purpose of the Study

The purpose of the study is to understand the extent to which organizational infrastructure, institutional leadership, and faculty implement the incentives to sustained commitment to or set barriers against institutionalizing service learning across the curriculum.

Research Questions

How does the administration's leadership facilitate or hinder the incorporation of service learning into the curriculum?

How does faculty facilitate or hinder the incorporation of service learning into the curriculum?

How does the organizational structure facilitate or hinder the incorporation of service learning into the curriculum?

Definition of Terms

The following definitions of terms will assist in clarifying issues of context discussed in this study.

Service learning – “a teaching methodology that combines community service with explicit academic learning objectives, preparation and reflection” (Community Campus Partnerships for Health, 2000, p. 2).

Institutional leadership – administration of a higher education institution (Brubacher & Rudy, 1999).

Faculty -- an individual or group that has teaching responsibilities and has a regular or recurring relationship with an institution of learning (Seldin & Associates, 1999).

Higher education institution- an entity consisting of administration, faculty, staff, and students where education is continued after K-12.

Service – working on behalf of the institution, students and colleagues in higher education (hooks, 2003).

Learning – the balance of tension between accommodation of concepts to experience in the world; and the process of assimilation of experience from the world into existing concepts (<http://www.emtech.net/learning--theories.htm>, 2004).

Institutionalization - the process in which a change has been in place and has become a part of the regular culture of the organization (Hall & Hord, 2001) and the change has become integral, enduring, and meaningful to all stakeholders (Bringle, Hatcher, Hamilton, & Young, 2001).

Change – a planned or haphazard way to alter or make something different (Huber, 2000).

Planned change – “establish a vision that is the impetus for evolving an innovation over time” (Hall & Hord, 2001, p. 28).

Community partner – an organization outside of the higher education institution that works with the stakeholders to provide learning experiences and receive service from the institution. The relationship is sustained and enduring (<http://depts.washington.edu/ccph/>, 2004; Seifer & Connors, 1997).

Engaged campus – an institution of higher education that follows the 10 principles of a relationship with its community (Bringle et al., 2001). (See chapter 2 for description of the 10 principles).

Civic engagement – “collaborative activity that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life and to advance the campus mission” (IUPUI Task Force on Civic Engagement, 2001, p. 1).

Pedagogy -- “the art and science of teaching practices” (R. Miller, 2001, p. 1).

Administration – “art and science of leadership and management” (Northhouse, 2004, p. 10).

Experiential learning – “education that occurs as a direct participation in the events of life” (Houle, 1980, p. 221).

Medical mission -- a ministry commissioned by a religious organization to do humanitarian work (Steffes & Steffes, 2002).

Institutional policies – written rules that assist with governance of an organization (Hall & Hord, 2001).

Infrastructure -- the basic structure or features of a system or institution (Hall & Hord).

Institutional practices — unwritten management or procedures that are specific to the culture of an organization (Hall & Hord).

Servant leadership – “a practical philosophy which supports people who choose to serve first, and then lead as a way of expanding service to individuals and institutions” (<http://www.greenleaf.org>, 2004).

Document content analysis — review of pertinent documents, which provide information about the institution that cannot otherwise be observed, or are the only record available.

These written documents are about events before the study began but may give meaning to the research questions (Love, 2003).

Primary documents—documents where the author of the document is recounting firsthand experience with the phenomenon of interest (Merriam, 1998).

Secondary documents--“are reports of a phenomenon by those who have not directly experienced it” (Stage & Manning, 2003, p. 56).

Discourse analysis—a form of document content analysis that is “the process of analyzing the contents, themes, structures, and underlying messages and assumptions in the speaking and writing of people” (Mills, 1997, p. 48).

Rationale

As the pedagogy of service learning is increasingly used in higher education, questions are raised as to how administration can support faculty, staff, students, and community partners in the assessment, implementation and evaluation of this innovative and experiential learning. Administration in higher education may want to assess the levels of commitment to service learning through exploring the mission, organizational structure, faculty, student and community involvement for levels of relevance for full integration in an institution (Gelmon, Holland, Driscoll, Spring, & Kerrigan, 2001). These key characteristics may assist leadership in higher education to assess the institutional impact of service learning. Without identification of the incentives and barriers to institutionalizing service learning, higher educational administrations may have more difficulty in organizational change. New ideas of teaching and learning are more likely to be marginalized and encounter more resistance to change if leaders in higher education are unaware of these limitations.

Boyer (1996) challenged higher education to connect with the community through the scholarship of engagement by uniting resources. Stakeholders (students and the community) ask leaders in higher education to connect the work of these institutions to go beyond their own walls. Service learning is an avenue for this connection. However, the implementation of a service learning program in a higher educational institution may be affected by institutional mission, infrastructure, and policies. As more and more institutions create and implement service learning programs and opportunities for students and the community, the influence of the organization becomes clearer.

According to Bringle, Hatcher, Hamilton, and Young (2001) the number of successful community partnerships a higher education institution has is an important indicator of civic engagement. An engaged campus uses service learning as a vehicle for sustaining community partnerships. Understanding how service learning can be institutionalized may assist others in further implementation of this innovative pedagogy. Revealing incentives, barriers and roles may assist administration to expand faculty interest and involvement in initiating service learning in the curricula.

Service learning programs are complex and do not develop in isolation from institutional contexts. The design, implementation, and sustainability of service learning programs is most often shaped by institutional interpretations of their mission, culture, governance, history, public image, financial condition, student traits and the environment in which the institution resides (Gelmon, Holland, Driscoll, Spring, & Kerrigan, 2001). Other organizational factors that may influence the institutionalization of service learning on a campus include the infrastructure for service, faculty development opportunities, and existing, relevant initiatives. Higher educational leadership may need to find the

incentives and overcome the barriers for the institutionalization of service learning. The role leadership in higher education plays may also be crucial in the institutionalization of service learning. Research is needed to investigate the incentives, barriers and the role that administration plays in institutionalizing service learning, both qualitatively and quantitatively.

Assumptions

The following assumptions will be made in conducting this study:

1. Administration makes judgments about learning based upon relevant theory and data, but may be restricted by fiscal policy.
2. Students learn in many ways, particularly through four main learning styles or preferences: activists, reflectors, theorists and pragmatists (Homey & Mumford, 1989). Each type of learner has a tendency to learn using a combination of particular stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). Service learning pedagogy challenges learners to engage in all four different stages of learning, so that learning is a process. When learners are fully engaged in the experiential learning cycle—feeling, watching and listening, thinking and doing--learning is most effective (Kolb). When done correctly, service learning pedagogy facilitates all types of learning styles.
3. Not all faculty understand or are committed to service learning because they lack time to invest in a new pedagogy, lack education about service learning and/or find service learning not a useful pedagogy with their subject matter.

4. Not all administrators understand or are committed to service learning because of lack of time to invest in understanding service learning and lack of education about service learning. They may also find that community engagement is neither important nor cost effective for the institution.
5. Not all courses need to have service learning in them because service learning may not be a good pedagogy to use with the course material. Faculty teaching the course do not understand how to integrate service learning into the course.
6. Service learning should support the mission of the institution.
7. If students are graduating and passing their licensure exams using a more traditional pedagogy, there may be reluctance to change to a service learning pedagogy.

Limitations

This study is limited by the number of people who chose to participate either through the questionnaire or through interviews and how open and honest they were. Faculty not currently engaged in service learning pedagogy may not have an understanding of the terminology used in the instrumentation. The questionnaire used may be limited in its scope and may not accommodate all of the possible service learning innovations within the institution. Some documents may not be available for analysis. There may be biases of the researcher who is working in this environment and has a predisposition to service learning. The researcher has been a full-time nursing faculty member but has since moved to working partially in the Health Professions Division, being shared with the Nursing Division. However, use of mixed methods may assist with the limitations of each type of research.

Scope

The study is limited to a small, private, health professions college, located in the suburbs of a western Ohio city. Within the population of the organization, some people are more knowledgeable about, and receptive to, service learning as pedagogy and the college's initiatives to develop it within the institution. This study is limited to the administration and faculty associated with service learning projects of this private health professions college on staff in the 2004-2005 academic year.

Summary

Use of service learning as pedagogy in higher education is growing in popularity since the call from Boyer (1990) for higher education to become engaged institutions. Although the term service learning may be new, the beginnings of service and learning come from the early 20th century. Research is needed to find keys to create an environment to increase the possibilities for using this innovative experiential learning method, particularly in the health professions. Without research on instituting service learning in higher education, colleges may not have opportunities for engaging campuses with their communities. Examining incentives and barriers to integrating service learning into the higher educational culture of a health professions college may assist the administration in strategically planning to introduce service learning into the curricula.

Organization of the Study

Chapter 1 is the Statement of the Problem, and includes the background of the study, purposes of the study, the research questions, definition of terms, assumptions under which the study will be conducted, the limitations and scope of the research, and the organization of the study.

Chapter 2 is the review of the literature.

Chapter 3 is the research methodology for the study.

Chapter 4 is the presentation and analysis of the study's findings.

Chapter 5 is the discussion of the findings, conclusions, and recommendations of the study.

Chapter 2

Review of the Literature

Introduction

Over the last 15 years, various national initiatives have sparked service or volunteering in America. By the time most students reach a college campus, they have already had some service experience (Pritchard, 2001) and data from the 1999 National Student Service-Learning and Community Service Survey by the National Center for Education Statistics shows that 68 % of all U.S. public schools have a community service learning program (*National Student Service Learning and Community Service Survey*, 1999). Students moving to higher education may need more developed and planned service activities that seriously consider ways to improve or reform communities. In other words, if students wish to participate in lifelong service, they need to become engaged with their communities.

However, higher education institutions may not always facilitate the need for students to learn the ethic of service. For one reason, faculty is not rewarded for community service activities. "The absence of reward for service in the interest of building community makes it harder for individual teachers to make a commitment to serve" (hooks, 2003, p. 84). Euster and Weinbach (1994) studied faculty incentives for service. The researchers found that the value of teaching is declining over publication, and community service is considered the last criterion of importance among administrators. However, those service activities that were unpaid, promoted external visibility of the institution, and/or contributed to the faculty's expertise as an educator helped create a balanced portfolio (Euster & Weinbach).

Bringle, Games, and Mallory (1999) discussed 10 principles of the engaged campus which include (a) developing an understanding for how community engagement is consistent with its mission; (b) involving communities in a continuous, authentic and meaningful manner; (c) developing a commitment to community engagement in strategic planning through allocating resources, administrative decisions, campus life, faculty roles, rewards and evaluation; (d) developing a learning-centered campus; (e) developing an infrastructure that supports the complex nature of community engagement; (f) demonstrating an active leadership for community engagement at all levels of the organization; (g) developing support for interdisciplinary work on community issues; (h) developing flexibility, responsiveness and sensitivity to external constituencies; (i) supporting the scholarship of engagement both internally and externally; and (j) developing a culture of service. Bringle, Hatcher, Hamilton and Young (2001) state that higher education institutions will have evidence of these key tasks when implementing service learning at the institutional level.

Service learning is a pedagogy that is a link to community engagement. The difference that service learning makes is only just now beginning to be explored. In Eyler and Giles's book *Where's the Learning in Service-Learning?* (1999) the authors discussed not only the impact of service learning on students, but also the possibilities of positive implications for faculty, community, and higher education institutions.

The strengthened bonds among faculty and students may lead not only to greater academic success but also to better student retention and graduation rates. Community service projects can strengthen the links between a college and its surrounding community. Service-learning may

put processes in motion that help in institutional transformation. The collaborative efforts necessary to build and sustain service-learning may also help to build and sustain more flexible and creative campus response to other issues. (p. 188)

Service learning literature has expanded in the last 10 years. In the early years of publications, the service learning articles that were published centered on how the pedagogy was implemented in courses. Service learning distinguishes itself from community service in that learning objectives are attached to the service and students do not receive course credit just for doing service. There must be a tie between what is going on in the classroom and the service. With service learning pedagogy, students do not receive credit for doing community service but do community service to learn academic lessons associated with the course (Bringle et al., 2001). On the same token, the service must be true service—the needs of the community must be met, not just the learning needs of the student. Zlotikowski (1999) stated:

One of the most significant ways in which service learning differs from many other community-related campus-based initiatives lies in its insistence that the needs to be met must be defined by the community, not the campus. In other words, service learning deliberately seeks to reverse the long-established academic practice of using the community for the academy's own ends. (p. 98)

When using service learning, the faculty acknowledges the wisdom, expertise, and knowledge the community possesses and that the community can partner with academia

to play a significant role in educating students and developing and generating research (Bringle et al.).

The call for research in service learning has been answered by many (Bringle & Hatcher, 2000a; Driscoll, 2000; Eyler & Giles, 1999; Furco, 2001; Gelmon et al., 1998; Giles & Eyler, 1998; Howard, Gelmon, & Giles, 2000; Keefe et al., 2000; McDougall, Rew, Walker, Stuitberg, Sands, & Roberts, 2002; Park, 1996; Rubin, 1996; Zlotkowski, 1999). The *Michigan Journal of Community Service Learning* was specifically started for scholars of service learning to publish research and provide for the discussion of service learning and higher education community engagement. Jacoby (1996) not only calls for more research on service learning but also asks that faculty include community partners and colleagues not necessarily engaged in service learning projects in their research. Jacoby continued:

The questions generated in the research agenda provide a rich source of research topics that will do more than promote and justify the existence of service-learning. Answers to these questions will also contribute to our knowledge of how experiential education fosters individual learning and development and how higher education and communities can best collaborate to reach mutual goals. (p. 326)

The Roots of Service Learning—Addams, Dewey, and Day

In reviewing the history of higher education in the United States, service has been a part of education in America for generations. Titlebaum, Williamson, Daprano, Baer, and Braehler (2004) did a comprehensive, annotated history of service learning in America shaping how service learning is practiced today. "Community service" is a modern

phrase that did not enter the language in America until sometime in the 1940s. Three key people, Jane Addams, John Dewey, and Dorothy Day, whose approaches to community service were different but similar in ways, were pioneers of service as it stands today (Morton & Saltman, 1997).

Addams institutionalized social work using the non-profit sector. In the 1880s, settlement houses were used as a tool for a wide range of reformers and Jane Addams founded Hull House during this time. She sought to analyze, humanize and moderate “the more destructive aspects of capitalism and offer the poor and immigrants a hand up on the ladder to success” (Morton & Saltman, 1997, p. 137). Addams realized that society in America viewed the classes differently and wrote “there are painful difficulties which involve both giver and recipient when one person asks charitable aid of another and the visitor does not realize what a cruel advantage the person who distributes charity has” (Addams, 1899, p. 170). Addams contributed to the world of community service by establishing the profession of social work, helping to define the new field of sociology, introducing scientific method into philanthropy and inventing a model of what would become the modern non-profit human service organization (Morton & Saltman, 1997).

John Dewey (1908/1978) like Jane Addams, was a champion for service as well, but approached it in a different way. He agreed with Addams regarding how the “lower” class is perceived by the “upper” classes in that:

Charity may even be used as a sop to one’s social conscience while at the same time it buys off the resentment which might otherwise grow up in those who suffer from social injustice. Magnificent philanthropy may be employed to cover up brutal economic exploitation. (p. 301)

However, Dewey (1908/1978) moved beyond charity and saw that meeting community needs was a matter of justice and ethics. Dewey felt that capitalism was transferring the democracy of the ordinary people to the educated and wealthy. He wanted a large, powerful state through democracy that would care for the most depreciating social problems and to “address pressing human needs and disaggregate private power” (p. 138). He was a close friend of Addams and was one of Hull House’s founding trustees, but unlike Addams, Dewey was critical of private, charitable responses to human suffering, stating that these responses were throwbacks “to feudal systems” (Dewey, 1908/1978, p. 334). Dewey felt that unchecked capitalism threatened a popular democracy because it created victims. Education needed to be connected to community life by “creating the basis of a popular democracy in which the public would enact social policy cultivating democratic education” (Morton & Saltman, 1997, p. 138). In Dewey’s eyes, education led to social reform and schools were the social center for local communities. He stated that education should promote civic responsibility and roles for ordinary people, which can lead to social and political activism. Many educators echo Dewey even today (Boyer, 1994; Newman, 1985; Zlotkowski, 1998).

Giles and Eyler (1994), pioneers in service learning research, have suggested that a theory of service learning is necessary to help develop and refine a solid research agenda for service learning. Although Dewey never specifically stated any concept of service learning per se, his philosophy of experience proposes two principles, continuity and interaction, which Giles and Eyler said lend themselves to a theoretical direction for service learning. The principle of continuity, which is the idea that experiences build on previous ones, occurs along a continuum called the experiential continuum. The principle

of interaction is where a situation is formed when the internal and objective aspects of experience interact. When a transaction between the individual (learner) and the environment occurs, learning results (Giles & Eyler). According to Dewey (1938), the two principles unite to form “longitudinal and lateral aspects of experience” (p. 44). Giles and Eyler, (1994) based on the themes from Dewey, have suggested nine areas for theory development and testing including the continuity of experience, the principle of interaction, inquiry, reflective activity, truly educative projects, concrete and abstract knowledge, the great community, citizenship, and democracy.

Dorothy Day, on the other hand, gave service through the faith of the Catholic Church (Morton & Saltman, 1997). A very interesting personality, Day was a socialist, journalist, single mother, and a converted Catholic from an anarchist. Catholicism offered Day the belief that people are flawed just as she felt she was quite imperfect. Through her conversion, Day found a way to integrate her own life and this allowed her to begin answering the problems of the community. Together with Peter Maurin, she founded the Catholic Worker Movement, began a newspaper (*The Masses*) and built a house of hospitality in the poorest section of New York City (Morton & Saltman).

Day (1952/1981) practiced service as a way to engage more deeply “the mystery of poverty—that by staying in it, making ourselves poor in giving to others, we increase our knowledge of and belief in love” (p. 330). Hospitality and personal integrity emerged as the defining values to be expressed in how one lived. Day did not center on political democracy as the issue in relation to the crisis of community, maybe because she had socialist political tendencies. Day defined community through the basic issues of human relationships (Morton & Saltman, 1997). As Day’s life went on, she changed her focus

from political and social activism to moral witness—"We have all known the long loneliness and we have learned that the only solution is love and that love comes with community" (Day, p. 286).

By the time of Day, charity had become a dreaded word. For Day (Morton & Saltman, 1997), charity was revolting and a "word to choke over" (p. 150). Although Day had converted to Catholicism before embarking on the Catholic Worker Movement in 1932, she disagreed with how the Church dealt with charity. Day felt that "there was plenty of charity [but] too little justice" (p. 150). Morton and Saltman surmised the following about Day:

From Dorothy Day we ultimately glean the insight that justice and service are not economic or political problems of distribution, of offering a hand up and into the consumer culture (as they largely were for Addams), or problems of education citizenship (as they were for Dewey), but ways out of the traps set by that culture, traps that kept individuals from living a spiritually whole, fully integrated life.

[For Day], service was a way of discovering a life meaning that it essentially spiritual and a principle for constricting a life that was integration. (p. 146)

The language of the past—charity, philanthropy and hospitality—may have changed to planned giving and service, but the legacy of Addams', Dewey's, and Day's theories of service and learning lives on. Addams, through political and social service; Dewey, through education and citizenship; and Day, through integrated life and spirituality, led the United States into a new era of service combined with learning. The emergence of service today, directed at the welfare-dependent—community service, public service, non-military national service—is an attempt to reduce the growing

division of the classes in American society. Service is a phenomenon of the cultural history of America and it is defined by an educated, middle-class seeking ways to live lives of integrity (Morton & Saltman, 1997). Higher education has taken these ideas and applied them to the learning environment and service-learning.

Government initiatives. The Morrill Acts of 1862 and 1890 ushered into American history a focus on rural development and education; however, the educational benefits were a by-product of what the federal government was ultimately trying to do—gain capital funds, expand agriculture and grow as a nation (Brubacher & Rudy, 1999). With the initiation of land grant colleges, the federal government became closely involved with higher education, and in turn, service. This spawned changes in the philosophy and practice of state colleges because money and land were to be had if higher education helped meet the needs of the community. Another movement that was supported by the U.S. government was cooperative education. Founded at the University of Cincinnati in 1903 with funds from the federal government, cooperative education was a program in higher education institutions (and in high schools) through which employer-paid work experience enabled students to combine course work with career development (University of Cincinnati, 2004). The “co-op program” is still found today in many professional college programs (a strong program exists at the University of Cincinnati today), which allows students to work and study in alternating periods. Although students in U.S. co-op programs are still paid to work (usually for a quarter or semester), many international co-op programs do not pay students and may be more service oriented. The U.S. government has also contributed to college students providing service by supporting the work/study program which requires colleges that participate to have 10-15% of the

monies go to students that are directly providing service to the community (Housing and Urban Development [HUD], 2004), changing the direction of higher education toward service through financial support.

Other influences on service-learning and higher education include the Civilian Conservation Corps (started in the 1930s during the depression) which required 10 hours of service per week, Work Projects Administration (that began in the 1940s), which provided public work for people who needed jobs (Stanton, Giles, & Cruz, 1999), and the National Youth Administration (that ran from 1935 to 1943), which although motivated by temporary economic considerations, helped over 600,000 students to attend college (Brubacher & Rudy, 1999). All of these government initiatives provided service for communities and higher education institutions, including building projects, parks services, and services within higher education that would not have been available without the government support.

Government initiatives for service continued with the development of the Peace Corps in 1961, VISTA, and College Work-Study in 1965, and the White House Fellows program, Urban Corps, and Action Agency in 1971 (Stanton et al., 1999). By 1971, the White House Conference on Youth report called for linking service and learning. In 1972, funding was given for area health education centers to extend health manpower training into rural/community settings so students could serve and learn. The National Student Volunteer Program (started in 1979) later became the National Center for Service Learning (NCSL). This Center published *Synergis*, a journal promoting linking service and learning. Due to lack of funds and interest by the mid 1980s, the NCSL was phased out. However, based on the creation of the White House Office of National Service and

the Points of Light Foundation in the late 1980s, Congress passed the National and Community Service Act in 1990. In 1994, the National and Community Service Trust Act was passed by Congress, which resulted in the merger of service agencies to form the Corporation for National and Community Service (CNS; Jacoby, 1996; Stanton et al., 1999).

Business, philanthropy and service learning. The business world has always had a hand in service and education. In the late 19th and early 20th centuries, prominent businessmen built great wealth, and created family foundations, which now fund service and learning projects. In the 1960s, the Ford Foundation as well as the government-supported National Urban Fellow and Urban Corporation combined work, service, and education. Another noteworthy initiative in the history of service learning is the 20 Bonner scholars programs from the 1990s (19 private and 1 public) which honor high school students who have served and require 4 years of service through learning experiences as a condition for receiving scholarship funds (Stanton et al., 1999).

Education associations and religious groups. Higher education in the United States has foundations in the Christian faith and Christianity has roots in service. "Faith by itself, if it is not accompanied by action, is dead," (p. 1882) stated the *New International Version Study Bible* (1995) and missionaries sent to America during its settlement provided many services to those in need. Indeed, many colleges in the US were founded to educate clergy who in turn provided varying types of services for their country (Brubacher & Rudy, 1999). In the late 1800s and early 1900s groups like the YMCA and YWCA prospered, with service being their focus. American Friends Service Committee set up work camps in the United States and other countries in the 1950s. By

1968 and 1969, the Atlanta Service-learning Conferences were held with sponsors including the Southern Regional Education Board, U.S. Department of Health Education and Welfare, City of Atlanta, Urban Corps, Peace Corps, and VISTA. The 1969 conference specifically focused on linking service and learning as a policy thrust for the future.

Higher education roots of service. Land grant colleges and universities founded through the Morrill Acts to train the sons and daughters of farmers and mechanics were a perceived need by the community fulfilled by higher education (Brubacher & Rudy, 1999). The community received service from the higher educational institutions through the education of people to assist in careers that were in demand. Another higher education development in history that shaped service learning was the Wisconsin Idea, which combined Dewey's and Addams' theories of service and learning—higher education should maintain democracy and improve the human condition. The Wisconsin Idea came to a peak in the early 20th century because the people of Wisconsin demanded it (Brubacher & Rudy, 1999). The program was so successful that other universities began to follow similar policies (An example is found at Augsburg College in Marshall, Wisconsin; Hesser, 1998). Because of these developments, the concept of service became a fixed principle in higher education (Brubacher & Rudy).

Other early historical service learning developments can be found in historically Black colleges and universities. Many of these colleges were established on principles of combining work, service, and learning. In Appalachia, Folk schools became 2 and 4-year colleges with work, service and learning connected (Stanton, 1994). It was not until the

1960s, however, when experimental colleges emerged, that service learning began to appear as a curricular and teaching concept.

Service learning established itself in higher education on many college campuses in the late 1960s and the early 1970s (Jacoby, 1996). Funded by the federal government, the College Work-Study Program was started in 1965 and in 1966, the phrase "service-learning" was used to describe a project in East Tennessee with Oak Ridge Associated Universities which linked students and faculty with tributary area development organizations (Stanton et al., 1999). The concept of service and learning was not new, but the term and experiential teaching method were innovative. During this early period, many service-based programs were started in colleges and universities around the country; however, these programs later vanished. One reason for the loss of service learning programs may have been lack of support systems for faculty. Another reason may have been that innovative faculty working on service learning programs were separated or in isolated pockets of learning and their originality was not well accepted in higher education at the time (Stanton et al.). Still another reason could be because many of the programs started were never fully integrated into the mission and purpose of the institutions. Paternalism, unequal relationships between community agencies and higher education, and the focus on charity could be other factors leading to the demise of service learning programs. No research was accumulated to distinguish if learning actually took place with students, and faculty buy-in was never strong, either due to lack of time, or lack of understanding what service learning actually is. Finally, funding for service learning projects dried up with the closing of governmental agencies and an increased workload for faculty, leaving less time for inventive instructional techniques.

As mentioned earlier, the NCSL was short-lived, but small pockets of faculty interested in service learning continued to network through organizations that developed outside of the government agency (Jacoby, 1996). In 1978, the National Society for Experiential Education (NSEE) was formed and became the repository and distributor for the many writings and resources for service learning for the NCSL. The Council for Adult and Experiential Learning worked to lay the foundation for the acceptance of experiential education in colleges and universities (Jacoby, 1996).

Through the 1980s, a small group of educators, community leaders, and students who believed in the potential of service learning continued to incorporate and identify successful elements of programs (Jacoby, 1996). In 1985, Campus Compact was formed by the President of the Education Commission of the States and college presidents from Brown, Georgetown, and Stanford Universities as a way to foster greater commitment to public service among college and university students, to expand opportunities for service in higher education, and to advocate the importance of civic responsibility in student learning. Today, Campus Compact continues as a coalition of college and university presidents "committed to helping students develop the values and skills of citizenship through participation in public and community service" (Stanton et al., 1999, p. 11). The organization has expanded to include 650 public and private 2 and 4-year colleges and universities located in 40 states, as well as three national institutes and numerous publications. By the 1990s service learning was again flourishing at many universities and colleges.

Feminism and Service Learning

Gilligan (1982), a feminist theorist, was one of the first to realize that women often make moral decisions based on a sense of connection with others. She argued that men tend to seek autonomy and make moral decisions based on abstract principles such as justice, whereas women seek connectedness and weigh moral decisions based on maintaining or building relationships. Based on this early feminist work, society is likely, regardless of gender differences, to benefit when its members develop a commitment to caring (Larrabee, 1993; Oliner & Oliner, 1995). Rhoads (1998) stated that "unless individuals have a deep sense of caring for others, it is less likely that they will engage in interactions with diverse others in a meaningful way" (p. 283). Results from a study by Martin (1994) revealed that women faculty going through retention, promotion and tenure processes, were more favorable of integrating service learning with academic study. Involving students in service using service learning as the vehicle may foster a sense of caring in students and future citizens.

Change Theory

Service learning is an innovation that can be a part of planned change for higher education. Administrators must plan a change such as service learning into their institution using change theory. Administrators in higher education could benefit from knowing more about incentives and barriers to implementing service learning through use of change theory.

Many authors have suggested basic change processes. Lewin's (1947, 1951) classical theory of change describes a process of three elements: unfreezing, moving, and refreezing. The theory uses ideas of equilibrium within systems. A process of thawing

out the system and creating the motivation or readiness for change characterizes unfreezing. The unfreezing is complete when those involved understand and accept the necessity of change. The moving stage proceeds to a new level of behavior, which implies that the actual visible change occurs. Lewin describes the process as "cognitive redefinition," looking at a problem with a new perspective. Refreezing finds new changes are integrated and stabilized. Reinforcement of behavior is crucial as individuals integrate the change into their own value system, and constructive criticism reinforces new behavior. This theory looks at change more from a problem-oriented view, as change must happen because there is a predicament that needs altered.

Other theorists have elaborated further understanding and applications of change theory including Rogers, Lippit, and Havelack. Rogers (1962, 1983, 1995) revealed that the background of the individual involved in a change plus the environment of the change are antecedents to change. His five phases of change--awareness, interest, evaluation, trial, and adoption--all include that the individuals need to be interested in the innovation and committed to making change occur. The outcomes of change are that it is accepted/adopted or rejected. If change is accepted, it can either be continued or eventually dropped. If it is rejected, it can remain rejected or be adopted later in some other form. Further work in change theory led to the identification of five factors that determine successful planned change: relative advantage, compatibility, complexity, divisibility and communicability (Rogers, 1962, 1983, 1995). Rogers' theory of change is more complex than Lewin's (1947, 1951) and is closer to moving from just individuals to organizations.

Lippitt (1973) continued to expand Lewin's work by identifying seven phases of the change process:

- (a) Diagnosis of the problem;
- (b) Assessment of motivation and capacity to change;
- (c) Assessment of the change agent's motivation and resources;
- (d) Selecting progressive change objectives;
- (e) Choosing an appropriate role for the change agent;
- (f) Maintaining the change once it is started; and,
- (g) Termination of the helping relationship with the change agent. (p. 10)

The first three steps are similar to Lewin's unfreezing. The next two match moving and the last two are comparable to refreezing.

Similar to Lippitt, Havelock (1973) developed six elements in the process of planned change. The first three concepts correspond with Lewin's unfreezing, while the fourth and fifth are similar to the moving stage. The last relates to refreezing. The various conceptualizations of the stages of the process of change bear similarity to one another but vary in emphasis.

Planned Change and Paradigm Shifts

Simsek and Louis (1994) propose organizational change as a paradigm shift through a model that represents a dynamic process. The model is comprised of five separate and consecutive phases—normalcy, confronting anomalies, crisis, selection, and a new normalcy period. The authors researched the explanatory power of the model using a longitudinal study starting in the late 1970s at a large public university. The research demonstrated a radical change in the ways in which faculty in this college viewed the

nature and purpose of their institution-- it can occur within a relatively short period of time (a decade), and the use of paradigm shifting is a way to affect change (Simsek & Louis, 1994).

Hall and Hord (2001) have continued to develop and expand on change theory, looking at organizational change using 12 principles. Although complex, the principles outline a process for leaders of change to facilitate planned change in education. Heavy into the personal side of change, Hall and Hord label feelings and perceptions "Stages of Concern." Built on Fuller's (1970) four levels: unrelated, self, task, and impact, Hall and Hord developed the stages of concern which include awareness, informational, personal, management, consequence, collaboration, and refocusing (Hall & Hord). They then developed techniques for assessing stages of concern, which help monitor the change process. These assessments include one-legged interviews, open-ended concerns statements, and the stages of concern questionnaire. The questionnaire can assist the leader in planned change to see characteristic patterns and be used anytime during the change process to evaluate people's stage of concern as well as their non-use of an innovation. Hall and Hord looked at change in a more positive direction, not only to be used to solve a problem, but to direct new innovative teaching/learning strategies with support for the leaders of the change. Their positive outlook on change does not preclude that there are barriers to change, however. Using a concerns-based adoption model (CBAM), Hall and Hord, give users a systematic way to use change theory to assess use of innovations in education.

Research and Service Learning

One of the first compilations (1945-1987) of research in service learning is an annotated bibliography edited by Luce (1998) and funded by Campus Compact. It lists 19 studies; 10 of which are K-12 subjects with one combined study of secondary and post secondary students. In 1991, The National Society for Internships and Experiential Education (NSIEE) produced a research agenda for service learning. Through work by Giles and Eyler (1998), Luce's earlier compilation was reviewed and updated. These same authors created the top 10 unanswered questions in service learning research. The research and evaluation literature has grown since Luce's search; however, a pattern of types of research and evaluation has emerged.

Service learning, nursing and health professions. In reviewing the literature, much of service learning research and articles were found in nursing education. In fact, one whole issue in the *Journal of Nursing Education* was devoted to service learning. However, related to nursing education and service learning, the majority of articles focused on explaining what service learning is, how it is used in nursing education, and describing how the author(s) used the pedagogy in nursing education, (Hamner, Wilder, Avery, & Byrd, 2002). Some articles described what the authors initially believed to be service learning, but upon further investigation discovered was only service or volunteering opportunities for nursing students, not true service learning (Glascoff, Baker, & Glascoff, 1997; Hemstrom, 1995; Ironside, 1999; Nardi & Siwinski-Hebel, 1997; Shiber, 1999).

A large percentage of service learning articles found in the literature that relate to nursing education described particular nursing courses or programs. All age groups of

clients being served were discussed, including senior citizens, mothers-to-be (Schneiderman, Jordan-Marsh, & Bates-Jenson, 1998), as well as, children in school settings (Katoka-Yahiro, Cohen, Yoder, & Canham, 1998). Community health nursing courses utilize service learning as a teaching modality more than any other (Gerbeerich, 2000; Hurst & Osban, 2000; Ironside, 1999; Kulewicz, 2001; Simoni & McKinney, 1998; Sternas, O'Hare, Lehman, & Milligan, 1999; Suneini, 1998).

Cleary and Benson (1998) described institutionalizing service learning through explaining the integration of service into the curriculum at Colorado State University. They stated that support for service learning came about through a "slow and mostly intentional process" (p. 125). Even with budget cutbacks, service learning was still supported, revealing signs of institutionalization. Roles and responsibilities of all constituents at Colorado State University were delineated and outlined facilitating communication when service learning was used so that all expectations were clear. Faculty were given recognition and support for service learning, either when teaching, conducting research, or for outreach accomplishments. The authors perceived that all of these incentives assisted with institutionalizing service learning at Colorado State.

Hamner et al. (2002) depicted a nursing curriculum community using service learning as the pedagogy for student learning. The authors described designing a nursing curriculum that was visionary, preparing nursing students for a futuristic health care environment in an engaged university, where students and faculty recounted a partnership between Auburn University School of Nursing and the local housing authority. In describing the partnership, faculty had found that certain characteristics assisted in developing community-campus partnerships. Continuing to build community

partnerships that offered student quality clinical experiences while at the same time providing needed services to the community were part of an engaged university. The land grant college mission of service was fulfilled through service learning (Hamner et al.).

Bailey, Carpenter, and Harrington (2002) stated that institutional support is essential for service learning success, with all constituents a part of the process. For effective programming, support should include funding for coordinating service placement, arranging agency orientation for students, maintaining records, and networking with community partners. Also, funding faculty to participate in national and regional conferences can demonstrate support for service learning. Lastly, to pique faculty interest, faculty should be encouraged to select service activities for students in which they themselves are interested.

Other literature discussed adding curricula, which included multidisciplinary service learning activities into nursing programs (Clark, 1999; Sternas et al., 1999; White, Festa, Allocca, & Abraham, 1999), as well as adding service learning into any or all of the nursing curricula (Hales, 1997; Logsdon & Ford, 1998; White et al., 1999). Other nursing scholars discuss using service learning to develop critical thinking skills in students (Ironside, 1999; Nardi & Siwinski-Hebel, 1997), to assist with expanding community partnerships (Lough, Schmidt, & Leshan, 1999), and to extend scholarship through action research (Hemstrom, 1995). As for research related to service learning and nursing education, the literature is in small quantity (Dillon & Sternas, 1997; Juhn, Tang, Piessens, Grant, Johnson, & Murray, 1999; Peterson & Schaffer, 1999; White et al., 1999). White et al.'s (1999) study of a psychiatric mental health course and the Juhn et al. (1999) study used both quantitative and qualitative data.

Other health professions literature. Many other health professions literature on service learning can be found (Billig & Furco, 2002; Christensen, 2002; Connors, Seifer, Sebastian, Cora-Bramble & Hart, 1996; Elam, Sauer, Stratton, Skelton, Crocker, & Musick, 2003; Forti, 2001; Fournier, 1999; Greenberg, 1997; Seifer, 1998; Steiner & Sands, 2000). A landmark study and evaluation report called the Health Professions Schools in Service to the Nation (HPSISN), supported by The Pew Charitable Trusts and the Corporation for National Service, was conducted in 1996-1998 (Gelmon et al., 1998). There were 20 demonstration sites, funded to integrate service learning into professional programs of study in health professions. The report provided a cumulative evaluation of the programs and was intended to assist institutional leaders and faculty of health professions education to integrate service learning into their curricula.

A study by Gelmon, Holland, and Shinnamon (1998) pertains to institutionalization of service learning in health professions education. The researchers found that regular and frequent faculty development opportunities and direct experience with service learning sustained and expanded faculty involvement. These researchers could not decide whether some faculty were more inclined to participate due to intrinsic values; however, the results suggest that an investment in regular assessment of learning and community impacts increased some faculty participation in service learning activities. Also, a key component of sustainability of service learning was a direct relationship between faculty and community partners. Having centers and/or institutes that assisted and gave support to faculty made a difference in participation as well.

Other factors in the Gelmon et al. (1998) study that were considered barriers for integrating service learning into health professions curricula were lack of time, reward

and understanding. More than in other disciplines, health professions faculty have a more difficult time distinguishing service learning from other community-based experiences, and therefore, definitions and understanding of service learning are key components for integration. Gelmon et al. suggest that more faculty development may be needed with health professions faculty than with other disciplines.

Other findings of the same study (Gelmon et al., 1998) revealed institutional factors that assisted or impeded service learning to become integrated into the required curriculum, as well as infrastructures available for support. Those institutions where faculty involvement, academic leadership and institutional commitment were high, service learning thrived. There also appeared to be a relationship between type of institution and service learning institutionalization. Higher education institutions that placed a high priority on teaching and learning had an easier time integrating service learning than research-oriented, land grant institutions. Investment in support services, including faculty development, funding, and resource allocation were found to be key in integration of service learning. The smaller the institution, the more critical it was to have support services and resources for service learning. Lastly, service learning was integrated more successfully in institutions where there was a broad-based commitment among leadership. These same institutions also had a reputation in the community of being engaged and accessible to the community (Gelmon et al.).

Service learning research about students. Research and evaluation about students specifically, has been the most frequently researched topic in service learning (Aberle-Grasse, 2000; Astin & Sax, 1998; Batchelder & Root, 1994; Billig, 2000; Blyth et al., 1997; Driscoll, Holland, Gelmon, & Kerrigan, 1998; Eyler, Giles, & Braxton, 1997;

Fenzel & Leary, 1997; Giles & Eyler, 1994; Jackowski & Gullion, 1998; Markus, Howard, & King, 1993; McCarthy & Tucker, 1999; J. Miller, 1997; Muscott, 2000; Neururer & Rhoads, 1998; Olney & Grande, 1995; Payne, 2000; Peterson & Schaffer, 1999; Reeb, Katsuyama, Sammon, & Yoder, 1998; Roschelle, Turpin, & Elias, 2000; Rowe & Chapman, 1999; Saunders, 1998; Schmiede, 1995; Utsey & Graham, 2001; Waterman, 1997; White et al., 1999; Zlotkowski, 1998). However, documenting the relationship between student learning and service learning has not been an easy task for researchers. Researchers have examined how students have been affected in the short and long term related to personal efficacy, self-esteem, confidence in political and social skills, building relationships, lifelong learning, cultural competency, and social responsibility. Of these topics, increased social responsibility has been one of the most consistent findings (Eyler & Giles, 1996; Giles & Eyler, 1994; Gray et al., 1996; Markus et al., 1993; Myers-Lipton, 1996a). Self-report measures of learning course evaluation measures, general measures of critical thinking, and general measures of creativity have been the most used methods of measuring student learning (Steinke & Buresh, 2002).

Cohen (1994) found that service learning increased motivation and contextual understanding of substantive, specific course material. Students also found that service learning was a more effective means of teaching and learning than reliance on traditional means alone. Most recently, researchers have coded open-ended responses related to course content including problem-solving protocols (Eyler & Giles, 1999). Other researchers using final course grades to measure student learning have found that service learning students achieve higher outcomes than comparable non-service learning students (Markus et al., 1993). However, other studies have failed to replicate these same results

(Kendrick, 1996; J. Miller, 1994). Yet more recently, Astin, Vogelgesand, Ikeda, and Yee (2000) using a national sample of 20,000 undergraduates compared students involved in service learning with students involved only in community service. Service learning students reported more growth in writing and critical thinking skills from their college career than did the community service students. However, there was no significant effects of either service learning or volunteer community service on standardized test scores used for admission to graduate and professional schools (e.g., GRE, LSAT, MCAT), which could also be considered measures of general academic skills, including critical thinking (Astin et al.).

Strage (2000) analyzed outcomes on course assignments of 166 students in service learning cohorts compared to 309 students who took the course covering the three semesters prior to the introduction of a service learning requirement. ANOVAS performed on the midterm and final exam scores revealed that students in the service learning semesters earned significantly more points on course exams than did students in the non-service learning semesters. Student journals, analyzed at the end of the course, confirmed that students reflected thoughtfully about links between lecture, course readings, and service learning placements. The general conclusion of Strage's research was that "the infusion of a service learning requirement into the course has enhanced students' learning outcomes" (Strage, p. 8); however, "it takes time for the academic advantages of service learning to manifest themselves" (p. 8).

Jones and Hill (2003) researched student involvement in community service in high school and the continuance of service in college. This study was a "qualitative counterpart to the quantitative study examining patterns of participation" (Jones & Hill,

p. 519) in service. The study found that patterns of participation in community service are mediated by involvement influences and motivations in high school, the role of peers, and by how closely community service was connected to an emerging sense of self.

Implications of the study that pertain to service learning were the following:

Very few participants talked about either service-learning courses or structured reflection opportunities. It seemed clear that when someone helped students make sense of why they were doing what they were doing, it was more meaningful to them and their commitments deepened. Students who had participated in more intense community service activities (alternative Spring Break programs) were much more articulate about the meaning and significance of their work. (Jones & Hill, p. 535)

This is consistent with the other studies (Astin, 1996; Eyler, 2000; Eyler et al., 1997; Eyler & Giles, 1999; Fenzel & Leary, 1997; Greenberg, 2002; Kuh, 1995; Miller, 1997; Mullins, 2003; Narsavage, Lindell, Chen, Savrin, & Duffy, 2002; Oliver, 1997; Osborne, Hammerich, & Hensely, 1998) in that the quality of the service learning experience is of utmost importance in producing positive outcomes and that peer group association is the strongest predictor of volunteer participation. If service learning in courses is not of quality, then institutionalization of service learning may not be at its highest level of achievement. Overall service learning research that controlled for self-selection of students into service learning courses, and that used independent measures of learning, found service learning to be a superior form of instruction when compared to traditional methods (Markus et al., 1993; Osborne et al.).

Strage (2004) reviewed 477 academic records of students who completed an Introductory Child Development lecture course with or without a service learning requirement and compared grades earned by the service learning and non-service learning students in four kinds of upper division courses. Although results failed to reach conventional levels of statistical significance, results of ANOVAS yielded differences in student performance consistently favoring the students who participated in service learning. The author offers discussion in the research in the belief that faculty do not disagree on the benefits of service learning to students but cites barriers to faculty participation in the pedagogy, including time and effort required to infuse service learning into courses, detracting from coverage of core material; and the "uncertainty about the depth and breadth of academic advantages service learning provides within and beyond the isolated course within which it is embedded" (Strage, p. 260). The article recommended more evidence be gathered to support that investment of faculty time in service learning is worthwhile.

Reviewing the literature on cognitive outcomes of students suggests that students often reported an increase in learning from participation in service learning, but that objective measures have provided inconclusive support for claims that service learning promoted improved course material learning over alternative assignments. One explanation for the inconsistent findings may be that many service learning efforts lack quality (Moore, 1999). In support of Moore, Eyler and Giles (1999) found that higher quality service learning experiences were related to better critical thinking skills. If faculty supported higher quality service learning projects, this may be an incentive for

faculty to continue service learning in their courses as a means of helping to institutionalize the pedagogy.

Astin (1996) as have many others as discussed above, researched student involvement with community service and institutional factors that positively and negatively affect it. Although findings for positive effects were similar to other researchers, Astin also focused on the negative effects. These included administrators' lack of interest in students, strong research orientation, overspecialized curriculum, and a negative relationship between minority students and administrators. Hinck and Brandell (2000) surveyed 105 colleges and universities that were state Campus Compact members to understand how higher education institutions were facilitating service learning. They found that a majority of the institutions that responded had an office dedicated to providing service learning opportunities to students, faculty and staff; that how much the student body values service learning was related to how much the faculty value service learning; and, when faculty perceived that administration does not value service learning, neither does anyone else on campus (Hinck & Brandell, 2000).

Cone and Harris (1996) discussed the importance of structure and assistance in preparing students for service learning experience. Using theoretical frameworks, the authors suggested that preparing students with "a new set of conceptual tools" (p. 35) assisted them with looking at their experiences with fresh thoughts, reducing possible stereotyping and prejudiced perspectives. Using their model, educators can promote "conceptual knowledge by uniting the abstract world of theories from the academy with the unique experiences of students at work in communities" (p. 41). The authors

suggested that using the model could strengthen service learning programs within higher education, therefore strengthening the commitment to service by the institution.

Faculty and service learning. Research and evaluation related to faculty are found in the literature but not as frequently as student-based research. Faculty value service learning, believe it is beneficial for students, agree that it helps meet institutional outcomes, and that they derived satisfaction in doing service learning courses (Blyth et al., 1997; Driscoll et al., 1998; Eyler & Giles, 1996, 1999; Fenzel & Leary, 1997; Gray et al., 1996; Hammond, 1994; Hesser, 1995; Jacoby, 1996; Martin, 1994; Neururer & Rhoads, 1998; Payne, 2000; Rice & Brown, 1998; Rowe & Chapman, 1999; Stanton, 1994; Tutt, 2001; Vernon & Ward, 1999; Waterman, 1997; Zlotkowski, 1998). However, when there was resistance from faculty to engage in service learning, it was usually related to the practical difficulties of implementing programs, lack of support from the institution and/or lack of recognition in relation to tenure, promotion and scholarship (Driscoll et al., 1998; Gray et al., 1996; Hammond, 1994; Hesser, 1995; Neururer & Rhoads, 1998; Rice & Brown, 1998; Rowe & Chapman, 1999; Stanton, 1994; Waterman, 1997). Cohen (1994) found that service learning projects did not require more time or effort than traditional assignments during the course, but did require additional time for faculty in the set-up stages before the course began. Hesser (1995) in an exploratory study, found that faculty assessment "is one of the best proxy measures available to answer the question of whether learning outcomes derive from service learning and that their positive assessment of that question can be explained contextually, empirically and experientially" (p. 33).

In a qualitative study, Pribbenow (2002) interviewed 35 faculty members at one higher education institution to inductively develop a theory that described and interpreted how implementation of service learning affected faculty work. Six themes were identified, including meaningful engagement in and commitment to teaching; deeper connections and relationships with students as learners and individuals; enhanced knowledge of student learning processes and outcomes; increased use of constructivist teaching and learning approaches; improved communication of theoretical concepts; and greater involvement in a community of teachers and learners. All of these themes found could be incentives for faculty to develop service learning in their courses. Although the literature found that there were incentives and barriers for faculty related to service learning, and the faculty were key to the process, further studies need to be done to pinpoint how and why faculty attitudes change or do not change in relation to service learning.

Hammond (1994) studied faculty's motivation to incorporate service learning into their courses in 23 higher education institutions. The most influential factors found in this study included relevance to course materials, self-direction, and improved student satisfaction with education. Course-based concerns were more influential than personal factors, such as personal involvement in service, development of moral character, and working with students in co-curricular settings. Hammond's research suggested that faculty value service learning mostly because it improves student outcomes. Hesser (1995) and Bringle, Hatcher, and Games (1997) similarly found that faculty value service learning as a teaching modality because of its active modes of learning and experiential

education. However, Bringle et al., (1997) found that faculty who use service learning were less idealistic and focused on outcomes.

Abes, Jackson, and Jones (2002) researched factors that motivate and deter faculty use of service learning. Their findings, through use of a survey questionnaire, clearly indicated that community members and students must be active in recruiting service learning faculty and that an infrastructure within the higher education institution existed to facilitate connection with community. The study also suggested that fellow faculty members, especially chairpersons, are “an important impetus to service-learning use” (p. 13), but that many campuses have difficulty identifying their service learning faculty. As in other studies, Abes et al. found that 27% of those surveyed had never heard of service learning, leading the authors to suggest that mentoring of faculty in using service learning is important. Also, outcomes were again important to faculty in this study as well. Deterrents to service learning included lack of logistical support, lack of strong evidence of student learning, and lack of perceived relevance to subject matter (i.e., math and science; Abes et al.).

Service Learning and Higher Education Administration

From the initiatives of the Federal government through three administrations, both Republican and Democrat, service and learning have continued to be supported. The “Thousand Points of Light,” and “4,000 hours of service in a life-time” campaigns have opened the door for higher education institutions to resurge the missions of most colleges and universities—to serve their communities.

There is a small amount of literature related to service learning and the effect on higher education institutions (Bringle & Hatcher, 2000a; Gray, Ondaatje, Fricker, &

Geschwind, 2000; Kramer, 2000; Ward, 1996; Waterman, 1997); the community (Blyth et al., 1997; Dillon & Sternas, 1997; Driscoll et al., 1998; Gelmon & Sherril 2000; Kraft, 1996; Vernon & Ward, 1999), and society (Myers-Lipton, 1996a, 1996b, 1998; Otternritter, 2004; Rhoads, 1997, 1998). Of these last topics, little or no evaluation has been attempted, however. Most articles of recent nature, directed toward higher education administration, are author discussions of what conditions and strategies are needed for institutionalization of service learning to occur (Furco & Holland, 2004) or roles and responsibilities of academic administrators (Driscoll & Sandmann, 2004; Ramaley, 2000). Furco and Holland emphasize the importance of higher educational leadership in their role of "articulating the vision for that environment and culture within which service learning" (p. 39) is used. Driscoll and Sandmann suggest identifying and supporting existing faculty, who have worked quietly and without any formal support, reward or recognition. "Once in the open, those faculty or entire programs often become a source of both insight and inspiration for their peers. Academic administrators need to seek out those faculty and programs and learn from their successes and mistake" (p. 56). Ramaley (2000) also strongly encourages administrators to seek out and care for faculty already committed to service learning programs. She urges investment of financial resources and infrastructure to support their work.

Some prominent service learning authors have developed wonderful research questions for future work in investigating faculty, institutionalization, and leadership. For example, Driscoll (2000) asks the question, "Does involvement in service-learning stimulate faculty leadership?" (p. 38). Driscoll et al. (1998) reviewed the impact of service learning on faculty, students, community, and institutions. Blending qualitative

and quantitative measures in a case study method, the authors used an assessment model for measuring the impact of service learning on the four constituencies—students, faculty, community, and institution. Although the researchers found that the case study method was a potentially excellent method to research institutional effects of service learning, complete data were not available; however, preliminary results indicated that community service teaching experiences have begun to influence scholarship at the case study college. No follow-up to the study was found in the review of the literature.

Holland (2000) wrote that there are many potential research questions related to organizational change and institutionalization of service learning in higher education. She expanded service learning into a more all-encompassing term of the “engaged institution, a term describing mutually beneficial community-university knowledge-based relationships” (p. 54). There were many questions posed by the author that were useful interview questions for future research. The next step in research, the author revealed, is to explore the relationships among and across these factors, and evaluate strategies or processes that promote institutional progress toward full realization of the vision of the institution (Holland). The author also stated that the most pressing area of service learning research is in organizational change processes and strategies (Holland).

Kezar and Rhoads (2001) discussed the dynamic tensions of service learning in higher education. Although the authors’ discussion was not a presentation of research, it raised interesting questions related to barriers that faculty may face in implementing service learning in their courses. The authors explored the historical nature of the service learning movement, criticism of higher education, and the recent growth and interest in service learning (Kezar & Rhoads). Part of the discussion surrounded the question of

whether service learning programs should be housed in student affairs or in faculty work and formal curricula. Other studies have alluded to and found that service learning works better for faculty when housed in an academic setting or is overseen by academic administration (Bringle & Hatcher, 1996, 2000a; Gray et al., 1998; Rhoads, 1998).

Institutionalization and Service Learning

Most authors agree that like most educational innovations, institutionalization of service learning is achieved when it becomes on-going, valued, expected, and a legitimate part of the institution's organizational culture and intellectual core. Furco and Holland (2004) discussed ideas and conditions that they agree need to be in place for service learning to be institutionalized. The authors cite other studies that describe components that are necessary to ensure successful institutionalization of service learning (Bell, Furco, Ammon, Muller, & Sorgen, 2000; Gray et al., 2000; Kramer, 2000); however, not all works cited were research articles. Some of the works cited in the article were only other discussions of how to institutionalize service learning (Furco, 2002; Holland, 1997, 1999). Furco and Holland (2004) give many strategies for institutionalizing service learning, discussing how service learning must be connected differently than other innovations, specifically needing to be tied to key academic objectives of the institution. The authors state that service learning must permeate the mission, organizational components and academic objectives of the institution, all part of the organizational culture. Many of these components lie under the purview of institutional leadership and the academic administrator must move service learning from the margins to mainstream. "To institutionalize service-learning effectively," stated

Furco and Holland, "service learning must be viewed not as a discrete 'program' but as a means to accomplish other important goals of the campus" (p. 35).

Ward (1996) through case study method, looked at data from five higher education institutions with stated commitment of the integration of service. Her findings suggested that institutions that have centralized decision making and shared governance were more likely to institutionalize service than systems that were less centralized and had less integration of governance. Three major themes were discovered, including faculty participation, funding, and leadership in service learning. Barriers to faculty participation included exclusion of faculty from initial conversations about service learning, faculty perceiving it as an administrative initiative, and unawareness or misunderstanding of service learning. Faculty did not support service learning when there was no funding, no reward structures nor perceived time for development (Ward). Although leadership may give verbal support to service learning, Ward found that without leadership action, service learning initiatives floundered.

Ward's (1996) findings were consistent with research in Catholic colleges and universities as well. Bergkamp (1996) studied seven Catholic higher education institutions across the United States and found that positive and negative climates for service learning programs were created when there was lack of finances/budgets (negative), increasing roles of faculty in small Catholic higher education institutions (positive), service as an expectation of faculty that has no reward (negative), the housing of the service learning department/division (positive and negative), increased student learning (positive, but the difficulty of proving this in a short-term sense), lack of

knowledge by faculty of how to do service learning (negative) and lack of fit in the course materials (negative).

Holland (1997) analyzed institutional commitment to service through the use of a matrix assessing key organizational factors evidencing relevance to the institutional mission. Each factor was placed on a 1-4 level based on qualitative evidence within each institution. The matrix was used to assist with in-depth case studies of four higher education institutions and a second study was done on 19 institutions as part of an evaluation of grants awarded to these institutions. The study assessed the match between "stated academic priorities and the actual working priorities of the faculty, and to explore factors that helped to explain the presence or absence of a strong match between the two" (p. 38). The researcher found that the matrix was useful in finding commitment to service in each case study, and for "identifying potential facilitators and obstacles to sustained or expanded engagement in service and service-learning" (p. 36). In other words, when an institution had congruency between its understanding of mission of service and its actions of service, institutionalization of service was greatest.

Hesser's (1995) work through surveying 48 college faculty from diverse disciplines and institutions found that there was a shift in faculty attitudes about service learning from skeptical to affirming. He proposed that experiential learning and reflective practice have become established in higher education, which may assist in institutionalization of service learning.

Prentice (2001) attempted to identify factors that indicated that service learning programs have been institutionalized within community colleges in the United States. Using the survey method, practical pictures of current service learning activities as well

as a sense of the effectiveness of these activities were found. Study findings revealed that while factors of institutionalization can be identified, the level of service learning institutionalization differed among rural, urban, and suburban colleges. The strongest institutionalization component found was structural organization, where there was support for the innovation. The weakest institutionalization component was found to be cultural in nature where norms and values had yet to change to include service learning (Prentice).

Rubin (1996) examined institutionalizing service learning in higher education through looking at many examples around the country of on-going, sustained programs. She found that service learning works best in institutions where mission, culture, and planning allow for integration. Where service is clearly stated in the mission of a college, such as most faith-based institutions, service learning thrives. However, without planning, especially budgetary in nature, service learning flounders. Other successful aspects of service learning integration include long-term community partnerships, integration of service learning into the curriculum, and innovative funding, such as scholarships for students who participate in service.

Bringle and Hatcher (1996) developed an instrument for assessing and evaluating a higher education institution's implementation of service learning. The authors introduced a model, the "Comprehensive Action Plan for Service Learning (CAPSL)" (p. 224), that identified the four constituencies on which a program for service learning needs to focus, namely institution, faculty, students, and community. CAPSL also identified "a sequence of activities/tasks/outcomes to be pursued for each of the four constituencies" (Bringle & Hatcher, p. 224). The authors gave detailed examples of these

activities/tasks/outcomes for each of the four constituencies as well. The authors stated that the CAPSL “provides a heuristic for guiding the development of a service learning program in higher education” (p. 236), and “guidance for planned development and evaluation of service learning programs” (p. 237).

Bringle and Hatcher (2000a) followed up their 1996 article with a quantitative study using the CAPSL model. Five hypotheses were tested by means of a questionnaire distributed to 179 people who attended two different conferences. Using the model, the researchers hypothesized that planning and awareness of service learning were expected to be rated as having higher levels of achievement than such items as evaluation and research. Also, institutionalization of service learning took place faster in higher education than in the community, and institutionalization of service learning is associated with college planning activities. Another hypothesis was that greater institutionalization occurred on campuses that have centralized office support; and lastly, institutionalization was greatest when a centralized office reported to an academic administrator rather than other reporting arrangements (Bringle & Hatcher). The study confirmed the hypotheses and gave support for the construct validity of the CAPSL model. Holland (2000) also mentioned Bringle and Hatcher’s Comprehensive Action Plan for Service-Learning (CAPSL) intertwining her own matrix of seven organizational factors with differing levels of implementation from an earlier article (Holland, 1997). This matrix helps “institutions articulate their vision for service-learning, assess their current level of progress toward that vision, and identify areas for change and improvement” (Holland, 2000, p. 57). However, more research using both tools is required for support of these ideas.

Bringle et al. (2001) have also developed a schema, although simplified, that characterized four descriptions of institutionalization of an engaged campus using service learning as the tool (See Figure 1).

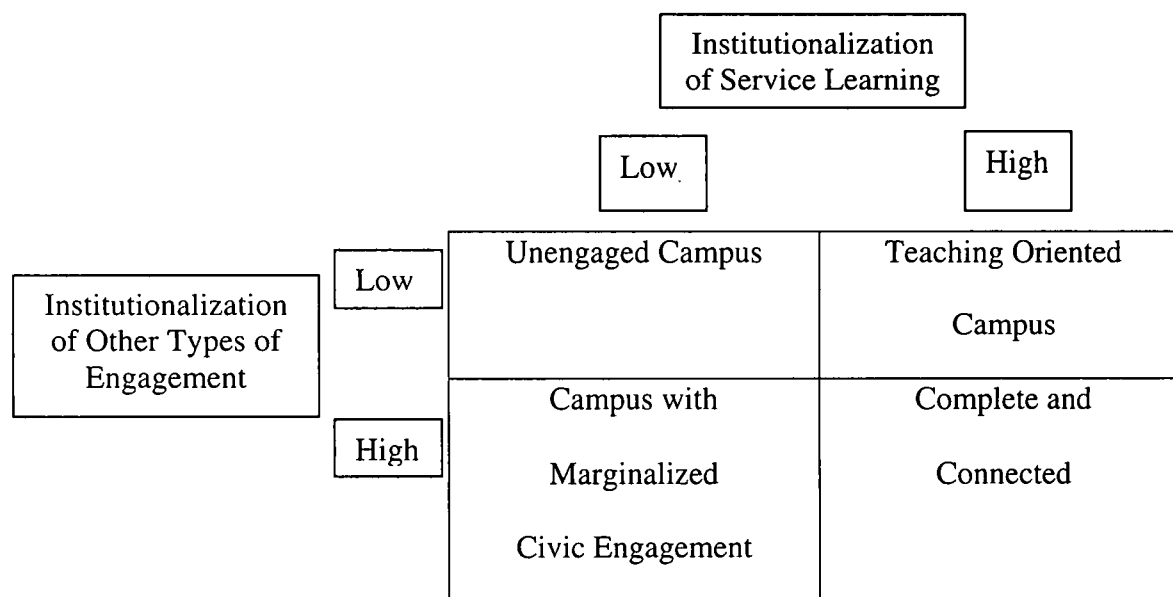


Figure 1. Institutionalization of an engaged campus using service learning as a model

1 From "Planning and Assessing Campus/Community Engagement," by R. G. Bringle, J. Hatcher, S. Hamilton, and P. Young, 2001, *Metropolitan Universities: An International Forum*, 12, p. 27. Copyright 2001 by the Indiana University Purdue University Indianapolis, University College. Adapted with permission of the authors per email.

The unengaged higher education institution has not developed service learning in curricula, or other forms of civic engagement (low, low). A campus that is low on service learning, but has an emphasis on other forms of civic engagement, such as student volunteering, mission work, and so forth, may be segregating service to fit the institution's needs and does not fit the definition of institutionalization (low, high). On the other hand, the institution that has little or no emphasis on service or community partnerships, but is intent on accomplishing its mission of teaching and/or research is considered to have institutionalization of other types of engagement (high, low). The last

type of institution described by the matrix is one that has institutionalized service learning. Many authors contend that when service learning is institutionalized, it becomes a continuous aspect of the curriculum that is supported by more than a few faculty, advances other forms of pedagogy, leads to civic scholarship, influences faculty rewards and roles, is part of the college experience of most students, and has widespread support, involvement and understanding by administration, faculty, staff, students, and community partners (Bringle & Hatcher, 1996, 2000a; Holland, 1997, 1999, 2000; Zlotkowski, 1996, 1998, 1999).

Weglarz and Seybert (2004) surveyed faculty members at a community college where service learning had been in place since 1993. Eighty-eight percent of responding faculty rated their experience offering a service learning option as excellent or good. Faculty also found service learning to be an effective teaching strategy, and thus it gave practical application of classroom concepts through service learning projects. Faculty identified only two minor challenges for using service learning—getting students involved in community service projects and the time needed to coordinate service learning work. The highest rated changes to the service learning program that faculty in this study would like to see included were more contact with agency representatives and additional training for faculty.

Weglarz and Seybert (2004) also surveyed students. Although there was a low response rate (8.5%), those that did respond were satisfied with their service learning experience overall as well as with the relevance of their service learning project to real life. Students also said they would repeat participation. However, it was not as easy for respondents to find time to complete the community service commitment, finding it

difficult or very difficult. Students stated that the perceived benefits from participation in service learning are increased awareness of community needs, appreciation of differences among people, awareness of an individual's impact on the community, empathy for others, and the ability to relate to others.

Weglarz and Seybert (2004) compared faculty and student perceptions, because some of the questions on the separate surveys were identical. Significant high ratings (and almost equal statistically) for faculty and students found that community service is important to all areas of student development. Both students and faculty felt there could be a wider variety of community service projects, additional support from service learning staff, and participation in service learning by more faculty members.

Although they did not conduct a research study, Hudson and Trudeau (1995) reviewed how service learning was institutionalized at Providence College. The authors stated that service learning was institutionalized at Providence and drew lessons from the experience of change. However, the authors made these statements without empirical evidence. Despite that, Hudson and Trudeau drew six lessons from the experience, including financial commitment to service learning, aim for the mainstream of college curriculum, involve senior faculty, formulate a conscious political strategy, consider the institution's fit to service learning, and proceed experientially.

Although service learning has many supporters in academe, the research and evaluation related to it is only in the developmental stage. Studies need to be repeated, validated and continued over longer periods of time because the results of some of the studies conflict or have contrary results (see J. Miller, 1997). The impact of service learning on the community and society in general is diminutive and development of

research and evaluation is highly desirable in these areas. Although written in 1998, Giles and Eyler's 10 unanswered questions in service learning research could still be used as a guide for the researcher and/or evaluator in the quest for greater purpose and meaning in relation to service learning. If faculty in higher education is going to institutionalize service learning programs and promote lifelong service goals, the body of knowledge in research and evaluation needs to grow.

Faith-Based Higher Education and Service Learning

Recent literature explores service learning and the faith-based higher education connection. As service has always been part of the Christian ethic, as Jesus challenges the follower to walk the second mile (*The NIV Study Bible*, 1995), religious institutions challenge faculty who participate in service learning to go farther with service. Their challenge is to become servant-leaders, as demonstrated by Jesus, and to meditate on the values underlying what we do in service learning, especially for sustained programs (Heffner & Beversluis, 2003). Critical reflection is not only a practice that students perform, but something faculty using service learning as a pedagogy must participate in and commit to as well (Bergkamp, 1996; Fenzel & Leary, 1997). Faculty committed to service learning strive for as the apostle Paul said

Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. Your attitude should be the same as that of Christ Jesus. (*The NIV Study Bible*, p. 1807)

Although not necessarily faith-based, Greenleaf's (1970, 1977) leadership theory is based on the idea of servant leadership. Servant leadership is bestowed on a person

who is by nature a servant and emerges as a leader by first becoming a servant. Servant leaders are attentive to the concerns of their followers, empathizes with them and nurtures and cares for them (Greenleaf, 1970, 1977). With its strong altruistic and ethical overtones, servant leadership has a strong connection to service learning and faith-based higher education institutions.

As Greenleaf (1970) said in his book *The Servant as Leader*,

The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. He or she is sharply different from the person who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. For such it will be a later choice to serve -- after leadership is established. The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature. (p. 8)

Greenleaf goes on to explain that servant leaders must make sure that other peoples' highest needs are being served so that they grow as persons, becoming healthier, wiser, freer, more autonomous, and more likely to become servants themselves. He also was concerned with social justice in that servant leadership should lead to benefits for the least privileged in society.

Conclusion

Although there is growing research on service learning and institutionalization of it, being a relatively new idea, more research is needed. The role that administration plays in integrating service learning, although a part of many studies, has not truly been

analyzed and researched thoroughly. Planned change may assist administration with integrating service learning in higher education. Understanding the barriers and incentives for faculty to provide service learning projects within their courses could assist integration and the change process of service learning into a higher education institution. Although not everyone must embrace service learning within an institution, a majority may come to realize the appropriateness of the pedagogy for sustained, continual and quality programs, courses, projects, and outcomes. Service learning may help to fulfill the religious mission of faith-based higher education institutions and in health professions faith-based education, may assist in the socialization or caring aspects of the nursing profession.

Chapter 3

Methodology

To understand the extent to which organizational infrastructure, institutional leadership and faculty implement the incentives to sustained commitment to or set barriers against institutionalizing service learning across the curriculum, mixed methodologies were chosen. This study was conducted in a small, religiously affiliated Midwestern health professions college using the case study method. The first research question, "How does the administration's leadership facilitate or hinder the incorporation of service learning in the curriculum?" was investigated through document content analysis, administration of the Stages of Concern (SoC) Questionnaire, and individual interviews with administrators. The second research question, "How does faculty facilitate or hinder the incorporation of service learning into the curriculum?" was investigated through document content analysis (including discourse analysis), administration of the SoC Questionnaire, and individual interviews with faculty. "How does the organizational structure facilitate or hinder the incorporation of service learning into the curriculum?" was investigated through document content analysis (including discourse analysis), and individual interviews with faculty and administration.

Choosing a combination of quantitative and qualitative methodology for this study allowed the research to be conceptualized holistically. Using Newman and Benz's (1998) qualitative-quantitative philosophy of education research methodology, conceptually, the circular pattern of the model neither allows theory at the beginning nor at the end of a study, but an overlap for a continued cycle, closing the qualitative-

quantitative gap. Alone, neither quantitative nor qualitative research makes a complete whole (Newman & Benz). Mixed methodology allows for a bigger picture to be seen.

The Setting

The population studied included administrators and faculty of a small, religiously affiliated health professions college which is located in a suburb of a moderately size Midwestern city. Started in the 1960s, the college was the first in the country to offer associate degrees as part of a hospital affiliated institution. The college is in transition from being a community college offering only associate degrees to becoming a comprehensive higher education institution offering bachelor (4 year), bachelor completion (2 plus 2) and master degrees. The college has recently added a graduate council as part of the governance structure.

Only health professions degrees are offered at this college, including Nursing (associate and BSN completion), Radiology, Respiratory Therapy, Physician Assistant (BS, certificate and within 1 year, master degree), and Sonography. There is also a Bachelor of Science in Health Professions (BSHP) offered for individuals who would like to continue his/her education and whose profession does not have a 4-year option (Respiratory Therapy, Sonography, and Radiology are examples). Recently, a Bachelor's degree in Human Biology was approved by accrediting bodies and will be offered within the next year. There is also an extension division that trains Nursing Assistants for the larger hospital network.

The college is located next to a major medical center, part of a network of health care throughout the city. Although the college is part of this network in a financial sense,

it is a separate, freestanding, fully accredited campus. Parking, security, and food service are shared with the medical center.

The organizational structure of the college (Appendix A) is hierarchical; however, due to the small size of the institution, some of the administration and/or faculty overlap divisions and teach in more than one division. For example, the Director of Academic Affairs also teaches in Arts and Sciences, the Director of the Health Professions program also teaches in the Sonography program, and the Coordinator of the Service Learning Honors program teaches in the Nursing program. Administration consists of the President, the Academic Dean and the Dean of Student and Support Services. Although there is a position for an Assistant Dean, no one fills this at present. The Advancement/Alumni Relations Division has one full-time person who is part of the Foundations department of the larger medical center network.

As seen in Table 1, the Division of Nursing employs the most faculty (14) in a professional program and has two administrative positions. The Physician Assistant program is the second largest professional division in the college with seven faculty members. Respiratory Therapy, Radiology, and Sonography all have three faculty members and the Extension Division has one. The Health Professions division has three faculty members and the Arts and Sciences division has 15 faculty for a total faculty count of 52. All divisions utilize part-time and adjunct faculty members as well. Part-time faculty are usually clinical instructors and adjunct faculty are contracted to teach certain courses. Again, to emphasize the "more than one hat" mentality, there are two people in the student services division who teach courses in Arts and Sciences and the Health Professions program. The chaplain of the college teaches a religion course as well.

The faculty tends to establish long-term careers at this college. There is no tenure at this institution and faculty work on yearly-renewed contracts. However, there is a Promotion Committee, which directs promotion for faculty to different levels of professor. All top-level administrators have a doctorate degree, but not all division chairs do as the terminal degree for some health professions is at the Masters level. Most full-time faculty have master degrees with only a few holding doctoral degrees.

Table 1

Faculty by Division

Division	Number of faculty
Arts & Sciences	15
Nursing	14
Respiratory Therapy	3
Radiology	3
Ultrasound	3
Physician Assistant	7
HEPR	3
Extension	1
Administration	3
Total	52

The student population averages 650 to 750 full-time students per semester. This population is a mixture of traditional students and older students. The average age of students is 27 years and the majority of students commute to the college. There is a

higher population of female students than male students. Due to the religious affiliations of the college, there are a small number of foreign students from all over the world.

However, interestingly, only about 20% of the students that attend this college are of the religious denomination that founded the institution (See Appendix B). Many students are returning to college for second and third careers.

The majority of students at the college are in the Associate Degree Nursing program and the Physician Assistant program, a 4-year degree and/or certificate program (The profession of Physician Assistant has changed greatly over the years, and will require the Masters degree by the year 2008 to practice). The Radiology, Sonography, and Health Professions have the next highest number of students. An increasing number of students are taking Arts and Sciences courses and waiting to get into professional programs. All academic areas of the college have seen an increase in enrollment within the last 2 years. The college was originally designed to instruct 400 students but currently has almost 800 full-time students.

Procedures

Using a schematic diagram to explain the concept of qualitative-quantitative research, Newman and Benz (1998) outlined an interactive continuum. In the case study method, assembling documents for raw data, coding the data to construct a case record, interpreting the questionnaire and open-ended questions results, and recording interview data comprised the qualitative section of this study. Administration of the questionnaire, reviewing the responses, and categorizing them through statistical means and content analysis of documents was the quantitative part of the continuum.

Case study method. The case study method comes from sociology research literature and is defined as “an in-depth, multifaceted investigation, using qualitative research methods, of a single social phenomenon” (Orum, Feagin, & Suoberg, 1991, p. 6). It relies on the use of several data sources. Orum et al. stated that there are several fundamental principles that can be revealed by the case study method:

1. It permits the grounding of observations and concepts about social action and social structures in natural settings studied at close hand.
2. It provides information from a number of sources and over a period of time, thus permitting a more holistic study of complex social networks and of complexes of social action and social meanings.
3. It can connect the dimensions of time and history to the study of social life, thereby enabling the investigator to examine continuity and change in life world patterns.
4. It encourages and facilitates, in practice, theoretical innovation and generalization. (pp. 26-27)

Using a case study approach, the researcher sought to answer focused questions by producing in-depth descriptions and interpretations of collected data over a relatively short period of time. This method examined contemporary issues for the purposes of illumination and understanding (Hays, 2004). Stake (1995) preferred the case study method for educational and social phenomenon because,

For the most part, the cases of interest in education and social service are people and programs. Each one is similar to other persons and programs in many ways and unique in many ways. We are interested in them for both

their uniqueness and commonality. We seek to understand them. We should like to hear their stories. (p. 1)

When considering whether to use a case study design, Merriam (1988) indicated the researcher should focus on three issues: (a) the nature of the research question, (b) the amount of control possible in research and (c) the desired end product. Questions that start with "what" and "how" are best answered in a case study design. In environments where there is little control, case study design should be considered. When the end result is to be a holistic, intensive description and interpretation of a contemporary phenomenon, case study method works well. Merriam's definition of a case study as "an examination of a specific phenomenon such as a program, an event, a person, a process, an institution, or a social group" (p. 9) suggested that the case method is the most appropriate design for investigating institutionalization of service learning. Examining one college over a short period of time where the researcher has little control over the environment fits the case study design method.

Patton (1980) indicated that the case study process starts by assembling the raw case data and collecting all the information about the person or program for which a case study is to be written. The next phase includes constructing a case record and condensing the raw data through organizing, classifying, and editing the raw data into manageable and accessible information. The third phase involves writing a case study narrative, which describes the person or program. The case study can be presented chronologically or thematically or both, presenting a holistic portrayal of a person or program.

The current study used the case study method to closely examine, in intimate detail, the people, issues, programs, and topics related to service learning, in a specific

college institution. This method assisted in investigation of the purposes of the study to uncover new and usual interactions, events, explanations, and interpretations (Hays, 2004). To strengthen the case, the quantitative data collected assisted in the intense examination of service learning in the institution. The case study method in this study started with content analysis of documents such as minutes from meetings, syllabi, accreditation self-study documents, and other college publications; continued with administration of the questionnaire and analysis/interpretation of the results and was augmented further by individual interviews of administration and faculty.

Document review and content analysis. Documents included in the review and content analysis were minutes from college meetings from January 2000 to January 2005, gathered from the Learning Resource Center as all meeting minutes are archived there, and are easily accessible to the public. Other minutes of meetings from the same time period that include Medical Center personnel (for example, the Mission Committee) and college faculty/administration were gathered by contacting the chairperson(s) of each committee. Because the Division of Nursing is the largest professional division of the college and keeps the most documentation, minutes from faculty/curriculum meetings were examined. The Division of Nursing is required by accrediting bodies to keep copious documentation for assessment and evaluation purposes. Minutes for other Divisions in the institution either do not keep minutes in great detail or the researcher upon investigation did not find them.

College publications including the college bulletin and Honors program materials were obtained from Student Services and reviewed. The college's Website and faculty handbook, found on-line on the internet/intranet were examined. Syllabi of all courses,

kept on file in all departments and available for anyone to view on request were reviewed from Winter semester of 2001 through Fall semester 2004. Existing reports, such as North Central Accreditation self-study and updates, and particular division self-studies were examined. Administrators were asked to suggest what other reports/surveys may be interesting to investigate as well. Budget narratives/requests/allocations were accessed through the Academic Dean's office and made available to the researcher.

Administrators, faculty, and staff were questioned for assistance in finding documents that contained information regarding service learning initiatives or need for service statements. Documents within the institution that were reviewed were tallied using two types of matrixes: one was for counting the number of times service learning was mentioned in documents (quantitative) and how it was mentioned (qualitative). The other matrix was designed to look for themes related to the research questions, a type of discourse document analysis (Mills, 1997; See Appendix C).

Document content analysis was used to devise the use, knowledge and integration of service learning in the institution (Busch et al., 2004). Document content analysis allows the researcher to establish the existence and frequency of concepts (Busch et al.). The researcher looked specifically for information related to service and learning in all materials reviewed. The type and frequency of service, service learning and mission related to service learning were recorded. This technique enabled the researcher to study the institutionalization of service learning in this population through analysis of communications. Because much of human activity is not directly observable or measurable, nor is it always possible to get information from people who might know of such activity from firsthand experience, content analysis enabled the researcher to study

human behavior in an indirect way (Fraenkel & Wallen, 2000). Document content analysis can both triangulate and point out discrepancies in data (Love, 2003). Also, multiple data collection allowed for a counterbalance of strengths and weaknesses of each technique (Newman & Benz, 1998). For this qualitative-quantitative study, content analysis was a suitable method because it started as a quantitative method for gathering data but resulted in a qualitative form of analysis of data (Newman & Benz).

All documents reviewed by the researcher were public documents found in the Learning Resource Center, the Academic Dean's office, or Divisional offices (nursing, physician assistant, respiratory, A & S, etc.). The authenticity of these documents relied on the fact that all documents were written from proceedings from group processes (committee minutes), group reports (self studies, college bulletin, budgets, website) or contracts with students and faculty (syllabi, faculty handbook, college bulletin). All documents were original except for the copies of the self-study reports. However, multiple copies of these were all made at the same time, at the same printing company, close to the time for accreditation visits. The documents all had sources of information that pertained to the governance and management of the institution. All documents were required to be developed either to record committee work, describe course work or to discuss institutional policies and practices. The physician assistant syllabi were kept as a shared file for physician assistant faculty and were a "read only" file. Many of the documents discussed other groups or documents that triangulate their authenticity.

Documents were categorized into primary and secondary documents. Primary documents are those where the author of the document is recounting firsthand experience with the phenomenon of interest (Merriam, 1998). In this study the documents included

College Curriculum minutes, Nursing Faculty and Curriculum minutes, College Senate minutes, Service Learning Honors Program Task Force minutes, General Assembly meeting minutes, Administrative Council minutes, Network Mission Committee minutes, and Assessment Committee minutes, as well as the college budget, College Faculty handbook, and syllabi. Secondary documents “are reports of a phenomenon by those who have not directly experienced it” (Love, 2003). In this study these included North Central Self-Study Report on Assessment to NCA, National League for Nursing Accreditation BSN Self-Study, College Bulletin, and College Website.

The primary documents were found to be in a hierarchical pattern. Based on the governance structure of the institution, new policies, procedure, and/or curriculum start in lower level committees and move up, ending with College Senate Minutes at the top. Primary documents from these committees were reviewed from the archive. Syllabi from individual courses written by faculty are also primary documents, which would be the base of the hierarchy. Secondary documents are reports to outside agencies and materials that were available to the community, such as bulletins and websites. These are not part of the hierarchy of the documents (Appendix D).

Coding of the documents was performed. Coding can be described as an inductive process that involves identifying concepts relevant to the meaning of the documents rather than to specific pre-established rules (Dey, 1993). Meaning was assigned to the contents of each group of documents, based on the legality of the document and the governance structure of the institution. The categorizing and coding of the documents were then compared, contrasted, and relationships were established among them (Appendix D).

Discourse analysis, a part of concept analysis, was also performed on documents where service and/or service learning was discussed. Discourse analysis analyzes the contents, themes, structures, and underlying messages and assumptions of the documents (Mills, 1997). It allows the researcher to see on what issues people are spending their time and what they are writing down (Love, 2003). This analysis was done in relation to the research questions. After reviewing the content of the documents that mentioned service and/or service learning, the topic was placed under one of the three research questions. After placement, the topic was then coded as either facilitating or hindering institutionalization, or as either a positive or negative influence.

Questionnaire data collection procedure. Administrators and faculty were asked to complete a questionnaire, called the Stages of Concern Questionnaire (Hall & Hord, 2001) (Appendices E and F). This questionnaire developed by Hall and Hord, addresses attitudes and perceptions related to any innovation that has been introduced as part of the change process. In this case, the innovation is service learning. The quantitative data collected assisted in the intense examination of service learning in the institution, thus helping to strengthen the case study.

The Stages of Concern Questionnaire (SoCQ) is a 35-item questionnaire, and was developed to be used in all educational settings with any educational innovation. The tool has been used in K-12 settings, colleges, and to a lesser extent, in business (Hall & Hord, 2001). Educational innovations measured previously by the questionnaire include numerous topics in math, science, English curricula and new teaching pedagogy. Although Hall and Hord do not mention if the questionnaire has measured the

introduction of service learning in college, there is an extensive example of a case study of introducing service learning into a high school setting in their book.

Each time the questionnaire is administered, the name of the innovation needs to be inserted on the cover page. However, to facilitate anonymity and data collection in this study, a few changes were made to the directions at the beginning and the open-ended questions at the end of the questionnaire (See Appendix E). Participants were asked a series of background and demographic questions to facilitate data analysis giving more detail to the case.

The actual questionnaire consisted of a series of statements that the participant answered while considering service learning. The participant must choose on a 7-point Likert-type scale from 0 (*completely irrelevant*), to 1-2 (*not true of me now*), 3-4 (*somewhat true of me now*), and 5,6,7 (*very true of me now*). Examples of items from the questionnaire included statements, such as "At this time, I am not interested in learning about this innovation," and "I would like to revise the innovation's instructional approach," demonstrating the polarized statements within the questionnaire. There were seven stages that Hall and Hord (2001) have devised that correspond to the interpretation of the questionnaire responses. Groups of five questions correspond to the stages. For example, questions 3, 12, 21, 23, and 30 relate to stage 0 or awareness stage. Each scale consisted of items that were representative of concerns in a change process, which are prominent at a specific Stage of Concern. For example, 0 or Awareness stage corresponded to little concern about or involvement with the innovation. Stage 6 corresponded to going beyond the change and moving to another innovation (See Tables 2 and 3).

Table 2

Stages of Concern About the Innovation

Stage	Concerns in a change process
Stage 0--Awareness	Little concern about or involvement with the innovation is indicated
Stage 1—Informational	A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about herself/himself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.
Stage 2—Personal	Individual is uncertain about the demands of the innovation, her/his inadequacy to meet those demands, and her/his role with the innovation. This includes analysis of her/his role in relation to the reward structure of the organization, decision-making, and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.
Stage 3--Management	Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organization, managing, scheduling, and time demands are utmost.
Stage 4--Consequence	Attention focuses on impact of the innovation on students in her/his immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

(table continues)

Table 2 (continued)

Stages of Concern About the Innovation

Stage	Concerns in a change process
Stage 5--Collaboration	The focus is on coordination and cooperation with others regarding use of the innovation.
Stage 6--Refocusing	The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

Note. From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 7), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Reprinted with permission of the authors.

Each stage indicates different areas of concern with an innovation. A high stage 1 indicates intense concerns about what the innovation is and what its use would entail (Hall, George & Rutherford, 1979). For instance, if faculty and administration do not know what an innovation is or how to use it, this could be a barrier to its use or institutionalization. Stages 0-5 all have specific areas of concentration of concern, and a concern could also be a barrier to institutionalization of an innovation.

Hall et al. (1979) report alpha coefficients of internal consistency for each of 7 Stages of Concern scales. Reflecting "data from a stratified sample of 830 teachers and professors" (p. 11; See Table 4). The authors Hall et al. stated

The items representing each stage on the questionnaire were selected in such a manner that high internal reliability was very likely.

Table 3

Item Numbers and Associated Stage of Concern

Item number	SoC	Item number	SoC	Item number	SoC	Item number	SoC
1	4	10	5	19	4	28	2
2	6	11	4	20	6	29	5
3	0	12	0	21	0	30	0
4	3	13	2	22	6	31	6
5	5	14	1	23	0	32	4
6	1	15	1	24	4	33	2
7	2	16	3	25	3	34	3
8	3	17	2	26	1	35	1
9	6	18	5	27	5		

Note. From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 26), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Reprinted with permission of the authors.

One of the necessary conditions for an item to be included was that responses to it correlate more highly with responses to other items measuring the same state than with responses to items on other scales. As a result, high internal reliability was assured. (p. 11)

Table 4

Coefficients of Internal Reliability for the Stages of Concern Questionnaire, n = 830

Stage	0	1	2	3	4	5	6
Alphas	.64	.78	.83	.75	.76	.82	.71

Note. From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 11), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Reprinted with permission of the authors.

Continuing with developing reliability for the instrument, Hall, George, and Rutherford (1979) asked 171 individuals to complete the SoC Questionnaire a second time, 2 weeks after their initial completion of the instrument. One hundred thirty-two individuals completed the retest. Table 5 reveals the test-retest correlations.

Table 5

Test-retest Correlations on the Stages of Concern Questionnaire, n = 132

Stage	0	1	2	3	4	5	6
Pearson-r	.65	.86	.82	.81	.76	.84	.71

Note. From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 11), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Reprinted with permission of the authors.

Validity of the questionnaire. Hall et al. (1979) also conducted a series of validity tests; however, the validity of the scores on the SoCQ as measures of the defended Stages of Concern could not be demonstrated, as easily as could their reliability. Because a similar instrument could not be compared easily to the SoCQ, an attempt was made to demonstrate that scores on the questionnaire related to each other and to other variables as concerns theory would suggest. The SoCQ had a series of validity studies conducted

on it, including "intercorrelation matrices, judgments of concerns based on interview data, and confirmation of expected group differences and changes over time," (Hall et al., 1979, p. 12).

To help strengthen the case that the questionnaire measured concerns as conceptualized, Hall et al. (1979) started with the analysis of the 195-item pilot checklist. The prototype instrument containing six subscales (Stage 1 through Stage 6) and

Each stage consisted of between 14 and 68 items (which had been Q-sorted by the staff into those stages). Evidence for the validity of these stages as separate constructs which were related in a developmental way comes from two analyses. An analysis of the data from 359 persons who had completed the 195-item questionnaire indicated that 83% of the items correlated more highly with the stage to which they had been assigned than with the total score on the instrument. Indeed, 72% correlated more highly with the stage to which they had been assigned than with any other stage. (p. 12)

The correlational evidence indicated that the items on a particular scale tended to have similar responses, inferring that the items in each scale measured a notion distinct from notions measured by other scales. A correlation matrix was computed based on these same data. Table 6 is a summary of how the scales (each measuring one stage) intercorrelate (Hall et al.).

The authors have conducted numerous validity studies including over 2 years of longitudinal study in multiple research projects. In that time period there were convincing demonstrations of the validity of the Stages of Concern Questionnaire and the extensive

validity studies can be found in *Measuring Stages of Concern about the Innovation: A Manual for Use of the SoC Questionnaire* (Hall et al., 1979). All of the validity studies conducted, including intercorrelation matrices (criterion-related evidence of validity), judgments of concerns based on interview data (construct-related and content-related evidence of validity), and confirmation of expected group differences and changes over time (criterion-related evidence of validity), provided increased confidence that the SoC Questionnaire measures the hypothesized Stages of Concern.

Table 6

Intercorrelation of 195-Item Stages of Concern Questionnaire Scales

Stages	1	2	3	4	5	6
1	1.0	.68	.47	.21	.21	.19
2		1.0	.78	.43	.37	.43
3			1.0	.60	.51	.59
4				1.0	.82	.80
5					1.0	.77
6						1.0

Note. From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 13), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Reprinted with permission from the authors.

On the back page of the Hall and Hord (2001) questionnaire were two open-ended questions to assist with qualitative data collection. The first question was changed to make the question clearer. The original question was, "What other concerns, if any, do you have at this time?" (Please describe them using complete sentences)" (p. 232) and it was changed to, "When you think about service learning, what other concerns, if any, do

you have at this time? (Please describe them using complete sentences).” This question was intended to reveal perceived barriers to institutionalization of service learning. The second question was removed, as it increased chances that the participant could be revealed because it asked respondents to describe their job function. Replacing the second question on the questionnaire was the question, “Do you have any suggestions for increasing faculty use of service learning as a pedagogy on this campus?” Both questions, called opinion questions, were directed at determining what faculty and administration think about service learning (Fraenkel & Wallen, 2000).

After reviewing the comments several times, the first open-ended question was analyzed using the same categories as the questionnaire. Putting the comments into the same categories as the questionnaire helped with continuity of data and strengthened the interpretations of the questionnaire. Consistencies could be found in how the individual scored the questionnaire and answered the first question. Responses to the second question were grouped into emerging themes. These themes could be found to facilitate or hinder institutionalization of service learning into the curriculum.

The SoC Questionnaire also had a tear off sheet at the bottom asking if the participant would like to join in an interview (Appendix G). If the participants did not want to participate in an interview, they were instructed to tear off the sheet and throw it away. This was to ensure anonymity. Procedures related to the interviews were discussed in the interview section.

The SoC Questionnaire was sent to all full-time faculty and administrator mailboxes in the college. An electronic reminder was sent through campus email. A cover letter and consent form were attached to the questionnaire (See Appendixes H & I).

Participants were asked to place the questionnaire and tear off sheet in separate drop boxes as described earlier. After 1 week, reminders to fill out the questionnaire were sent out electronically and also placed in faculty mailboxes.

SoC data analysis. The SoCQ Quick scoring device (Appendix J) was used to score the SoCQ questionnaire. The procedure for analyzing the questionnaire data was based upon peak scores. Each stage percentile score was calculated, and the highest stage score for each group (faculty and administration) was identified. If scores were within one to two percentile points, both were identified. The higher the score, the more intense the concerns at that stage and conversely, the lower the score, the less intense the concerns at the stage. However, higher and lower scores are not absolute but are relative to the other stage scores for that individual. For example, a 56th percentile for one person may represent a high score for one individual's most intense Stage of Concern, while the 56th percentile stage score for another person may represent the individual's lowest stage score (Hall et al., 1979).

Interpretation of a sample individual score can be found in Table 7. For example, the highest Stage of Concern for the first individual listed is Stage 4. A 93rd percentile score suggests that the individual is concerned about the "consequences" of the innovation for students. This subject is most concerned about students and the effects of service learning on them (Hall et al., 1979).

Stage 0 is the only stage that cannot be interpreted directly from the SoCQ definitions (Appendix K) because it has different meanings based upon whether the respondent is a nonuser or user of the innovation or in this case service learning.

Table 7

Example of Listing of Individual Stage of Concern Percentile Scores for a Particular Innovation

Subject number	0	1	2	3	4	5	6
1	11	6	39	33	93	82	60
2	45	62	78	80	90	75	59
3	9	4	44	71	81	93	86
4	96	98	86	72	12	17	4
5	37	92	32	3	10	73	10
means	40	52	56	52	57	68	44

Note. From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 30), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Adapted with permission from the authors.

For the nonuser, a high peak score for stage 0 reflects awareness of and concern with the construct being measured, while for users of the innovation, a high score indicates lack of concern about it (Hall et al., 1979). The open-ended questions at the end of the questionnaire assisted with interpretation of a high Stage 0 score, indicating a user or non-user of service learning. Also, nonusers with high Stage 0 will also be high on Stages 1 and 2. Users, on the other hand, who are high on Stage 0, will be low on Stages 1 and 2.

Part of the scoring device was put in an SPSS computer program to assist with organizing data, defining peak stage scores and means of group data. Demographic data were also entered into an SPSS program. Individual scores were plotted on Stages of Concern graphs and analyzed for characteristic patterns of high and low scores. As individuals move from unawareness or non-use of service learning into beginning use

and more highly sophisticated use, their concerns go from being most intense at stages 0, 1, and 2 to most intense at Stage 3, and ultimately to most intense at Stages 4, 5, and 6 (Hall et al., 1979). A waveform of this progression is illustrated in Figure 2.

Analysis of concerns profiles, both through percentile scores and plots of these percentiles on graphs can be interpreted where concerns are most intense and least intense, as well as the affective stance the respondent is taking toward service learning. With the assistance of the stage definitions found in Table 2 and guidelines for interpretation of scores (Appendix K), a full picture of where individuals and groups lie with service learning can develop.

Graphed individual data give profiles for interpretation. The typical non-user SoCQ profile (as demonstrated in Hall et al., 1979) is illustrated in Figure 3. An interested individual who is somewhat aware of and concerned about service learning (Stage 0) and is interested in learning more about service learning from a positive proactive perspective (Stage 1 slightly higher than Stage 2) will usually have the profile also illustrated in Figure 3. The overall profile suggests and reflects the interested, not terribly over-concerned individual who is a positively disposed non-user of service learning (Hall et al.).

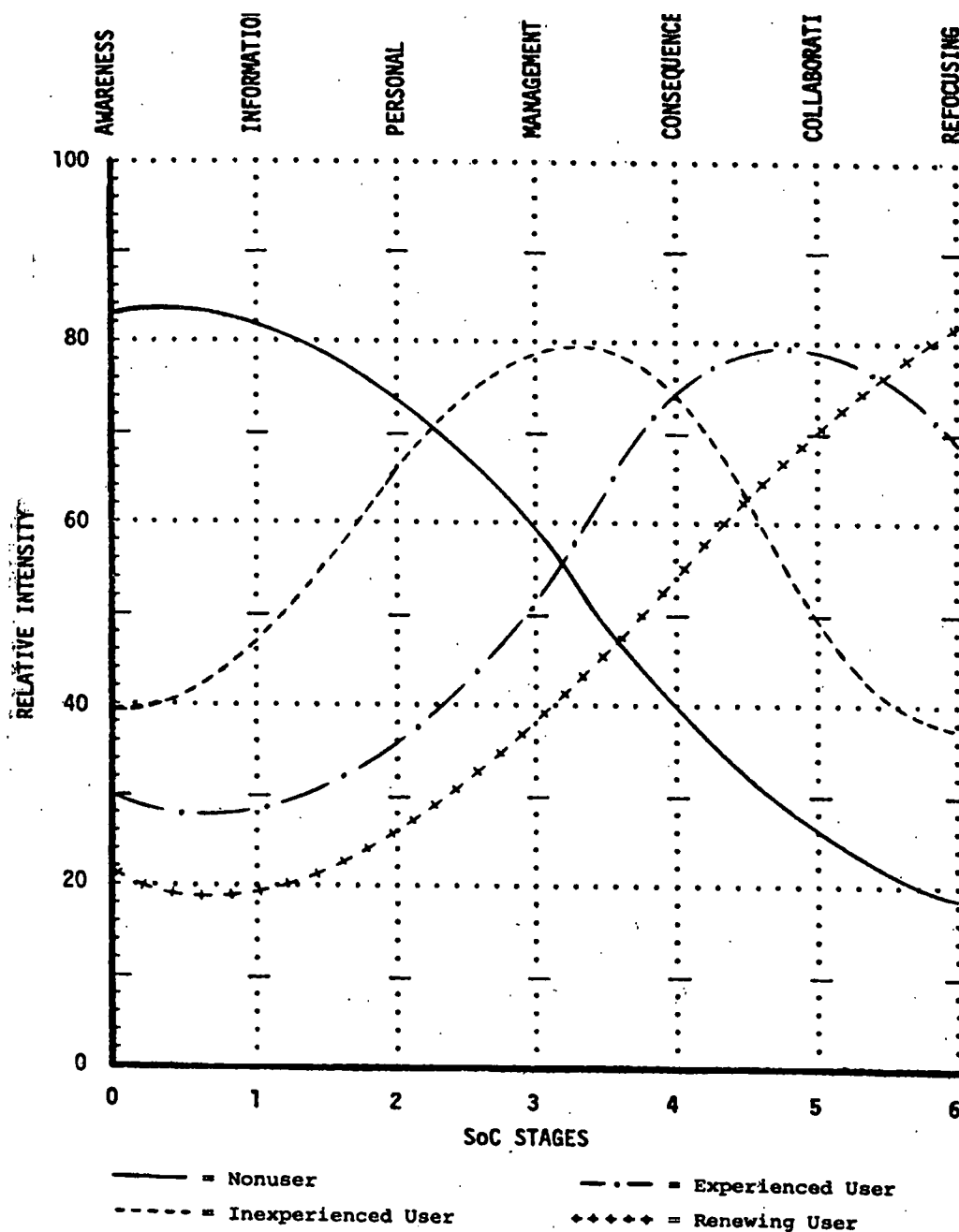


Figure 2. Hypothesized development of Stages of Concern

2 From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 35), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Adapted with permission from the authors.

In contrast, Figures 4 and 5 (as depicted in Hall et al., 1979) represent profiles depicting various degrees of doubt and potential resistance to service learning. This is called or referred to as the "one/two split" (Hall et al., p. 36). When Stage 2 concerns are equal to or more intense than Stage 1 concerns, personal concerns (Stage 2) override concerns about learning more about service learning (Stage 1). For this kind of individual, Stage 2 concerns normally have to be reduced before she/he can look at service learning objectively (Hall et al.).

As seen in Figure 5 (as illustrated in Hall et al., 1979), the tailing-up of Stage 6 on the typical nonuser concerns profile generally means that the respondent has other ideas that she/he sees as having more importance than service learning. Any tailing-up of the Stage 6 concerns on a nonuser profile should be taken as a potential warning that there may be resistance to service learning on the part of the individual and the more severe, the louder the announcement (Hall et al.).

Experienced users of service learning tend to have many other concerns in their lives, which concern them more. Their Stage 0 is usually very high in the 60th or 70th percentile or higher (See Figure 6). The Stage 1 or 2 scores are usually relatively low with their second highest Stage most likely in Stages 3 through 6.

Single peak user profiles are the most frequently found results in either Stage 3, 4, 5, or 6. In many cases the second highest scores will be quite a bit lower than the highest stage score.

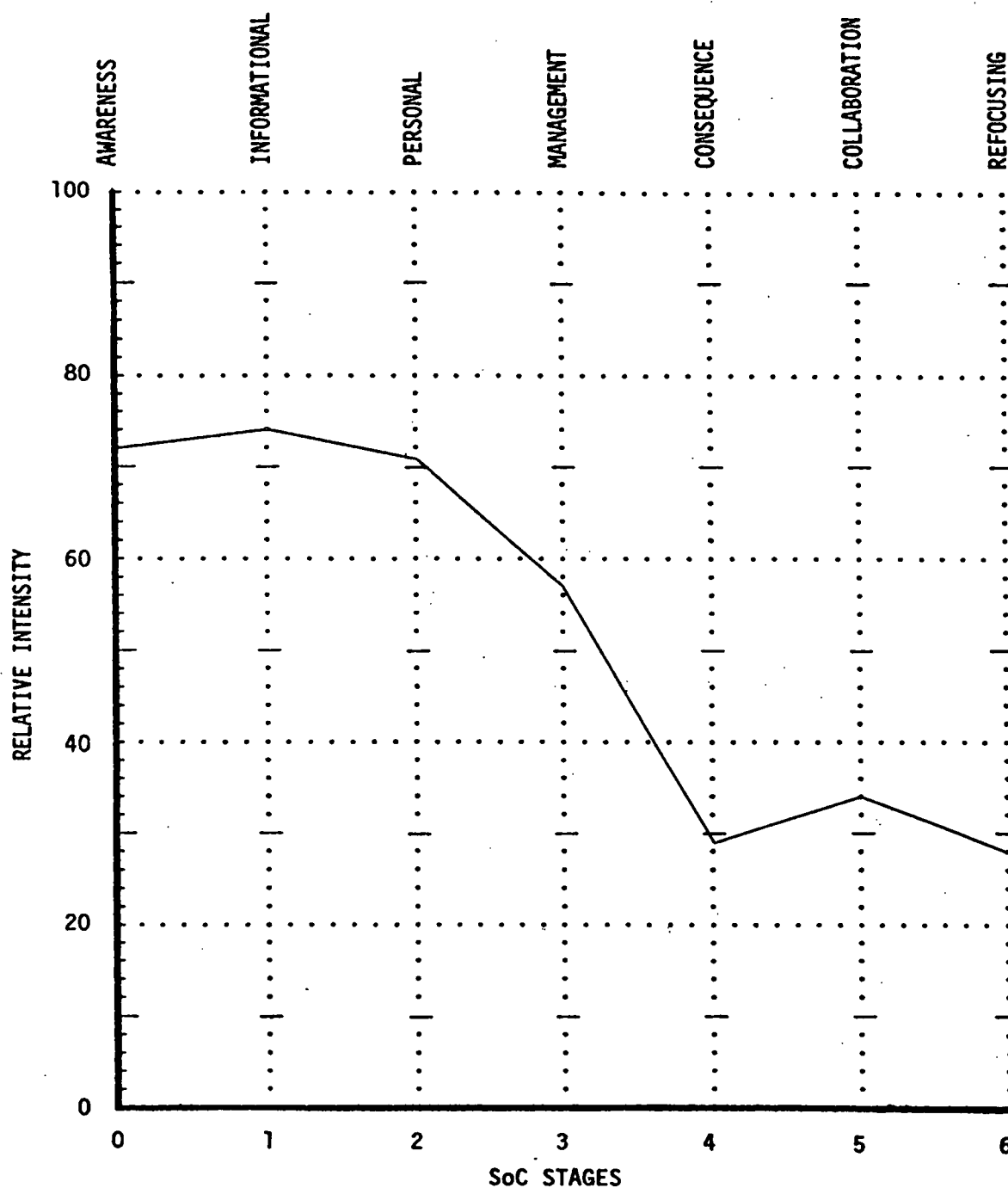


Figure 3. Typical nonuser SoCQ profile

3 From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 37), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Reprinted with permission from the authors.

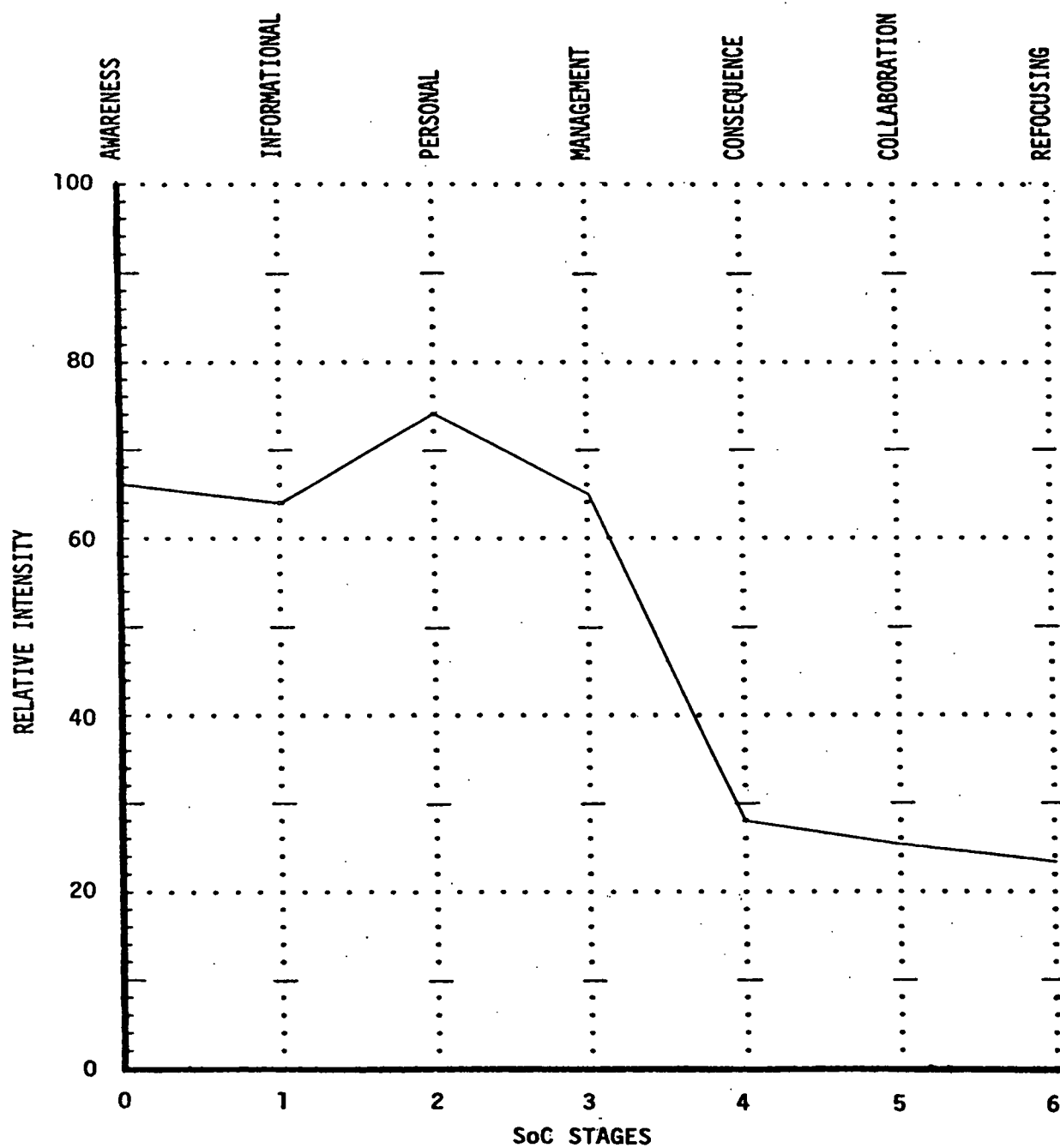


Figure 4. Negative "one/two split"

4 From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 38), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Reprinted with permission of the authors.

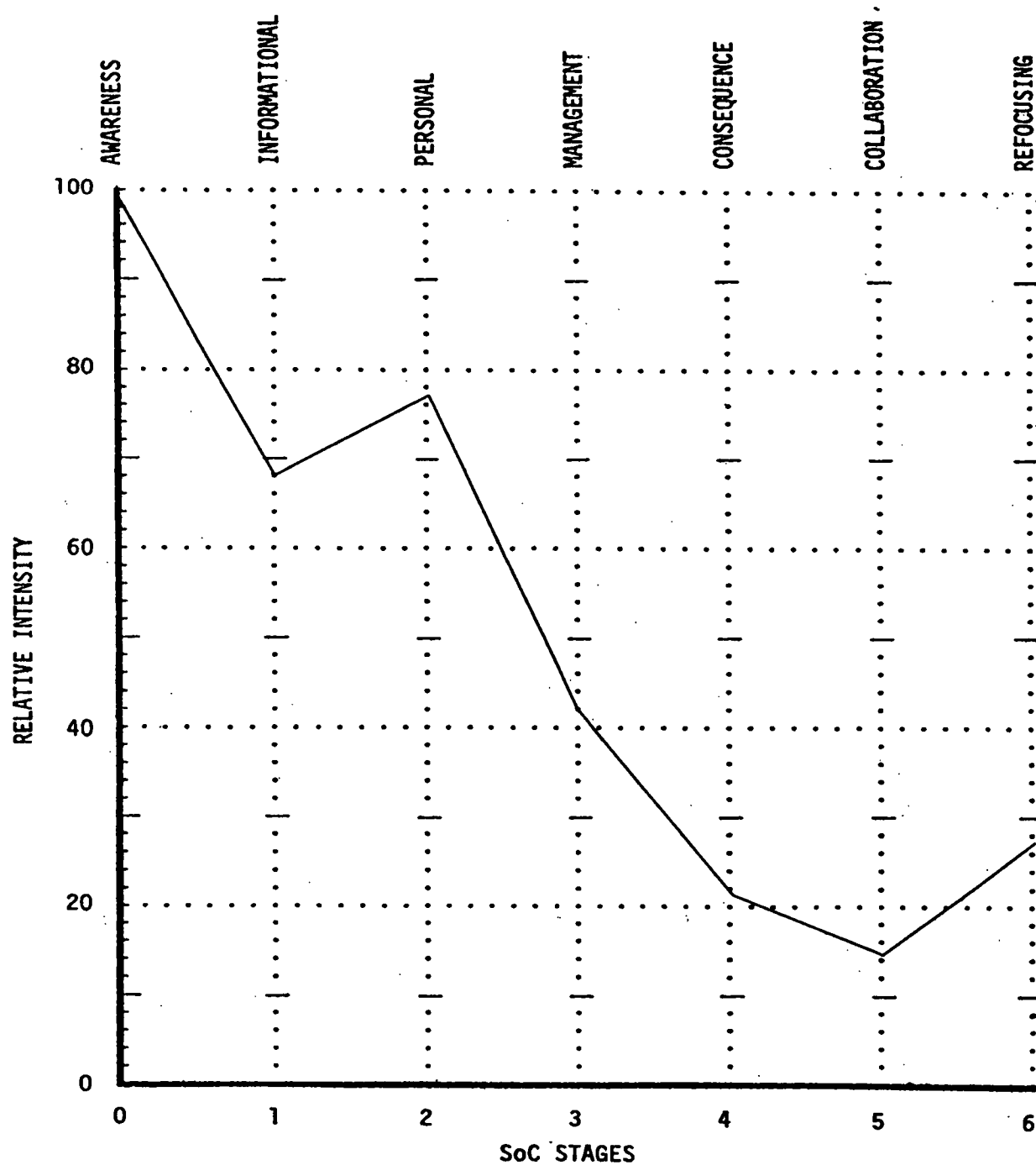


Figure 5. Negative "one/two split: with tailing-up 6

5 From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 39), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Reprinted with permission of the authors.

For example, in Figure 7, the individual has most intense Stage 4 concerns with the impact of service learning upon students. The lower Stage 5 and 3 concerns suggest that the respondent is not very concerned about management of service learning, nor about working with others. However, the extremely low Stage 1 score indicates that the respondent feels that she/he knows all that is necessary about service learning (Hall et al., 1979).

Multiple peak user profiles are not as common, but do have interpretations. For example, individuals with a high Stage 3 and 6 concerns (Figure 8) will have high management concerns (Stage 3) and, at the same time, have ideas (high Stage 6) about what to do about their management concerns. These individuals tend to have their management problems under control and contrast sharply with high Stage 3 individuals with low Stage 6 concerns because these respondents do not have ideas of what to do. If management concerns become insurmountable in the eyes of the individual, the high 3, low 6 individual may also have relatively high Stage 2 concerns. Stage 2 concerns will tend to be lower with the individual who is high on both Stage 3 and Stage 6 (Hall et al., 1979).

Group data were analyzed in two ways. The highest stage score was tallied for each individual. The frequency of highest Concerns Stage for individuals was then found. This gives a clear picture of the range of the peak stage scores within a group. The highest percentile scores were then calculated and means of each Stages of Concern were found. These data give a picture of the overall Stage of Concern that a group is in. The group data can then be aggregated with individual data by the development of a profile

that presents the mean scores for each stage of the individuals and percentile of group data, as well as various departments in the college (i.e., Arts and Sciences, Nursing, etc.).

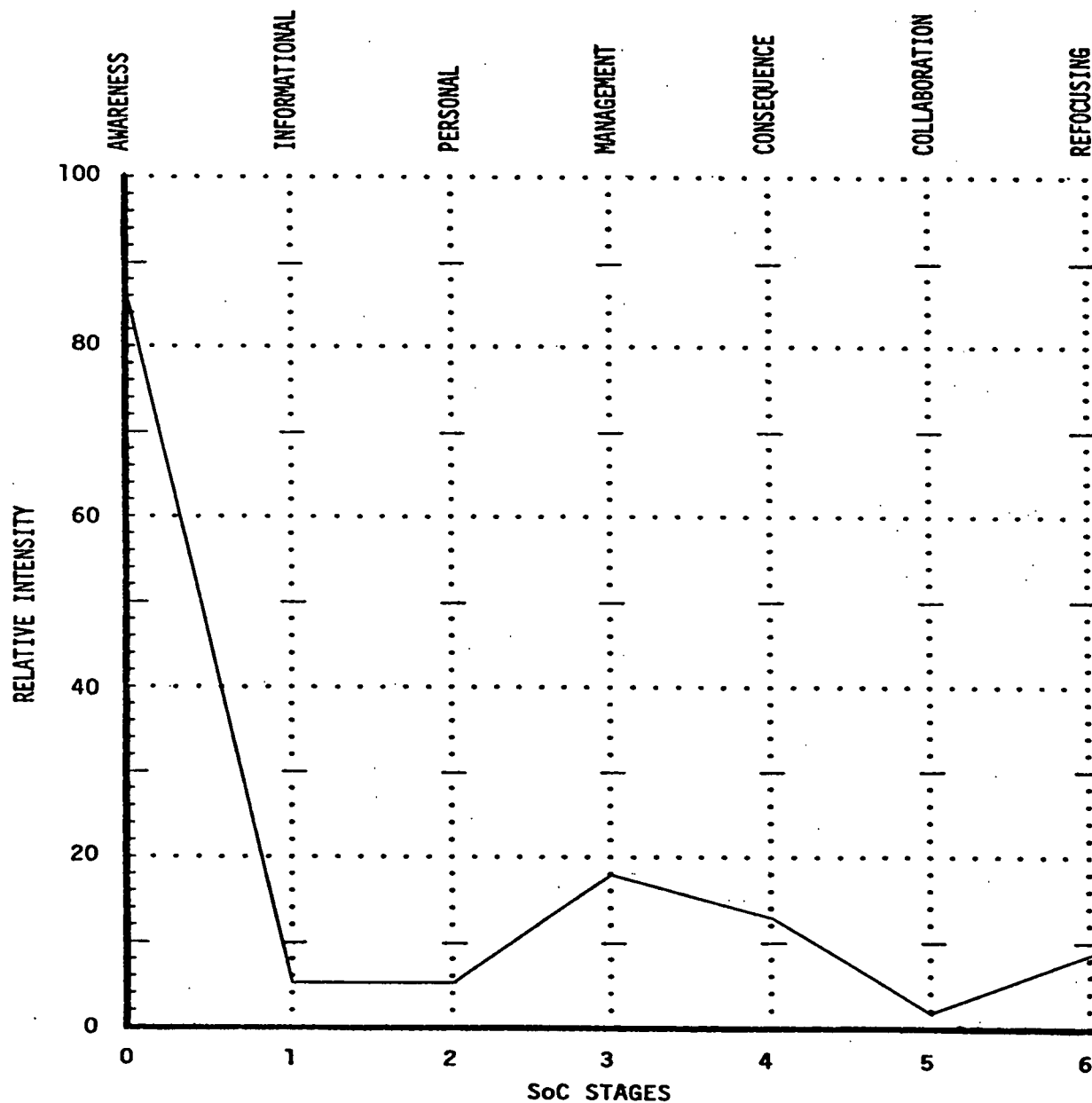


Figure 6. Unconcerned innovation user

6 From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 50), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Reprinted with permission of the authors.

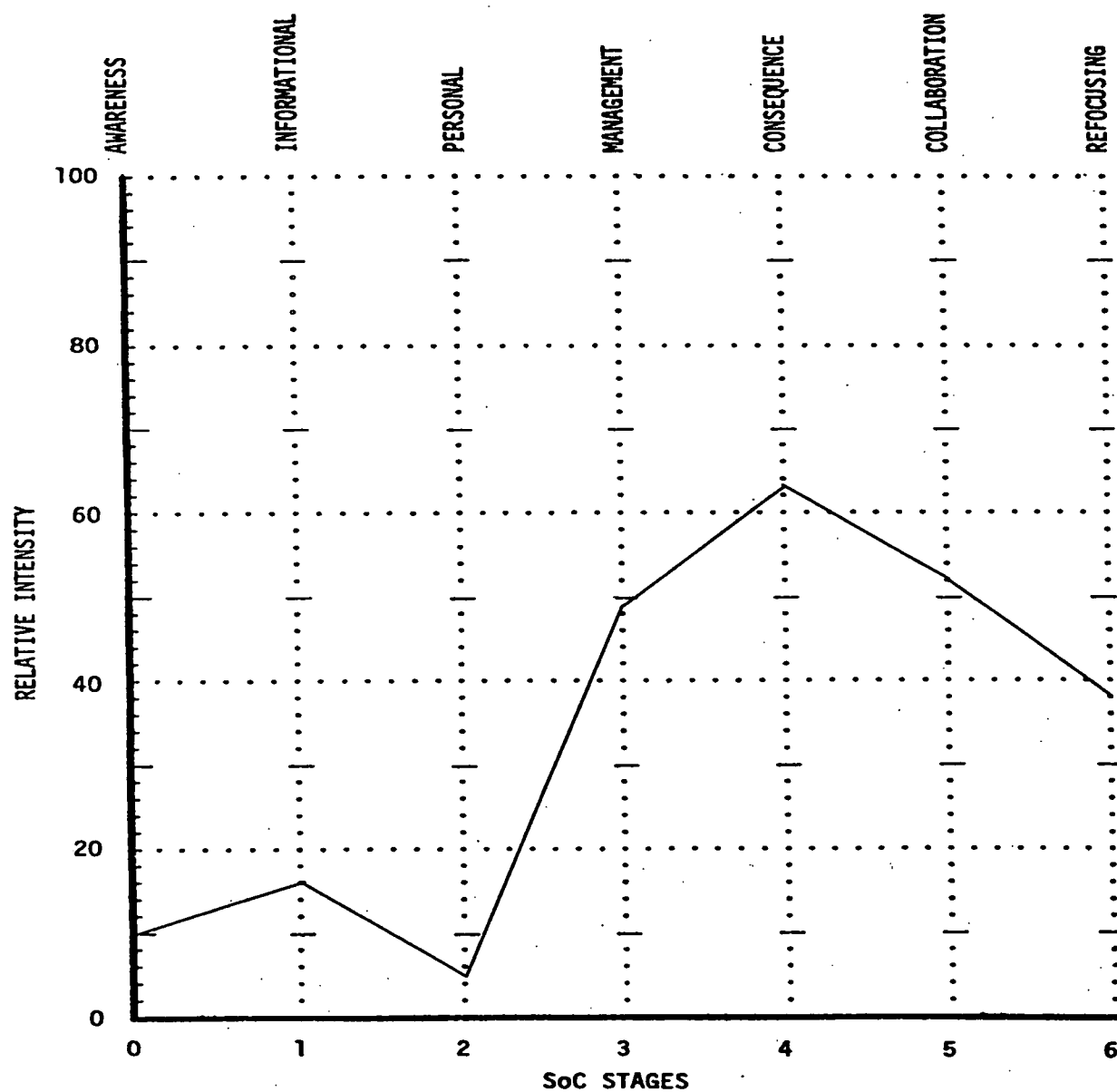


Figure 7. Consequences concerns profile

7 From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 42), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Reprinted with permission of the authors.

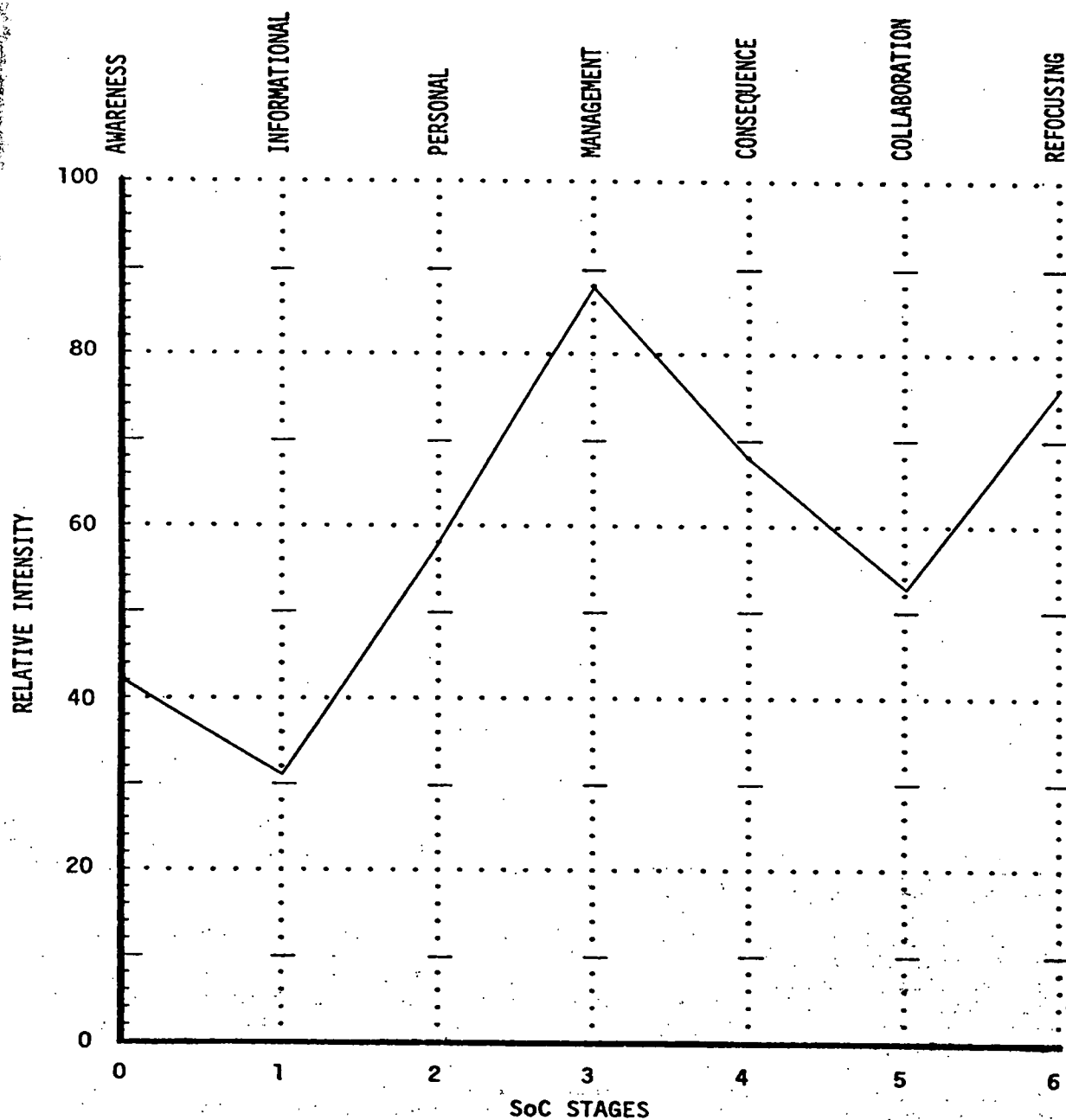


Figure 8. Profile of high management concerns with ideas

8 From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 47), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Reprinted with permission of the authors.

According to Hall et al., 1979,

Normally the group averages will reflect the dominant high and low Stages of Concern of the composite group; however, the individual highs should also be checked in case there are distinct subgroups. This is where the first treatment of group data, the frequency count of high stage scores, is beneficial. It can also be the case that averaging individual data obscures any high peak score trends. (p. 32)

Lastly, the second high stage percentile score was found. This is because the second highest stage will often be adjacent to the highest Stage of Concern (Hall, George & Rutherford, 1979). By looking at the second highest Stage score, the presence or absence of a general pattern can be assessed.

Individual interviews. Participants for the interviews were identified by indicating a willingness to be interviewed by completing a tear off sheet on the bottom of the faculty/administrator questionnaire (Appendix G). Faculty were asked to place the questionnaire in a box located in the office of the Academic Dean. A separate box was available for the tear off sheet. This procedure is common to the culture of the institution as many ballot/voting type of issues are handled this way at the college.

Participants were contacted and reminded of their interest, and interview times were scheduled. They were again informed that the interviews would be recorded and consents were signed (Appendix L). The interviews were conducted in a private office.

Ten interviews with faculty and/or administrators were conducted. The researcher conducted all interviews and asked more questions of the participant when responses to questions were not clear. Interviews ranged from 15 to 30 minutes in length and were

recorded. The researcher also answered questions that the interviewee had. An outside person then transcribed the recorded interviews in batches, and the researcher, while listening to the tapes, again reviewed the transcripts. The researcher also reviewed the notes from the interviews again while listening to the tapes. After this review, codes were assigned to the interview data based on identifiable concepts. The codes were gathered into major codes, labeled as themes with brief descriptions and quotes attached (Glesner, 1999). Examples of these themes can be found in Appendix M.

Interviewing was used in the study because it assists as a validity check to responses given to surveys (Glesner, 1999). The primary intent of the interviews was to find out what the participants thought and how the views of one individual compared with those of another (Glesner). The interviews were semi-structured interviews, with standardized open-ended questions. The exact wording and sequence of questions had been determined in advance (Appendix N). All interviewees were asked the same questions in the same order, and the questions were worded in a completely open-ended format encouraging interviewees to speak openly. The questions were designed to gather insight into how faculty and administration facilitated or hindered the incorporation of service learning into the curriculum and what faculty and administration believed are infrastructures, practices, and policies that facilitated or hindered incorporation of service learning into the curriculum.

The questions were a combination of experience/behavior and opinion/values questions (Patton, 1990). The experience/behavior questions helped shed light on what respondents were currently doing or have done in the past with service learning. These questions included interviewees rating themselves on their use of service learning,

awareness of college wide courses in service learning, and current or past use of service learning in the course(s) they teach. The opinion/values questions helped call attention to the respondent's goals, beliefs, attitudes, and values related to service learning (Patton). These questions included how the interviewee felt about the fit of service learning with the college mission, benefits of using service learning, thoughts on increasing the number of courses that include service learning, and making service learning a core experience for students. The participants were also asked about what support was needed for service learning to become a recurring, usable pedagogy in college curricula.

The strengths of this type of interview increased comparability of responses because all respondents answer all the same questions. Interviewees were given the opportunity to review the data for clarification as well as data checking, and the data were organized more easily for analysis (Fraenkel & Wallen, 2000). Weaknesses of this type of interviewing included little flexibility in relating interview questions to particular individuals and circumstances. Standardized wording of questions constrains and limits naturalness and relevance of questions and answers (Fraenkel & Wallen).

The researcher increased objectivity by spending a considerable amount of time in the setting, collecting copious amounts of data from a variety of sources and formats; and checking perceptions against what the data reveal. Interviewed individuals and one outsider checked transcripts as well. Using a variety of methods and sources was a form of triangulation that assisted in and counteracted threats to validity (Glesner, 1999). These case study methods allowed for an open ended and flexible approach, allowing key issues to emerge (Charmaz, 2004).

The combination methodology of quantitative and qualitative within the case study method gave the researcher a variety of methods in which to gather and analyze data. Multiple methods of collecting and analyzing the data assisted the researcher in creating a complete picture of the barriers and incentives to service learning within the institution. A clearer picture of how institutional leadership and faculty implement the incentives to sustained commitment to or set barriers against institutionalizing service learning across the curriculum may be seen through the use of combined methodology.

Chapter 4

Presentation and Analysis of Findings

The purpose of the study was to understand the extent to which organizational infrastructure, institutional leadership, and faculty implement the incentives to sustained commitment to or set barriers against institutionalizing service learning across the curriculum.

Research questions

Data were presented in relation to the three research questions. Data related to the first research question included relevant document content and discourse analysis, results from the Stages of Concern Questionnaire (SoCQ), data from administrators, and administrator interviews. The data from the second research question included the document content analysis and discourse analysis, results from the SoC Questionnaire group data and specific faculty interpretations and individual interviews with faculty. The data for the last question included content analysis and discourse analysis of institutional documents and individual interviews with faculty and administration.

Document content analysis. In discovering which institutional documents to review, the researcher consulted administrators and faculty. In this organization, new ideas for teaching, learning, and what influences the curriculum were generally discussed in the standing committees where both faculty and administrators are members. Task Force Committees were formed when ideas needed more discussion and development. For example, when an administrator and faculty member decided to combine service learning with an Honors program, a Task Force was formed to develop the idea. The governance structure for this institution was built on a hierarchy, so that most information

and ideas flowed from top to bottom or bottom to top (See Figure 9). However, sometimes the communication pattern has been ambiguous and unclear. Taking the example of the Honors Task Force discussed above, no particular standing committee directed this initiative. The administrator just directed the action for a Task Force to be developed. Therefore, leadership sometimes appeared to step outside the bounds of the written governance structure to initiate changes in curriculum.

Primary documents derived from the committees were placed in a similar hierarchy. Patterns of where service and/or service learning were discussed in particular committees began to emerge from the hierarchy. As discussed above, some documents were specifically devoted to discussion of service learning as in the development of the Service Learning Honors Program (SLHP) Task Force. Secondary documents did not fit the hierarchical pattern because special committees within the institution were assigned to develop these reports for outside accreditation bodies.

In the review of 766 documents, the words service and/or service learning appeared 1,142 times. The presence of information related to service learning in the documents reviewed was extensive overall. As discussed in chapter 3 and found in Appendix D, documents were divided into primary and secondary documents; and a hierarchy was developed based on the governance structure of the institution. Table 8 shows the type of document (primary or secondary), the number of documents reviewed, and the number of times service learning was mentioned in the documents. Figure 9 depicts the importance of the documents in relation to the incorporation of service and/or service learning. Lines represent communication between committees. Solid lines correspond to which committees reported to other committees. Dotted lines depict

communication that can occur but is not required. Figure 9 shows the importance of the committee in relation to other committees as it relates to the number of times members and meetings deal with service and service learning. The pecking order of committees and number of times service and service learning are mentioned is a significant piece of information to this study.

Table 8

Document Content Analysis

Primary document	Number of documents	Number of times service or service learning mentioned
College Senate minutes	50	28
College Curriculum minutes	95	67
Nursing Faculty and Curriculum minutes	116	85
General Assembly meeting minutes	8	2
Administrative Council minutes	28	7
Assessment Committee minutes	42	38
Mission Committee minutes	2	19
College budget	3	3 (SLHP)
Service Learning Honors Program Task Force minutes	30	195
Secondary document	Number of documents	Number of times service or service learning mentioned
North Central Self-Study	1 document 123 pages	8

(table continues)

Table 8 (continued)

Document Content Analysis

Secondary document	Number of documents	Number of times service or service learning mentioned
Report on Assessment NCA 2003	1 document 37 pages	31
Self-Study NLNAC BSN 2003	1 document 290 pages	49
Website	113 pages	41

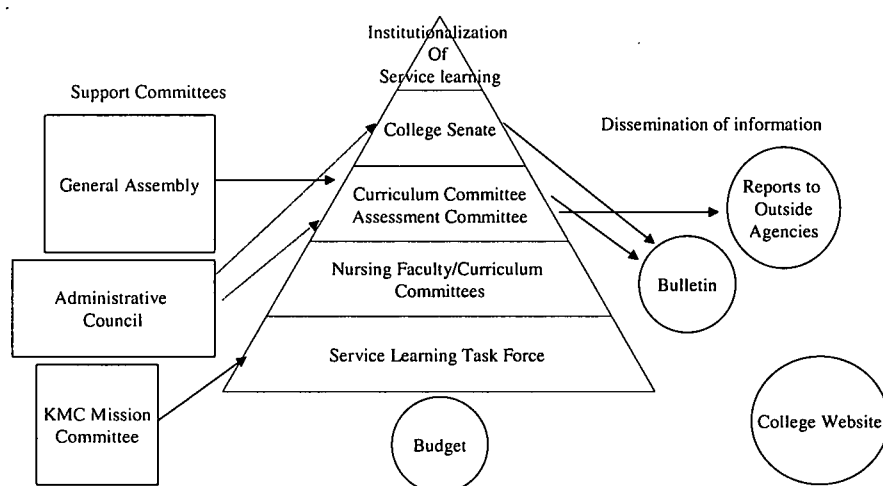


Figure 9. Hierarchy of reviewed documents to institutionalization of service learning

How does the administration's leadership facilitate or hinder the incorporation of service learning into the curriculum?

In this institution, the Academic Dean, an administrator of the college second only to the President, is on several committees where service learning was mentioned.

Although the administrator directed the creation of the SLHP Task Force, he did not

attend many task force meetings; however, he received updates from the chair of that committee. The other two administrators, the President and Student Services Dean, are not on these committees. The only committees that all three administrators are on together are the Administrative Council and General Assembly. Documents from these committees have the lowest number of times service learning was mentioned with $n=7$ in 28 documents and $n=2$ in 8 documents reviewed.

The researcher looked at the Division of Nursing Faculty and Curriculum minutes documents ($n=116$) and the number of times service learning was mentioned ($n=85$). This compared with College Curriculum Committee minutes, which showed that service learning was mentioned 67 times in 95 documents. As stated in chapter 3, nursing documents were important to review in this case study because the Nursing Division is the largest professional division in the college. What occurs in the Nursing Division usually affects the entire institution. The Director of the Division of Nursing is not officially listed as part of the administration but has no teaching responsibilities, which is different from every other Division Chair in the College. At times, the Director has purposely put service learning on Nursing Faculty and Curriculum Committees' agendas because faculty have asked to discuss the topic and nursing literature has increasingly revealed service learning as a current teaching methodology in nursing curricula. The Coordinator of the SLHP is also a nursing faculty member. Nursing faculty has received three mini grants for incorporating service learning into the curriculum. The documents related to the first research question showed that a high proportion of nursing documents discussed service learning (See Table 8).

Discourse analysis. Analysis of documents revealed underlying messages and assumptions related to service learning. These messages were placed under one of the three research questions and then divided up as either a hindrance or facilitation of institutionalization. For the first research question, document discourse analysis revealed facilitating factors that included administrative proposal and support for new programming that embraced service learning. Administrative Council minutes showed that two faculty were able to attend a Global Health Mission conference fully funded by the administration. Administrators and Chairs of the Divisions verbalized support of service and service learning because it fulfilled the mission of the college, as service learning helped students develop “whole person care to their patients and generous service to their communities” (*College Bulletin*, 2005-2006, p. 4). Service was part of the strategic goals, which were written by the administration and proposed to faculty, also found in the Administrative Council minutes. An example of one strategic goal for the college related to a Christian environment and curricula that included the words “integration of faith and service to others” (Administrative Council minutes, December 11, 2002). Administrators promoted doing service in the community themselves, as Administrative Council minutes stated that “the committee voted to become part of the Adopt-a-Highway program” (Administrative Council minutes, January 19, 2000).

The researcher examined Senate Committee minutes and other documents, finding facilitating factors. Administrators encouraged faculty to write for mini grants from an outside agency that assisted with incorporating service learning into courses. Two Division Chairs proposed having “service learning integrated into the curriculum” which was found in the College Senate minutes (March 15, 2000). In the college budget,

monies were designated for funding the Service Learning Honors Program within the Academic Dean's budget. The *College Bulletin* (2004-2005) states "administration supports service, as does the mission of the college" (p. 2). The Academic Dean proposed the SLHP idea to Senate and stated that a nine member Task Force had been designated to develop the program (Senate minutes, November, 28, 2001).

Hindrances to incorporating service learning into the curriculum related to administration's leadership were more difficult for the researcher to discern. In the College Senate minutes, College Curriculum minutes, and Nursing Faculty minutes, administrators or Division Chairs verbalized support for faculty who incorporated service learning into the curriculum, but this was to be done without additional funding, rewards, or reduction in workload. In the SLHP minutes, committee members discussed having the SLHP become part of the standing committees of the governance structure to receive recognition for work and contributions to the faculty workload. This was not approved by administration. The only incentive found by the researcher for students to participate in service learning was the SLHP (SLHP Committee minutes). Little monies were in the budget for marketing the program or for student support of student service programs, such as international travel.

Stages of concern questionnaire analysis. In January of 2005, the researcher sent Stages of Concern Questionnaires (SoCQ) to all 52 full-time faculty or administrators at the institution. All three administrators returned the questionnaires. Two of the administrators are male and one is female.

Using Hall, George, and Rutherford's (1979) SoCQ manual, each questionnaire was plotted on a graph and interpreted. The researcher interpreted all three administrators

as non-users of service learning in the curriculum, as they do not have required teaching responsibilities. However, as administrators, they serve to facilitate or hinder the inclusion of service and service learning initiatives throughout the college. In the interpretation of the administrators' SoC Questionnaires, interestingly, administrator A displayed a non-user pattern in the Awareness/Informational stage, which means there may be some resistance to service learning incorporation; administrator B was concerned about consequences and needed more information about service learning; and administrator C was in the collaboration concern stage, which means leading the coordination of others is a priority and working with others is a concern. The data interpretations revealed that two administrators' (A and B) questionnaires did not fit the administrator analysis. This demonstrates possible leadership problems for incorporation of service learning. Figure 10 represents all three administrators' profiles. The solid line represents the administrator whose profile fits leadership concerns (C) with service learning incorporation.

The SoC Questionnaire open-ended questions. For the first question, "When you think about service learning, what concerns, if any, do you have at this time?" responses were assigned to same categories identified for the SoC Questionnaire. For example, administrator C's comment "I am concerned that we do not yet have enough longitudinal data to be able to evaluate our success," fit with a Consequences concern with service learning outcomes. Administrator B stated, "I want to know about assessment of students for what they do in service," which was again concerned with the Consequences stage of service learning. Administrator A's comment aimed at how in the role of administrator, "I could more effectively engage in the process [service learning] to improve its

effectiveness on our campus.” This revealed a concern for Information, another category of the SoCQ.

The second open-ended question, “Do you have suggestions for increasing faculty use of service learning as a pedagogy on this campus?” only had two administrator responses. As stated in chapter 3, the second open-ended question responses were reviewed several times by the researcher and categorized into themes. Administrator C stated, “Use Honors [SLHP] as the first stage. Get more faculty teaching Honors options,” and administrator B commented, “Would it help to have a master list of sites in the region suitable for service learning?” Both of these comments were searching for more involvement; that is, more collaboration with faculty and the community. The comments made by the administrators revealed a theme of collaboration, which could be a facilitating factor for incorporating service learning into the curriculum.

Interviews with administrators. Interviews were conducted over a 3-week period and all three administrators enthusiastically volunteered for them. At times, administrators A and B genuinely expressed a lack of understanding of service learning, but wanted help in developing a knowledge base of the methodology because of their conviction that it is congruent with the mission and a way to evaluate the college competency of service. Administrator interviews revealed their thoughts on incorporating service learning into the culture of the institution. Communication appeared to be a key facilitator. Administrator A, whose SoC was in the Informational SoC with slight resistance noted,

I think it would be helpful to me to understand better what is happening to service learning across the college to see where there are opportunities,

problems, whatever, that I or people who work in my department could help influence.

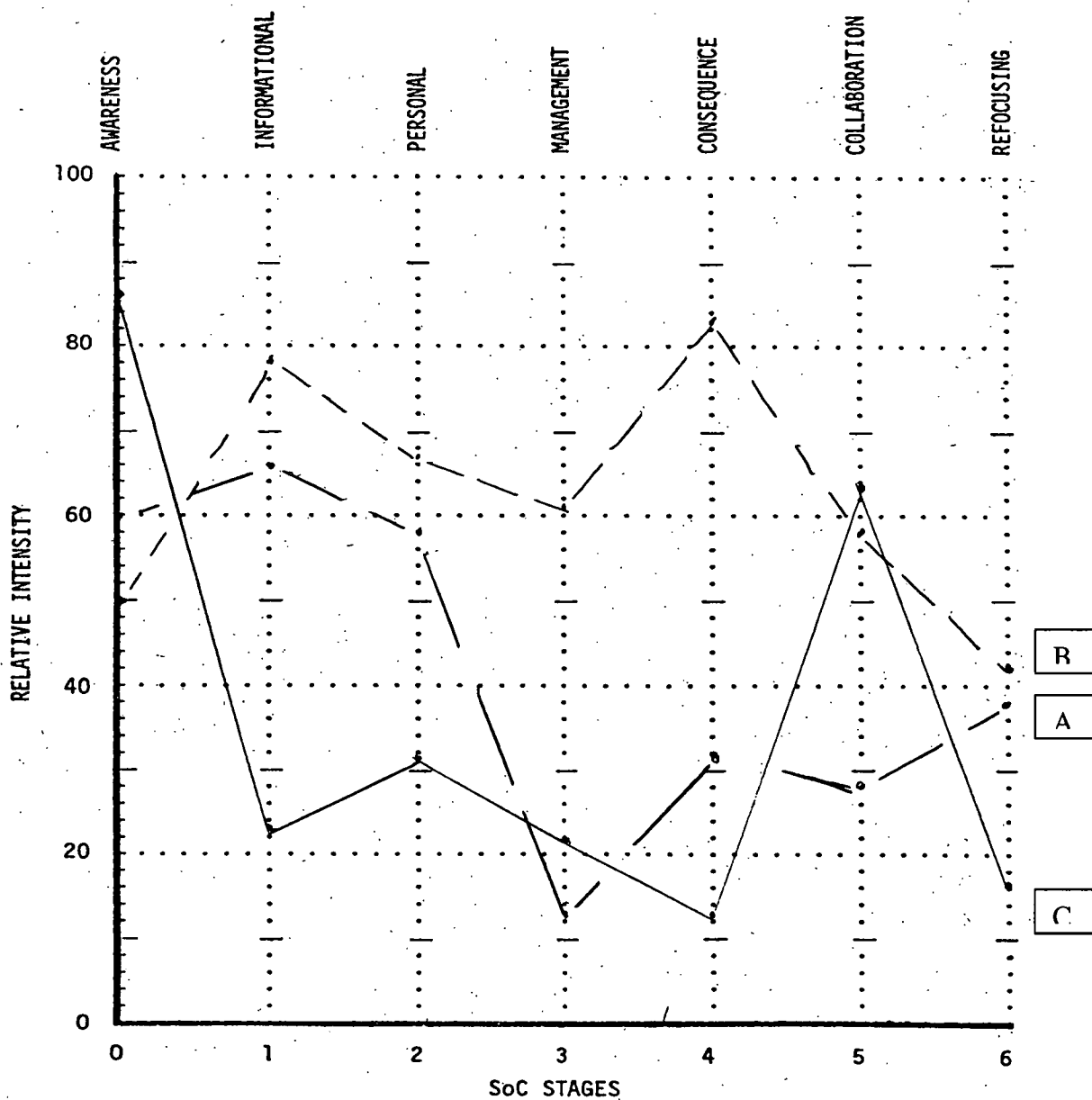


Figure 10. SoC Questionnaire administrator profiles

10 From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 107), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Adapted with permission of the authors.

Lack of or unhelpful communication, on the other hand, was found by leadership to be a hindrance to the institutionalization of service learning. For example, support for incorporating service learning into a course appeared to be different for administration and faculty. Administrators B and C stated that emotional or verbal approval of faculty was the type of support needed to sustain service learning use by faculty. When asked how the administration could assist faculty in supporting the use of service learning in their courses, administrator B stated: "Administrators can have a huge effect on the sort of emotional element of their approach in the classroom. [Administrators] can do that by constant reminders of the value of service learning and by encouragement."

Administrator C answered this same inquiry with "Saying Rah, Rah, which I try to do, in which I do believe is a genuine help for some, [because] I think this supports faculty development efforts whenever they come along." Only administrator A gave a concrete example of how administration could support faculty efforts with service learning. This administrator thought coordinating service learning was a "big job" and more than one person should be coordinating it. As per the SoC questionnaire profile, this administrator also had some ideas as to how service learning could be incorporated into the institution, different than what was currently being done, and stated these in the interview. The ideas included student funding for service, help from all departments of the college, and better coordination of service learning projects.

Administrators revealed that service learning was not "part of the culture."

Administrator B, admitting that service learning was not integrated into the institutional culture, also stated that leadership was necessary for the organization to incorporate service learning.

Well, I suppose what needs to be in place is leadership on the academic side that gives service learning a very substantial priority. It [service learning] isn't something that you do as a little footnote to your course. It is something that has to be built into the very [heart] of the course. It seems to me that for a teacher to put that kind of effort into the development of course work, there has to be leadership on the academic side and on the side of the President that gives priority to that kind of thing. We will become service learning oriented to the degree that the leadership of the institution takes it seriously.

Although leadership appeared to be a key element in the incorporation of service learning, faculty data revealed more information related to facilitating factors and barriers to institutionalization.

How Does Faculty Facilitate or Hinder the Incorporation of Service Learning into the Curriculum?

The researcher reviewed and analyzed documents that faculty prepared including syllabi, nursing faculty and curriculum minutes, nursing course reports, and the *College Faculty Handbook* (See Table 9). The SLHP Task Force minutes mentioned service learning more ($n=101$) in comparison to the amount of documents ($n=14$). Nursing syllabi and course reports cited service learning 217 times in 66 documents. After SLHP and Nursing, the Respiratory Therapy Division, one of the smallest in the college, mentioned service and/or service learning in its syllabi 51 times in 24 documents. Although the Physician Assistant Program is the second largest professional program in the college, and both Respiratory and Physician Assistant Chairpersons are members of

the SLHP Task Force, Respiratory Therapy had service learning ($n=51$) referred to more than the Physician Assistant Program syllabi ($n=15$). Service that was mentioned in the Physician Assistant program syllabi was a quote from the student handbook, repeated over and over related to academic integrity and "lifelong service;" in contrast, the Respiratory Therapy syllabi mentioned specific service learning projects, which were part of the student's grade for the course.

Discourse analysis. The Division of Nursing appeared to be discussing service learning more than other Divisions. The data revealed a positive impact to incorporation of service learning into the curriculum. For example, the Nursing Faculty purposely aligned the Division's philosophy (as discussed earlier), to be consistent with the mission of the college, which includes service. A specific table describing this alignment was found in the report to the Nursing Division's self study for accreditation (Appendix O). Service learning projects were found in a few nursing course syllabi and evaluated on some student clinical evaluation tools. Specifically, in the course NRSA 221, students were evaluated on their service learning project through a teaching plan, reflection journal, and health fair poster project which were part of the satisfactory or unsatisfactory (S/U) clinical grade. The search of the documents disclosed that three nursing faculty wrote and received mini grants from outside the agency to support incorporation of service learning into their courses. Most recently, nursing faculty voted to incorporate service learning into the proposed new revised nursing curriculum for the Associate degree program (Nursing Curriculum minutes, June, 2004).

Table 9

Document Content Analysis for Faculty

Primary document	Number of documents	Number of SL or S
Nursing Faculty and Curriculum minutes	116	85
Arts & Sciences syllabi	204	35
Nursing syllabi and course reports	66	217
Service Learning Honors Program syllabi	14	101
PA syllabi	65	15
Respiratory syllabi	24	51
HEPR syllabi	13	93
College Faculty Handbook	1	1

The SLHP Task Force documents divulged that the committee is made up of at least one faculty member from all professional divisions. Discussion of a cultural diversity course, part of the Health Professions program, became a requirement for all honors students. The SLHP students must take the lead on the service learning project within that course. Other SLHP minutes disclosed that one faculty member wrote for and received a fellowship for the fledgling SLHP, which assisted with funding the program, and allowed two nursing faculty to present and attend a conference on service learning. In General Assembly minutes, faculty were invited by the SLHP Coordinator to a free on-campus formal education conference which was presented by another higher education institution in the region.

In College Senate and Assessment Committee minutes, evidence was found that faculty suggested, supported, and unanimously voted to have service as one of the major competencies of the college. This service competency was one of the first competencies of the college to be trialed in a nursing course by a nursing faculty member who was on the Assessment Committee. This service competency continues to be evaluated but no data were available for further review at the time of this study.

The data showed that hindrances to incorporation of service learning related to faculty were also found in the discourse document analysis. Although service learning was part of the curriculum found in some courses throughout the college, it was not consistently applied. Nursing faculty stated in Nursing Faculty and Curriculum minutes and course report documents that there was “not enough time or support” (nursing course reports, $n=4$) to facilitate development. Service as a main competency of the college was evaluated in only one course because faculty voiced, “that service learning takes additional time and energy for students and faculty,” (NRSA 130, 230 course reports), or faculty didn’t have enough knowledge about how to incorporate it into the curriculum (College Curriculum minutes, October, 2003). No other mention of support in funding to develop service learning as a teaching strategy in courses was found in the documents reviewed. Furthermore, no follow-through was found in the documents related to the proposal in Senate from Nursing and the Physician Assistant faculty to integrate service learning into the curricula. Nursing Faculty minutes divulged that although three faculty members received mini-grants for incorporating service learning into their courses, only one faculty member at present continues to use service learning as a teaching methodology.

According to the documents reviewed, the handful of faculty that volunteered to be on the Service Learning Honors Program Task Force was not acknowledged by administration. The SLHP Task Force minutes revealed that the faculty asked administration to take into consideration their work on the Task Force as part of their workload and to be given relief from other committees. This was not approved by administration.

Demographic information from the SoC Questionnaire. Fifty-two SoC Questionnaires were sent to all full-time faculty and administration at the institution. After 3 weeks, and two reminders, 47 questionnaires were returned, for a return rate of 90.38%. Returned questionnaires showed an even distribution of faculty participation. Of the 47 questionnaires returned, 45 were usable and complete. On demographic questions, 39 respondents confirmed they were faculty (87%), 3 checked the administrator response (6.7%), and 3 answered both as administrator and faculty (6.7%). Of these last three, it was revealed that the organizational chart considered these people faculty; however, their jobs required much administration and little or no teaching. The researcher decided to put these people in an "other" category.

In response to the information related to years of teaching experience in the demographic data, faculty on average taught 20.86 years, with 4 people stating 20 years (the mode). The median number of years teaching was 16. The faculty as a whole has a reputation of having many years of experience teaching, so the response indicated strong faculty teaching familiarity.

Participants were asked how long they had been involved in service learning. Table 10 shows the results. The most frequent response to use of service learning in years

was “never” ($n=19$); however, 7 responded with 2 years and another 7 with 5 or more years. Using a Likert-type scale of 1 being *non-user* and 5 *past-user*, the respondents revealed that 21 considered themselves non-users and 5 past users (Table 11). Although 19 had responded as never using service learning (Table 10), 21 considered themselves non-users of service learning (Table 11). An explanation for this discrepancy could be that some non-users are really past-users and chose to respond as non-users ($n=2$), making the percent different. Data in Table 10 show that between 1 year and 4 years of service learning use, there were 17 faculty, the same number of respondents in Table 11 that checked users ($n=17$). Overall, most faculty respondents considered themselves non-users of service learning.

Table 10

Faculty Involvement with Service Learning

Years of use of service learning	Faculty ($n=45$)	%
Never	19	42.2
1 Year	4	8.9
2 years	7	15.6
3 years	4	8.9
4 years	2	4.4
5 or more years	7	15.6
Missing	2	4.4
Total	45	100.0

Table 11

User Responses

Nonuser to past user of service learning		Percent
Nonusers	21	47
Users	17	38
Past users	5	11
Missing	2	4

The last two questions on the questionnaire dealt with the faculty knowledge of service learning, including their formal and informal education. Table 12 depicts these data. More faculty felt they had informal training ($n=19$) compared to formal training ($n=4$) in service learning. The majority ($n=19$ of 45) of respondents reported no formal training in service learning. Only three people reported extensive formal education and two reported extensive informal training. Overall, faculty reported little or no knowledge in the use of service learning.

Table 12

Faculty Formal and Informal Education in Service Learning

Scale of 1-5, 1 equaling no training to 5 extensive training	1	2	3	4	5	Total
Informal training	19	14	8	2	2	45
Percent	42.2	31.1	17.9	4.4	4.4	100
Formal training	4	20	13	3	3	43 (2 missing)
Percent	8.9	44.4	28.9	6.7	6.7	95.6

The SoC Questionnaire group data interpretation. Questionnaires were interpreted using the *SoCQ Manual* (Hall, et al., 1979). As discussed in chapter 3, the group means of individual Stage of Concern percentile scores were calculated, as well as frequency of highest Concerns Stage of the individual.

From Table 13, the data show that the Awareness stage has the highest overall mean percentile (80.6) with the Informational stage as the second highest mean percentile (70.6) institutionally. As discussed in chapter 3, the group percentile score means were derived first from the individual score sheets (Appendix J), adding each Stage of Concern score and finding the mean. As stated in the SoC Questionnaire manual, typically a high score and second high score should be stages next to each other. The data showed that the second highest percentile score was adjacent to the high percentile score. Twenty-one individual questionnaires had a high score in the Awareness Stage of Concern placing them in the highest concentration of individuals (46.7%). Seventeen individual questionnaires have second highest scores in the Informational Stage of Concern for a second high concentration of 37.8%. In Figure 11, the institution's overall SoC pattern has been plotted. The overall profile of the institution is of a non-user who is in the Awareness Stage of Concern (See Appendix K and Table 2 for explanation of Stages of Concern).

Also, as stated in chapter 3, data were individually profiled but then put into groups based on the various departments within the college. Table 14 shows these data. The Arts and Sciences division's ($n=14$) highest Stage of Concern related to service learning was Awareness ($n=10$). Their second highest stage of concern was Informational ($n=8$). Nursing's highest Stage of Concern was a tie between Awareness ($n=5$)

Table 13

Institution's Percentile Score Means of Stages of Concern and Frequencies of Individual Faculty

Stages of concern	Group percentile score means	Frequency of highest concerns stage for individual faculty	Percent	Frequency of second highest concerns stage for individual faculty	Percent
Awareness	80.6	21	46.7	9	20.0
Informational	70.6	9	20.0	17	37.8
Personal	64.3	2	4.4	7	15.6
Management	48.5	1	2.2	4	8.9
Consequences	32.9	1	2.2	0	0
Collaboration	48.0	5	11.1	3	6.7
Refocusing	35.0	1	2.2	0	0
Multiple peaks		5	11.1	5	11.1
Totals		45	100.0	45	100.0

and Informational ($n=5$). The second highest Stage of Concern (could be interpreted as third) for Nursing was Personal ($n=3$). Ultrasound, Respiratory, Radiology and Health Professions programs were grouped together to give a bigger n and to increase anonymity. Like Nursing, this group had a tie for the highest Stage of Concern interpretation with Awareness ($n=3$) and Collaboration ($n=3$). The second highest Stage of Concern for this group was Personal ($n=5$). The Physician Assistant program's highest SoC profile was Awareness ($n=3$) and second highest SoC score was Informational ($n=2$).

Overall, this group data compared closely to the previous data in that most divisions' highest SoC profiles were Awareness. However, Informational, Collaboration, and Personal stages were seen as either tying for highest or in second highest place. All divisions had Awareness as part of the highest SoC. Interestingly, except for Nursing, Physician Assistant, and Arts and Sciences, the other divisions had Collaboration as a high SoC. These divisions are smaller, have less faculty and fewer supportive staff.

Alphas were similar to reliability studies found in the SoC manual and as stated in chapter 3 (See Table 15). Results from the questionnaire revealed a hindrance to institutionalization as faculty lack education on service learning and according to the SoC, the majority of faculty were just becoming aware of it.

Table 14

Interpretation of Highest and Second Highest Stage of Concern by Program

Division	Number of returned questionnaires	Highest stage of concern interpretation	Second highest stage of concern interpretation
Arts & Sciences	14	Awareness	Informational
Nursing	13	Awareness/Informational	Personal
Respiratory Therapy, Radiology, Ultrasound, HEPR, & Extension	9	Awareness/Collaboration	Personal
Physician Assistant	6	Awareness	Informational
Total	42		

Table 15

Coefficients of Internal Reliability for the Stages of Concern Questionnaire n=45

Stage	0	1	2	3	4	5	6
Alphas	.68	.75	.76	.63	.70	.69	.68

The SoC Questionnaire individual data interpretation. As stated earlier, each questionnaire was plotted on the Quick Scoring Device (Appendix J) to identify individual profiles. The profiles were then interpreted through careful reading and reviewing of the *SoCQ Manual* chapter on interpretation. Through practice and use of the demographic data, the researcher was able to interpret each individual profile.

Individual interpretation of the questionnaire found that 26 respondents were non-users of service learning. Looking at the individual profiles and corresponding this to the demographic data, it was found that 21 participants considered themselves non-users of service learning and 5 considered themselves past-users (see Table 12). Also through individual interpretation, the majority of the participants were in the Awareness/Informational Stage of Concern ($n=18$). Eleven profiles were found to be typical non-users of service learning. An example of one of the profiles is found in Figure 12. The solid line shows the data from this group and the dotted line describes the *SoCQ Manual's* example of a typical non-user SoC profile.

Of the 45 questionnaires interpreted, 10 were found to be negative "one/two splits." A negative "one/two split" means that personal concerns (Stage 2, Personal) override concerns about learning more about service learning (Stage 1, Informational). Typically, these individuals are more concerned about their personal position in relation to the change in curriculum rather than focusing more on learning about service learning.

Before these individuals can consider integrating service learning into their courses, their personal concerns must be addressed. As Hall et al. (1979) state

The individual is much more concerned about her/his personal position and well-being in relation to the change than she/he is interested in learning more of a substantive nature about the innovation. Experience has shown that, even when general, non-threatening attempts are made to discuss the innovation with a person with this profile, the high Stage 2 concerns are intensified and the Stage 1 concerns are reduced. For this kind of person, Stage 2 concerns normally have to be reduced before she/he can look at a proposed innovation objectively. (p. 36)

Five of the participants, 3 from Nursing, 1 from Arts and Sciences and 1 from Physician Assistant divisions who stated they were past users of service learning had different interpretations of their profiles, usually dealing with concerns related to Personal, Management, Consequence, or Collaboration concerns. An example of one of these individual profiles is found in Figure 15. This corresponds to the frequency data of high and second high scores found in Table 13. Collaboration and multiple peaks of concern were equal third high scores (See Table 13). Multiple peaks of concern means there was more than one peak high score in the individual's profile.

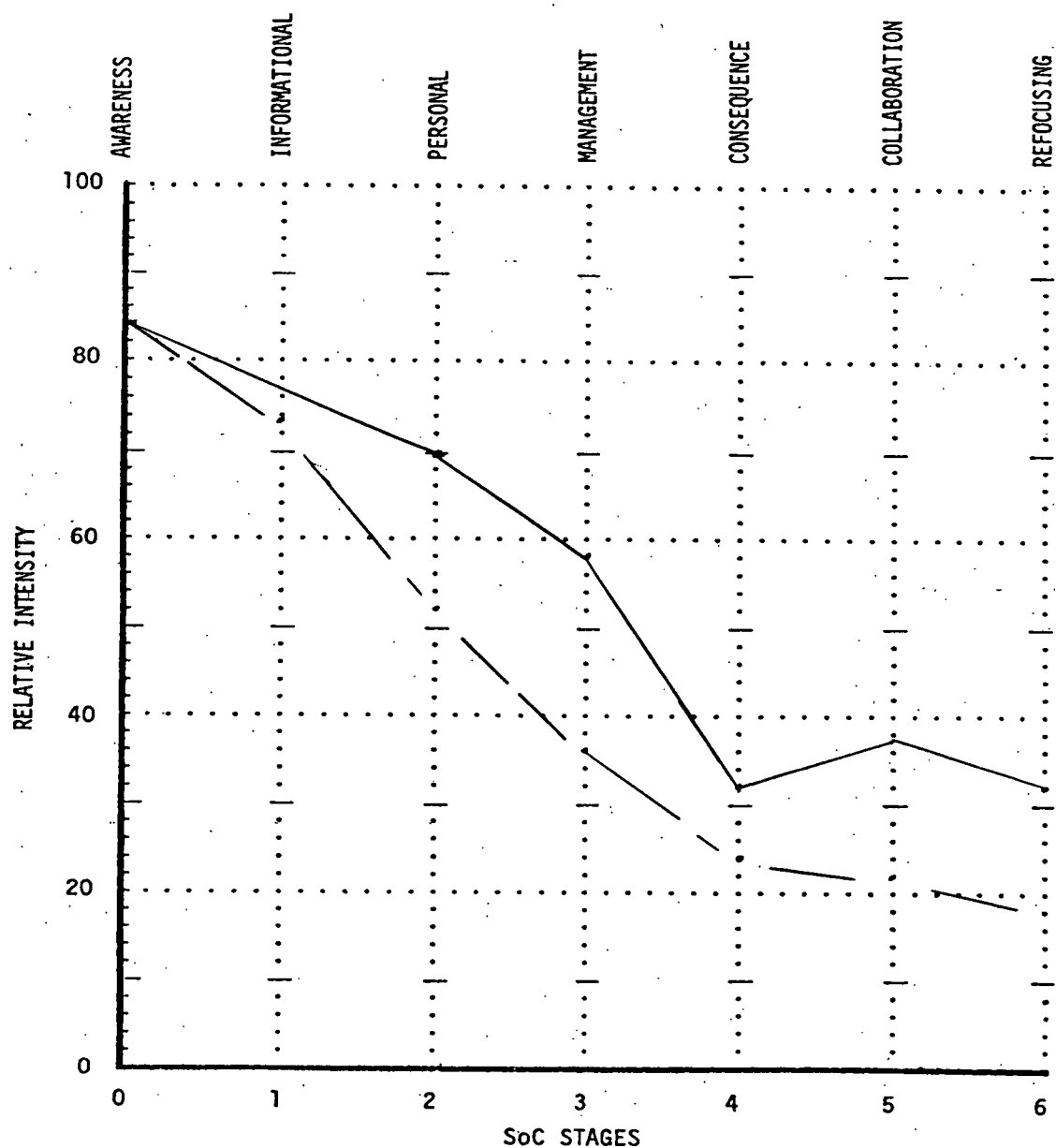


Figure 11. Institution's overall SoC pattern

----Non-user *SoCQ Manual* example _____ Institution's percentile score means of SoC

11From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire*, 2nd Edition (p. 107), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Adapted with permission of the authors.

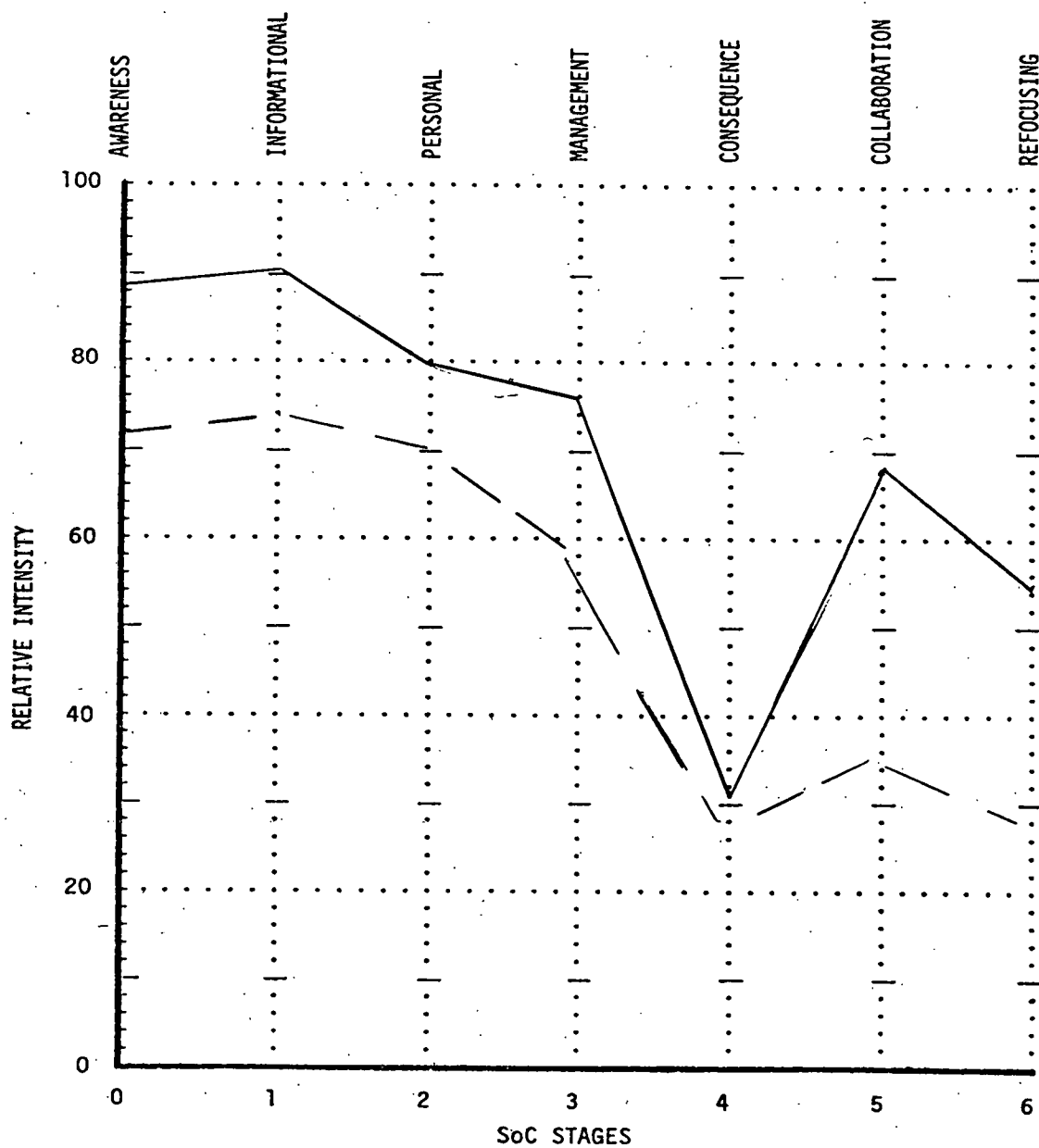


Figure 12. Typical non-user profiles

----SoCQ Manual example ____ Individual profile from service learning sample

17 From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 107), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Adapted with permission of the authors.

The SoC Questionnaire open-ended questions. Two open-ended questions appeared at the end of the SoC questionnaire. The first question, "When you think about service learning, what concerns, if any, do you have at this time?" had 37 comments and was analyzed using the same categories as the questionnaire (See Appendix K). After reviewing the comments several times, categories were assigned to each comment. In all, 3 comments were placed in the Awareness category, 13 in the Informational category, 9 in the Personal category, 7 in the Management category, 9 in the Consequence category, 3 in the Collaboration category and 0 in the Refocusing category (Table 16). For example, the comment, "one of my concerns about service learning is my level of understanding. I would like to know more about it, and how it can be integrated in my field of study" was placed in the Informational category because the person showed a general interest in learning more detail about service learning. Another comment, "I am concerned that we do not yet have enough longitudinal data to be able to evaluate our success" made by an administrator, was categorized in the Consequence category because it focused on impact of the innovation.

Some comments appeared to overlap two categories (See Table 16). For example, the comment, "How do I know my students 'get' the point of service learning? Can I teach the same stuff in a different way?" was a combination of Consequences and Information because the first part focused on the impact of service learning for students, but the second part focused on Information; hence the question was related to general characteristics, effects, and requirements for use. The respondent wanted to know how to use service learning to teach differently, but the individual expressed no personal concerns about the process.

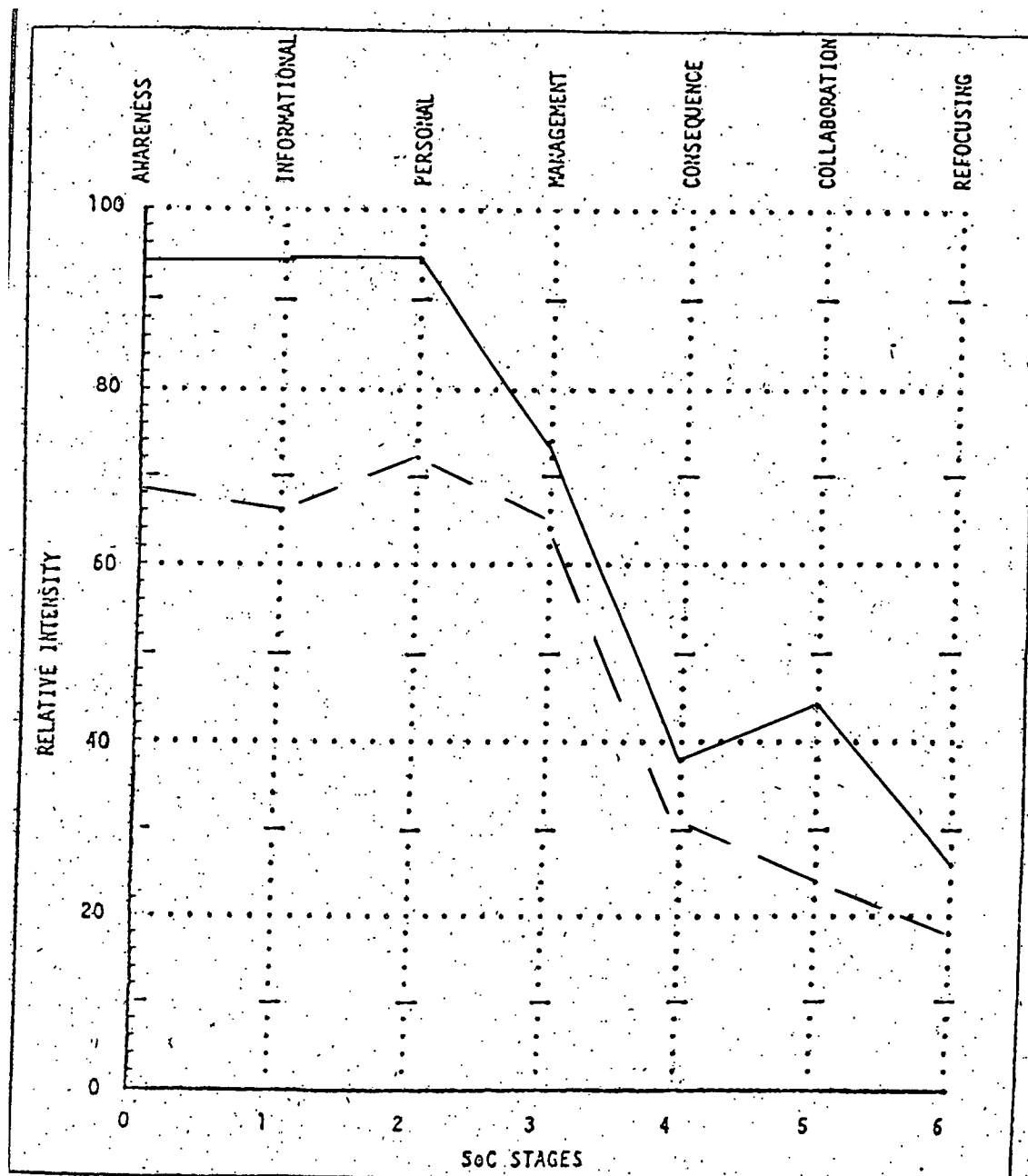


Figure 13. Negative "one/two splits"

-----SoCQ Manual example _____ Individual profile from service learning sample

13 From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 107), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Adopted with permission of the authors.

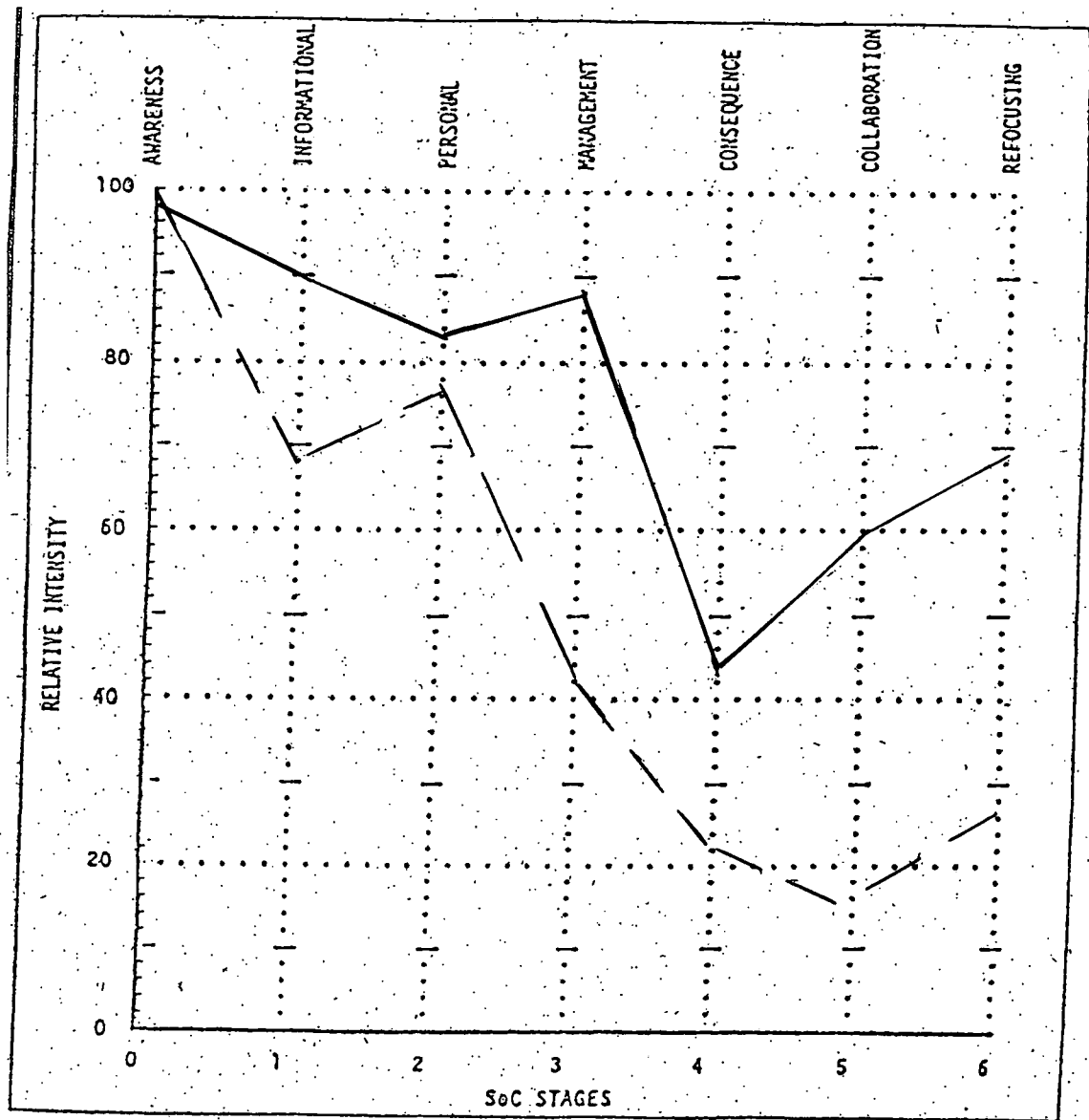


Figure 14. Negative "one/two split" with tailing-up 6s

-----SoCQ Manual example _____ Individual profile from service learning sample

14 From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 107), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Adopted with permission of the authors.

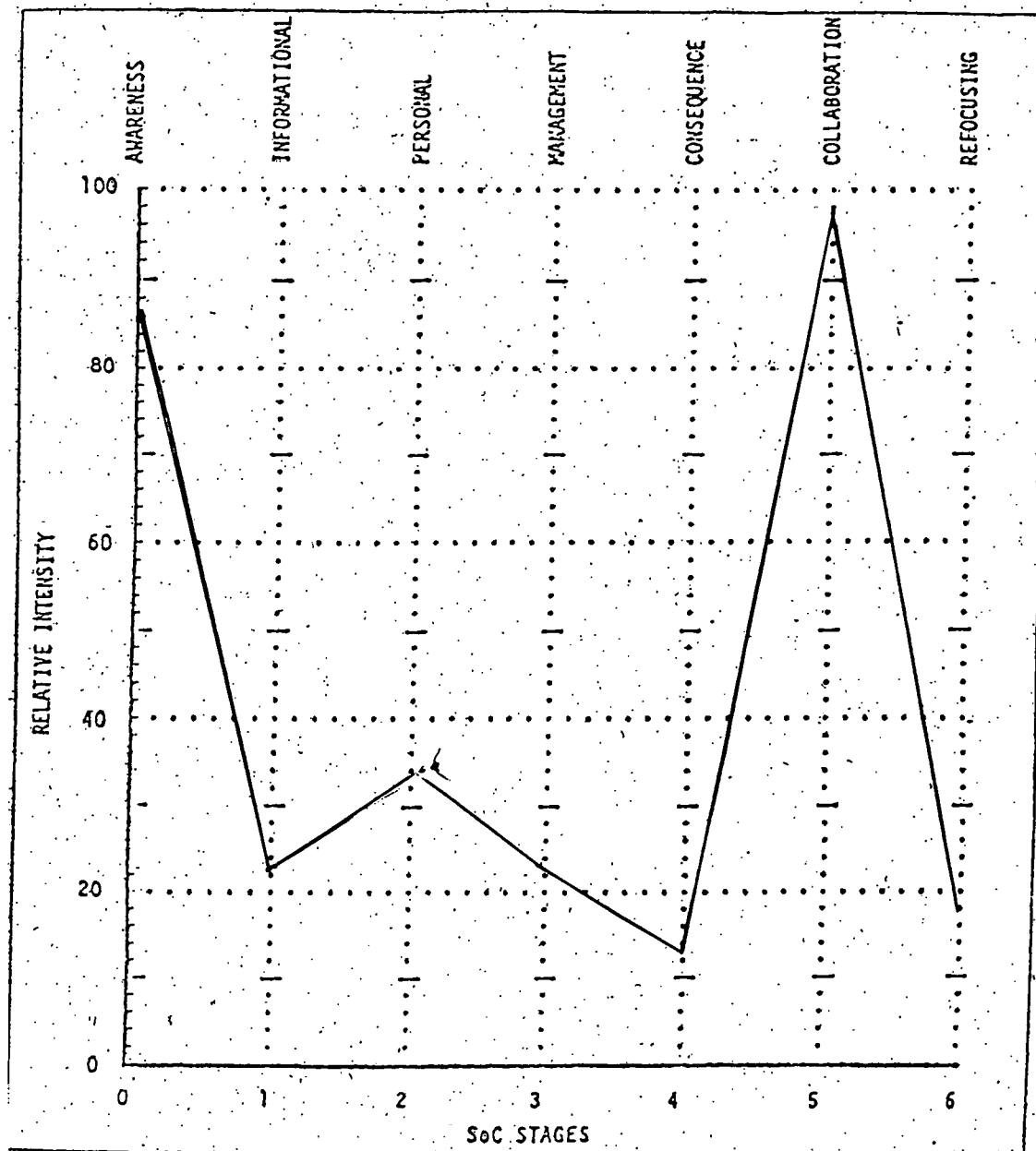


Figure 15. User concern about working with others in relation to service learning collaboration

15 From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (p. 107), by G. E. Hall, A. A. George, and W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Adopted with permission of the authors.

Table 16

SoC Questionnaire Open-ended Question Number One Concern Stages

Concern stages	Number of comments in category	Example of comment
Awareness	3	I really do not have any concerns because I know little about it [service learning]
Informational	13	I want to have a clear, informed presentation on what it is, what it entails, and what is expected
Personal	9	My perception is that it takes a great deal of time to implement. This is concerning to me as a relatively new faculty member balancing the demands of the job.
Management	7	Location and safety. Location for future sites to benefit populations and safety of both students and clients.
Consequence	9	I would like to know that students have options, about their activities that they will be able to engage in those activities that are personally meaningful to them.
Collaboration	3	I would like to see service learning "threaded" throughout our curriculum instead of a "piecemeal" approach that will only reach some students.
Combination Informational/ Personal	7	I don't know how I can implement service learning with my area of curriculum increasing the time for the content I have to teach (Personal). I don't know what service activities would match my content area (Informational).

The second open-ended question. The second open-ended question, "Do you have suggestions for increasing faculty use of service learning as a pedagogy on this campus?" had an $n=34$ of 45 and was grouped into emerging themes. A few responses that were not immediately recognizable as fitting into a particular theme were placed in a separate pile and reviewed several more times for placement. If no category was recognizable after this, the responses were placed in an "other" category.

Four themes emerged from the open-ended question—education concerns, (or lack of education), student comments and concerns; policies and practices; and collaboration. The comments related to education appeared most frequently ($n=12$). An example of this type of comment made by a faculty member was “Educating on service learning might increase the awareness and interest on a multidisciplinary level.” This comment reveals a plea for more education to help with collaboration among faculty. Other comments included “provide basic workshops,” “more in-service programs would help faculty understand what the program is about, and how to implement it,” and “develop formal learning program for faculty,” all reveal educational needs for faculty. This final example summed up this theme in a simple but clear way—“Teach us how.”

Comments related to Collaboration (also a category on the SoC) were the second most common ($n=9$). These included comments about working with other faculty as well as community partnerships. An example of these comments include, “Discussion of what others are currently doing, like best methods for assessing and evaluating learning outcomes,” and “Provide lists of local agencies who would like to partner with the school.” Another faculty member stated “sharing experiences of those who use the method will/should be helpful. Sharing ideas about how to avoid pitfalls and problems is also helpful.” One other faculty, again was to the point—“Two minds are better than one.”

Policies and practices, was the third most common theme ($n=7$). This theme included topics related to institutional policies such as, “If this pedagogy is so important should there be a college wide department policy?” and workload, “Adjust the workload to better enable incorporating service learning into a course.” It also included a comment

about the practices of the college, stating, "Make services [SLHP] you provide more visible on campus—pictures, bulletin boards, newsletter, mission work."

Comments related to student concerns were the last theme ($n=3$). An example of this theme was "Make service learning programs and classes as inexpensive and convenient as possible for students," and "[I am concerned with] board pass rates [and] student attitudes [related to service learning]."

How does the organizational structure facilitate or hinder the incorporation of service learning into the curriculum?

For the last research question, content analysis of institutional documents and individual interviews with faculty and administration were analyzed. In the governance structure in this institution, an idea or change would start at the task force level (i.e., the Service Learning Honors Program Task Force), continue up to the Curriculum Committee, and if passed there, move finally to Senate. Whatever is passed in Senate is then disseminated to the college during General Assembly. Some ideas start in Administrative Council, as well, but everything must pass through Senate at some point. Looking back at Table 8, the data show that as the ideas related to service learning in the hierarchy of the governance structure reached the top, service learning was mentioned less frequently. For example, the Service Learning Honors Program (SLHP) Task Force committee sits at the bottom of the governance structure. Service learning was mentioned repeatedly ($n=195$) at a considerably higher proportion (6.5:1) in these smaller numbers of documents ($n=30$). In College Curriculum Committee documents, the proportion drops to .7:1 as service learning is mentioned only 67 times in 95 documents. Lastly, in the College Senate Committee minutes, the ratio is a bit lower at .56:1 as service learning is

mentioned 28 times in 50 College Senate minute documents. Normally as a working committee or task force comes up with an idea for the curriculum, the idea is discussed at length. In this case, as more people were introduced to ideas related to service learning, less discussion took place as it moved up the committee hierarchy (See Figure 9).

Continuing with the document content analysis of primary documents, particular attention was paid to the Assessment Committee minutes, a committee which is run by faculty and administration that develops practices and policy related to assessment of outcomes. The College Curriculum Committee then reviews curriculum issues. The Assessment Committee minutes mentioned service learning 38 times in 42 documents for a ratio of .9:1 (Table 8). As discussed before, the College Curriculum Committee minutes referred to service learning 67 times in 95 documents for a ratio of 1.4:1. These two committees have equal status in the governance hierarchy and both report to Senate. However, the College Curriculum Committee has a broader scope of purpose than the Assessment Committee, because it deals with multiple issues. The Assessment Committee has, for the last couple of years been immersed in the development of the college competencies, with service being one of the major or institutional competencies of the college.

The secondary documents appeared to have less service learning mentioned in them than primary documents. The North Central Association (NCA) self-study only mentioned service eight times, and it was related to the context of the mission of the college only. It does not mention service learning at all. The Report on Assessment for NCA 2003 contained 31 references to service learning in a 123-page document. It cited service learning related to the service competency and mentioned the starting of the

Service Learning Honors Program. Specifically, the report stated that the “students will demonstrate caring, compassion and service in their personal and professional lives.”

The National League for Nursing Accreditation Commission (NLNAC) self-study, which was written by the nursing administrator and faculty, referred to service learning 49 times in a 290-page document. It repeated some of what the NCA Assessment self-study said in relation to the service competency; however, a chart that showed the congruency of the mission of the college with the philosophy of the Nursing Division revealed service as a common thread. Christian Caring, a concept of the nursing philosophy, was defined in part in the document by the service component. Nursing outcomes have service as part of their definition. In this report, service learning was mentioned as one of the teaching strategies in the nursing curriculum.

Document discourse analysis. Continuing with discourse document analysis related to the last research question, the facilitating factors to organizational structure found in the documents were discovered. It was noted in College Curriculum minutes that a partnership with another higher education institution was started, which encouraged interdisciplinary, multi-institutional faculty to teach a multiprofessional service learning course that could facilitate collaboration in service learning, especially with community partnerships. The BSN completion program has made this multiprofessional course with service learning a mandatory course.

As found in the Senate and Nursing Faculty minutes, accreditation agencies approved of the alignment of the mission with the competencies, teaching methods, course objectives, and outcomes, all of which included service. It was reported in the Senate and General Assembly minutes that the SLHP has been praised as innovative by

religious accreditation reports, stating “the visiting administrative review team commends the administration and faculty for the development of the [SLHP]. This program offers students leadership opportunities, unifies theoretical learning with practical application, and provides a tangible means of identifying the unique experience to students, the community and prospective employers” (*AAA Report*, January 2005). Found in the budget and the Mission Committee minutes was mention of how the larger network of the college supported verbally and in small financial funds the SLHP program as well as other service programs at the college (coordinated by the chaplain of the college). Located within the General Assembly minutes was mention of the service that is overseen and organized by the chaplain and encouraged in student life activities.

The SLHP is now part of the infrastructure of the college and has its own section in the college bulletin (*College Bulletin*, 2004-2005). The SLHP mandates the Cultural Diversity in Health Care course for all honors students. This course has a service learning component as well (SLHP Task Force minutes, March 23, 2001 and College Curriculum minutes, November 28, 2001). At graduation, SLHP students are recognized apart from other students by wearing a purple cord, having their name announced, and receiving a special certificate honoring them as Service Learning Honors Scholars (*College Bulletin*, 2004-2005). Evaluation of the SLHP program is in place in written formal documentation through student surveys (SLHP Task Force minutes, September 17, 2001). SLHP has its own page on the college Website (2004). SLHP Task Force Committee members continue to volunteer extra time for this work, showing a commitment to service and the Honors program (SLHP Task Force minutes, February 16, 2004).

The signature course of the college (Introduction to College) includes the Christian philosophy of service and explains service learning to new students and is found in the College Curriculum and Senate minutes. This signature course is required of students in Associate and Bachelor degree programs (*College Bulletin*, 2004-2005). The SLHP is introduced to students in this course as well as is the mission of the college. As service is part of the mission of the college, this course introduces the foundation of service as one of the competencies that students must achieve upon graduation from the college.

Of the 14 competencies of the college, 3 are considered major. The service competency is one of these major competencies for the college (*College Bulletin*, 2004-2005). The service competency states, "Students will demonstrate caring, compassion and service in their personal and professional lives" (Assessment Committee minutes, November 25, 2002). When the college competencies were developed, faculty and administrators voted unanimously for service to be part of the competencies of the college (Senate Committee minutes, September 4, 2002).

The mission of the college was revised and service is part of the new mission, which states, "As an institution of Christian higher education, [the college] graduates health care professionals of high character who, in the tradition of the Master Healer, gives whole-person care to their patients and generous service to their communities." Senate and College Curriculum minutes stated that service learning fits with the mission of the college. The college Code of Integrity found in the *College bulletin* includes "service to others," and the college description mentions "compassionate service." The Spiritual Master plan, discussed in Administrative Council and Senate minutes,

mentioned “establishing programming of student service and learning,” as an example of “integrating of Christian principles and values,” which is part of the institutional purpose. As stated earlier, the strategic goals, found in Administrative Council minutes, noted that Christian environment and curricula must have “integration of faith and service to others,” a goal for the institution in the next 5 years.

The religious mission and affiliation of the college spawned some community partnerships, especially with other religiously affiliated social agencies inside and outside the US (Mission Committee minutes, May 9, 2003). The chaplain’s office traditionally offers students non-accredited service activities during semester breaks such as helping a large elderly community in Chicago and hospital building projects in Belize. The College is also steeped in the history of a famous inventor, whose philanthropy started the institution. His personal philosophy stated that people should have “lives of service” (Senate and Mission Committee minutes, 2002-2004).

Organizational structure was found to be a hindrance to incorporation of service learning in discourse content document analysis. Changes in curricula or ideas require at least three layers of governance structure for voted acceptance. Follow through on changes and implementation of new ideas was difficult to find in the documents reviewed and analyzed. Also, due to governance infrastructure, it was sometimes difficult to know to whom, and with what group to communicate. For example, changes in curricula, including the SLHP may affect student services, yet the staff and Dean were not always aware of changes until they came to Senate (which is at the top of the governance structure).

With regard to service learning, there was little acknowledgement of marketing monies or formal professional development funding allotted for faculty (SLHP budget, 2004). The college calendar and the professional curricula do not always apportion time for service learning projects, such as international work (SLHP Task Force minutes, September 2003). Because the student must take Arts and Sciences courses while taking professional program studies, little time for service projects is available. Service competencies and/or service learning were not consistently found in course objectives, teaching methods or outcomes (College Curriculum minutes, 2003-2004). The college signature course, which is an introduction to Christian perspectives and information literacy, is not required in the BS completion programs, so students in these programs may not be formally introduced to the Honors Program, the service competency or the mission of the college (College Curriculum minutes, 2004; *College Bulletin*, 2004-2005).

Because there is a small infrastructure of the institution, multiple jobs must be performed by limited faculty. For example, all but one Division Chair teaches as well as leads. The chaplain and certain library staff also teach religion courses. Senate and SLHP Task Force minutes reflect statements by faculty indicating that there were no infrastructures to facilitate the incorporation of service learning because there has been no perceived support through workload, reward structure, or resources (either in people or funding). This is illustrated in that the SLHP Task Force has never become a standing committee but continues to function as a Task Force Committee, even after 4 years. It has no real power in the governance structure. Discussion in SLHP Task Force minutes and Nursing Curriculum minutes voiced concern for staff assistance from student services, and especially secretarial support. The staff did not appear to understand the

processes and work related to service learning (SLHP Task Force minutes, September 11, 2002; Nursing Faculty minutes, September 20, 2002).

Evaluation of the service competency was found in only a few courses (Assessment and College Curriculum minutes, 2004), including all the SLHP courses and two nursing courses. Formal education or faculty development on service learning for faculty was infrequent (Senate, College Curriculum and Nursing Faculty Committee minutes, 2002-2004). Although discussions by faculty of learner-centered teaching were beginning in the institution, service learning as part of a learner-centered teaching methodology has not been discussed in depth (College Curriculum minutes, 2004). For example, someone mentioned the word service learning on the College Curriculum Committee as an example of a learner-centered teaching methodology, but the minutes did not give any more details than this.

Individual interviews. In the data of the individual interviews with faculty and administration 10 themes emerged. These themes were designated as either facilitating or hindering factors to the incorporation of service learning related to the organizational structure. Examples of themes from the interviews can be found in Appendix N. Interviewees represented all 3 administrators, and faculty from Nursing ($n=3$), Physician Assistant ($n=1$), Health Professions ($n=1$), Respiratory ($n=1$) and Arts and Science divisions ($n=1$).

Facilitating factors in the organizational structure for the incorporation of service learning into the curriculum were found in the themes. Every person interviewed, both administrators and faculty, believed the mission of the college and service learning fit well together. Comments from the Physician Assistant faculty, such as "I think it [service

learning] complements the mission of the institution very well,” and “I think it is an excellent fit [service learning],” from an administrator illustrate this point. The Arts and Sciences faculty member simply said, “I think it is a very good fit. Because I believe that our students are training for a career in health care [and] they need to incorporate into their learning the experience and attitudes of service.” Several interviewees verbalized comments about the service competency and Spiritual Master Plan that has been implemented in the college. For example, an administrator stated, “Given the mission [of the college], I think service learning is as close as you can get to a mandatory option. Service has become one of our outcome competencies for the entire institution.” The Respiratory faculty member commented, “I think it [service learning] is perfect for this particular college because of the mission and the goals and the vision of the college.”

Although most respondents interviewed believed service learning should be increased in courses offered by the College, few felt it should become a core of the student learning experience. Reasons given for this were that service learning should not be forced on faculty and that the service learning teaching methodology did not always fit the course content. One administrator, in response to whether the campus should make service learning a core of the student learning experience stated,

That is a yes and a no. The bigger answer is yes; I believe service is already part of the core. Service learning is an approach I would hope would be increasingly a part of what all programs do. The reason I hedge and say a little bit of yes and no is that I believe faculty and students need to catch the enthusiasm of experiences with those courses that have largely been using service learning. So I don't want my answer to be that we need

to require this of everybody. I fully believe it will happen best if people, as I think is already happening, say this is really good, we need to do more of it.

A faculty member from Nursing stated a similar comment: "Yes and no. Yes, I think there should be more courses offered. No, I don't think it should be core because not everyone would thrive or enjoy that type [of learning]." Service was verbalized as being considered the core and service learning a way of implementing the mission through the service competency and Spiritual Master Plan of the college.

Many faculty and administrators discussed the benefits of service learning to students and themselves professionally and personally. "I get a personal thrill out of it" (HEPR faculty), "it fits my personal philosophy" (Nursing faculty) and "reaffirms the Christian life" (Nursing faculty) were examples of personal benefit comments. Professionally with students, benefits include "connections" (HEPR faculty) and "development of character" (Nursing faculty). Students gain a better "understanding of the environment, the community in which they work and how to integrate their professional roles" (Physician Assistant faculty). Students learn to take a look at a "broader community, a broader world, and seeing how to contribute to that world instead of taking" (administrator). One Nursing faculty member stated

You're serving the community, which is hard to separate personal and professional [growth] in this case because ramifications of student learning with these types of projects [service learning] intertwines.

Currently, the college is trying to move to a learner-centered atmosphere, changing the organizational culture of the institution. As the college moves to more learner-centered teaching methodologies, some faculty verbalized that service learning is a learner-centered teaching method. One administrator stated, "service learning is a wonderful match between the theory of service learning and the theory of learner-centered education." A Nursing faculty member stated, "I think it [service learning] is valued pedagogy and one that works well if you want to look at a learning centered environment which I am very much interested in and in the direction the college is moving." An HEPR faculty member said that service learning gives "an understanding of the environment, the community in which we work and how to integrate professional roles, enhancing the multi-disciplinary approach to health care." Another administrator stated, "Service learning is a wonderful match between the theory of service learning and the theory of learning centered education."

Organizational structures that hinder the incorporation of service learning into the curriculum were also voiced in the interviews. Lack of education and faculty development related to service learning repeatedly was a theme throughout many interviews. Sub themes emerged including risk management issues, how to implement, assess, and evaluate service learning, as well as support and resource management of service learning projects. Concerns by the Arts and Sciences faculty, such as the following, illustrated a need for more education in service learning. One respondent said,

I guess the concern I have had about service learning is how to ensure that the learning is taking place, not just a requirement that they [the students]

check off, but it's an activity that really enhances their understanding of what I'm trying to teach in whatever course it happens to be [in].

In relation to educating faculty, students were mentioned as needing to be well informed on service learning as well. More visualization of service learning on campus, including the SLHP was mentioned as critical to making service learning stronger at the college. "I would like to see it [service learning] institutionally to have a stronger impact on the college. It is not publicized enough," stated the HEPR faculty interviewee.

Several participants stated misinformation or wrong knowledge of service learning pedagogy when interviewed. For example, the Physician Assistant faculty member did not know what service learning was and needed information on the definition. This same faculty member did not realize that service learning could be used in any course, stating "The courses I teach are really heavily cognitive knowledge based. Our students have to have clinical rotations so it kind of seems like it would be overload." In this same vein, the Respiratory faculty member was adding service learning to a course without removing anything else and wondered why students were complaining about "more to do." An administrator felt it was a great way to build character, but worried that service learning could compromise the students' capacity to pass qualifying exams: "We have to develop ways to use it [service learning] that don't compromise our students' capacity in professional examinations." Another administrator, who does not teach, verbalized the need for more information about service learning: "I think we can never assume there is enough information out there about it [service learning]."

In conjunction with communication (as discussed with the first research question), collaboration was another theme that appeared. Collaboration was mentioned in relation to what administration could do to support service learning efforts. Interviewees mentioned collaboration with other faculty, especially interdisciplinary faculty, and that administration could support this effort. A Nursing faculty member stated,

They [administration] could foster more of the collaboration effort between the departments in order to implement service learning. . . . because I think that when interacting with each other there could be greater understanding and you're not working in a vacuum to generate ideas. [Service learning] would lend itself very, very, well to collaborative interdisciplinary work.

A Nursing faculty member stated in an interview that collaboration would help with incorporation of service learning in that working with others would assist her in integrating it in her courses. She stated that there should be "time set aside once a week for faculty to get together to discuss [service learning]."

Lack of coordination, resources, and community partnerships was another theme that emerged in interviews with participants. A hindrance to incorporation of service learning into the institution was voiced in the lack of coordination, knowledge, and awareness of community partnerships. "I think that sometimes when we mix too many things together under one committee, pieces get lost," stated one Nursing faculty member. Another Nursing faculty stated, "I would need to know resources, or who to contact. I guess you could pick up a phone book and start going through [it]." Connections with others, somewhat like collaboration but more outside of the

organization, seems to be a need. "I don't have a network of connections that I could call upon to create service opportunities for my students," declared the Arts and Sciences faculty member. Coordination of service learning was mentioned in the form of a specific person or group. "There needs to be a universal effort to look at all the courses in the curriculum so there isn't duplication. That may be from a central office where it could be directed," stated a Nursing faculty interviewee. An administrator even stated, "There is a need to have more than one person coordinating that [service learning]. It is a big job, that is part of it."

Workload and time management issues were verbalized by faculty as problems related to implementing service learning. In response to the question, "How could administration support your efforts to use service learning in your courses?" one Nursing faculty member replied, "First, I think recognition as part of the workload and I think administrators need to have a greater understanding of what kind of work is involved when you do use that type of pedagogy within a course." The Respiratory faculty added the need for faculty support saying, "Getting some time for faculty to look for these [resources] and develop these types of programs or projects in their individual courses, it wouldn't need to be much, but you would need that time."

Financial support for service learning projects was also verbalized. More importantly, financial support for students who want to do service learning projects was voiced as a deterrent to implementation of service learning when funds were not available. One administrator discussed how in her daughter's college, two-thirds of the cost of international service learning was covered by the institution if a student chose a

service option. Another faculty member stated that due to gas prices, it was difficult for students to travel to places where the service learning projects were implemented.

Lastly, a few faculty voiced concern that service learning was not “part of the culture,” and saw this as part of administration’s job to lead the college in this direction. The HEPR faculty said

The one thing that is the hardest to overcome is the culture; there has not been experience with it [service learning]. And that will just happen with time. Sometimes academia isn’t as progressive as it should be and it seems to be an unmovable object. It takes time to get people to understand the concept and appreciate the concept and apply it to what they are doing. We are still at the stage where everyone feels that they haven’t made the connection yet.

As presented earlier under research question one, one administrator also admitted that service learning was not part of the culture and that leadership is necessary for the organization to incorporate service learning.

Summary

Using a combination of quantitative and qualitative research design, data from document content analysis, including discourse analysis, SoC questionnaire and interviews were presented and analyzed to answer three research questions.

Administrators and faculty mentioned some of the same issues for incorporating service learning into the curriculum, but differed in other areas. The organizational structure also has facilitating and hindering factors in this institution for the incorporation of service learning. Findings and conclusions of the data will next be discussed in chapter 5.

Chapter 5

Summary and Conclusions

This chapter presents a summary of the study and its findings, the conclusions of the study with discussion, and recommendations for future research.

Summary of the findings

The purpose of the study was to understand the extent to which institutional leadership and faculty implement the incentives to sustained commitment to or set barriers against institutionalizing service learning across the curriculum. Figure 16 is a pictorial representation of a summary of the facilitating factors and hindrances to the incorporation of service learning into the curriculum of this higher education institution. In this figure summary, service learning supports the mission of the college and increases community partnerships (which also supports the mission of the college). Faculty collaboration is facilitated through the use of service learning. Service learning is a type of learner-centered teaching and this college administration's vision is moving toward learner-centered teaching. Faculty at this institution find that service learning helps develop personal and professional growth. All of these factors facilitate institutionalization of service learning.

Barriers to institutionalization at this college depicted in Figure 16 include absence of education on service learning as a teaching methodology and increased workload and time for faculty using it in the curriculum. The miscommunication among and between faculty and administration and non-communication related to the use of service learning in the curriculum through the institutional hierarchy is a barrier to institutionalization in this setting. The communication problems are related to and a part

of the inefficient governance structure within the institution. Deficiency of financial support and funding for new service learning initiatives in the curriculum is also a barrier to incorporation of service learning into the curriculum.

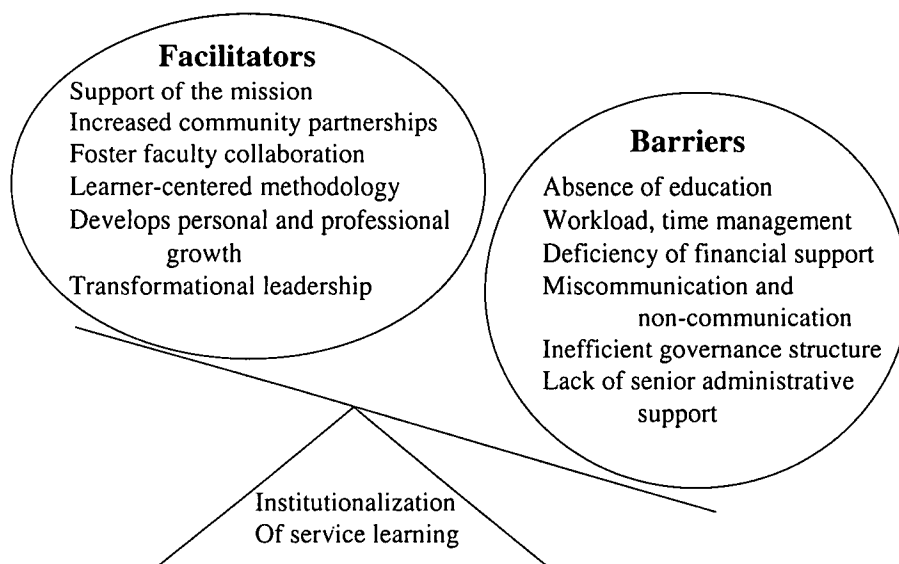


Figure 16. Facilitators and barriers to service learning

Lack of senior administrative support is a key barrier to institutionalization of service learning in this college. Only one administrator is emphasizing collaborative initiatives and role modeling the mission of the college, exhibiting principles of transformational leadership (Northouse, 2004). The other administrators, one due to lack of understanding of service learning and the other because of job description, are presently not able to support integration of service learning. Other barriers to leadership include the governance structure, poor communication within the organization, and a deficiency in financial support. Figure 16 depicts the barriers as outweighing and counterbalancing the facilitating factors to institutionalization of service learning within this institution.

Interpretation of the Findings—Support of the Mission

As stated in chapter 4, every person interviewed believed that service learning “fits” the mission of the college. If service learning is seen as supporting the mission, the institution as a whole may be motivated to institutionalize service learning. Rubin (1996) found that where service was clearly defined in the mission, service learning thrived. Holland (2000) maintained that the engaged campus with service learning as a foundation promotes institutional progress toward realization of the vision of the institution. When the mission is tied to action, institutionalization of service learning is amplified (Holland, 1997). However, without solid leadership and communication from the top of the hierarchy, the mission of the college cannot be fulfilled. However, as the data show through the documents and the SoC Questionnaire, the Division of Nursing is leading from the bottom up.

Communication. A prominent theme that affects administration’s ability to incorporate service learning into the curriculum is communication discrepancies. The lack of continuity of communication from division to division, that is from Arts and Sciences to and from professional groups is evident. The ambiguous communication structure, related to where and when information should go and the lack of open communication between departments reduces the development of new ideas and blocks change (Hall & Hord, 2001). It is evident that there is incongruence of communication between committees. For example, many items that are discussed in Assessment Committee also are discussed in Curriculum Committee; yet, as the data show, members tend to discuss ideas but do not always know where to take them next or what committee should be dealing with each issue.

In the documents, service learning was discussed in many committees, but in different formats. Some committees discussed service learning but did not communicate this to other committees that needed to have that information. In addition, reports to outside agencies and constituents mention service learning infrequently in comparison to the length of the documents and the amount of times it was discussed internally.

Service learning must be connected differently to the institution than other innovations because of the interwoven aspects of administration, faculty, students, and the community partners (Furco & Holland, 2004). The committee lines of communication are not clear to faculty as evidenced by the fact that minutes sometimes stated members did not know where to take certain information or ideas. If faculty and administration have communication disruptions, either from lack of understanding or where and when information must be shared, changes such as service learning will have difficulty being institutionalized.

Because communication is important in organizations, systems theory, which is concerned with the interconnectedness and subsequent functioning of subsystems within an organization (Katz & Kahn, 1972), can be used to explain the communication problems revealed in this study. An open system (see Senge, 1990) emphasizes the complex mechanisms of exchanging information with the organization's environment in order to cope with uncertainty (Hanson, 2003). A key function in a hierarchical setting as indicated in this college governance structure (See chapter 4, Figure 9) is to define, channel and give order to actions and events within the organization (Katz & Kahn). In an open system, communication is essential to holding the organization together. In hierarchical settings, such as this college, the structure can restrict and filter the flow of

communication. Important communication can be changed, mixed, or sanitized. Even when moving horizontally as from committees that are equal in the hierarchy, details may be simplified or assimilated (Katz & Kahn). Leaders of an organization must understand the elements of organizational communication to implement change. In this study, the formal and informal impediments to communication create barriers to institutionalization of service learning as depicted in Figure 16.

There are some facilitating factors, however, in the communication within this organization. The Academic Dean is actively participating in service learning discussions as a member of most of the committees where service learning is mentioned more frequently, including College Curriculum, Service Learning Honors Program Task Force, Senate, and Assessment Committees. However, the President and Student Services Dean appear to be more withdrawn from these conversations, which could be a hindrance to incorporation of service learning. In the institutional documents, the overall percentage of times service learning/service is mentioned is high. However, the hierarchy of primary and secondary documents (See Table 8, chapter 4) reveals that service learning/service has been discussed more extensively in lower level committees especially the SLHP Task Force and Mission Committee than in key committees such as the College Curriculum Committee and the Administrative Council. The Division of Nursing appears to discuss and practice service learning the most in this institution, suggesting the integration of service learning in this program more than any other. However, two of the administrators state that emotional or verbal approval of faculty is the type of support needed to sustain service-learning use by faculty. Interestingly, no faculty interviewed verbalized that this was a type of support they would need to incorporate service learning into their work.

Communication appears to be a key problem associated with the incorporation of service learning in this organization. Administration may need to reconstruct the governance structure or the administrative organization if service learning or any other major change is to be incorporated into the curriculum. Policy changes may need to be implemented to increase information exchange and flow of communication. Communication lines must be clear for change to occur (Cleary & Benson, 1998; Ward, 1996). Service learning needs to permeate the organizational culture (Furco & Holland, 2004; Prentice, 2001) and be visible in documents throughout the institution. Communication is essential to the change process (Hall & Hord, 2001). Incorporation of service learning into a curriculum requires good communication for institutionalization.

Further research is needed at the college to determine why communication channels are unclear, obstructed, or nonexistent and how they can be remedied. Continued study is indicated to determine how administration and committee structures can generally improve communication between committees as well as up and down the hierarchy. In relation to systems theory, the ideal open system could be compared to the hierarchical semi closed structure of this institution when examining communication patterns. Studying facilitating factors and hindrances to communication between faculty, and with administration could assist in understanding how to institutionalize service learning in higher education. Further research at this college regarding communication processes and change may assist with incorporation of service learning and any other learner-centered teaching methodologies.

Lack of education. As Figure 16 illustrates and the data suggest, hindrances related to faculty in the incorporation of service learning also include infrequent formal

education or faculty development on service learning. Bringle and Hatcher (1995) have recommended "a deliberate, organized, and centralized approach to faculty development" (p. 113) for service learning. Gelmon et al. (1998) found regular and frequent faculty development was essential to faculty involvement in service learning. Although discussion by faculty of learner-centered teaching is starting in the institution, no mention of service learning as part of learner-centered teaching methodology has been discussed in faculty small group meetings. Individual faculty view service learning as a learner-centered methodology, but within a collective faculty group, this has not been addressed. Data show that a large percentage of faculty answering the questionnaire have never used service learning and have little education, either formal or informal. The majority high scores on the SoC Questionnaire are in the Awareness stage of concern first and Informational as second, revealing that faculty are still in the infancy stage of the innovation. The open-ended questions on the questionnaire disclose a lack of understanding by faculty of the use of service learning as well. Although a small percentage, the data also reveal a noticeable resistance by faculty and one administrator to service learning. Bell et al. (2000) and Gray et al. (2000) voiced the need for faculty to understand service learning if a successful program was to be implemented. Lack of understanding and education related to service learning is a hindrance to incorporation of service learning into the curriculum. Ramaley (2000) suggests administrators find and take care of faculty already committed to service learning programs showing support for service learning in the institution. The lack of buy-in from one administrator could translate to a significant barrier.

Hindrances related to lack of education include lack of support for faculty development related to service learning and an insufficiency of basic understanding of how to implement, assess, and evaluate it. Some faculty and administrators even verbalize incorrect information related to the use of service learning which again ties to poor communication patterns. Abes et al. (2002) found that a lack of understanding of the use of service learning by faculty led to a lack of perceived relevance to their subject matter. Most people within the institution believe service learning should be utilized more in the curriculum. However, collaboration with other faculty, administrators and community partners, seen as a need by the faculty when using service learning, is verbalized as deficient at the college. Jacoby (1996) stated that the role of faculty who use service learning should be as mentors to those who do not. The data show that this is not happening in this institution and the administration appears unaware of the positive student outcomes when service learning is used in courses. If Weglarz and Seybert (2004) found that faculty think service learning is a good option for teaching in their institution, then it may be true for faculty in other institutions as well. The data reveal that administration and faculty are uninformed of this information, again supporting the lack of education and poor communication patterns within the institution related to service learning. Further study could be done on students, surveying their needs and experiences related to service learning so faculty and administration can determine how much emphasis to place on service learning in the curriculum.

Lack of financial support. Coinciding with the lack of education is the dearth of financial support for service learning at this institution as represented in Figure 16. Although there has been a small amount of administrative financial and educational

support for service learning in the past, which could be a facilitating factor for incorporation of service learning into the curriculum, the amount is negligible. The only visible financial support for service learning initiatives is in the Service Learning Honors Program (SLHP) budget, which is a very small portion of the Academic Dean's overall budget. Ramaley (2000) strongly urges financial support for faculty participating in service learning. Monies are not specifically allotted for service learning initiatives within the overall institutional budget. Ward (1996) found service learning not embraced by faculty in the absence of funding, as did Bergkamp (1996) and Rubin (1996). Interviews with administrators also help validate the lack of financial support for service learning. However, one administrator suggests more help is needed with coordination (a facilitating factor) and feels service learning could be coordinated and supported differently. Ironically, probably because of insufficient funding, faculty also voice lack of support for faculty development, which connects to the lack of education related to service learning. Again, the literature supports the connection between lack of funding and education. Gelmon et al. (1998) found that regular and frequent faculty development opportunities were important to service learning sustainability, but faculty development takes financial support. Because financial support is fundamental to new initiatives, discovering facilitating factors and hindrances to funding and securing and distributing a funding base for institutionalization of service learning could be studied.

Community partnerships. The data support that incorporation of service learning appears to increase community partnerships within this college. Increasing community partnerships also assists with fulfilling the mission of the college. Because service to the community is part of the mission statement of the institution, linking with community

partners for this service is important. Vernon and Ward (1999) found that communities have “overwhelming positive perceptions of campuses in their area” (p. 32) when collaborating with faculty in service learning.

Data show that the College collaborates with another higher education institution to offer a joint course with service learning as a component, working with a large number of community partners. The SLHP includes service learning in every course offered with local, national, and international partnerships. One administrator reached the SoC Supportive stage of institutionalizing service learning (a facilitating factor) and as leading in the collaboration and coordination of the innovation. While one administrator favors service learning, another is concerned with the consequences and needs more education about service learning; and the third administrator may have some resistance to incorporation of service learning based on the SoC Questionnaire interpretation and interview, which is a hindrance to institutionalization. Overall, only one administrator is in a facilitating position to help institutionalize service learning. Hamner et al. (2002) described an on-going community partnership that led to productive involvement and collaboration with communities. Because service learning facilitates higher educational institutions to collaborate with the community (Gray et al., 2000; Hamner et al., 2002), integrating more service learning into the curriculum may increase community collaboration, thus fulfilling the school’s mission. Because research on the community related to service learning is lacking, further study on barriers and facilitators for partnering with higher education could be initiated. If communication with outside agencies is enhanced, the institution benefits through good relations with the community. If the community appreciates the College, a positive environment for both is created. The

reputation of the higher education institution in the local as well as broader community improves.

Collaboration. Because faculty must often work on their own, service learning offers a chance to collaborate with other faculty and community agencies outside of the institution (Gelmon et al., 1998; Gray et al., 2000). Many faculty members verbalize that they want to collaborate with others to enhance the service learning processes within the curriculum. Collaboration allows for discussion of service learning with the hope that it will become an integral part of the organizational culture. Gassner, Wotton, Clare, Hofmeyer, and Buckman (1999) suggest that collaboration in nursing is enhanced with the use of service learning. Hudson and Trudeau (1995) verbalized a need for more faculty to try service learning so that collaboration could happen. Collaboration was perceived by faculty to be enhanced when service learning was seen as important by the institution (Ward, 1996).

One administrator verbally supports collaboration among faculty and community agencies; however, with no financial support to be found in the budget to assist faculty in terms of compensating them for the time it takes to develop these community partnerships, they are less likely to happen (Bergkamp, 1996; Rubin, 1996; Ward, 1996). However, as stated earlier, collaboration with community is enhanced with faculty use of service learning (Vernon & Ward, 1999).

Many faculty interviewed feel that service learning fosters collaboration with other faculty. The data show that the SLHP and nursing syllabi mention service learning/service the most. As stated in chapter 3, the Division of Nursing has the habit of keeping large amounts of documentation of discussions. Other divisions do not. As

Nursing is the largest program in the college in terms of students and faculty, this could be interpreted as a facilitating factor for incorporation because the largest program is using service learning in its courses, exposing more students to the mission of the college. In contrast, the second largest professional program, the Physician Assistant program, does not mention service learning or service in the syllabi, except in the context of quoting the *Bulletin*. Further study could address what factors or characteristics of some health professionals include or preclude collaboration on incorporation of service learning into courses. What are differences in nursing faculty and other health professions faculty related to collaboration? If collaboration is a facilitating factor, programs may need to communicate with each other on service learning if it is going to be more broadly incorporated into the curriculum. Isolation among disciplines decreases communication and increases fragmentation, a hindrance to incorporation of service learning (Cleary & Benson, 1998; Pribbenow, 2002).

In the book *In the Company of Women*, Heim and Murphy (2001) reveal that when women work together, there is never a "middle of the road" mentality. Women either work well together or nothing is accomplished. When a negative atmosphere exists in predominantly female working groups, stalemates occur and no significant work is consummated. However, when positive environments are fostered, women working with women produce creative and extremely productive results. Nursing, a predominately female profession, has these potentials. In this institution, the Nursing faculty are working together and taking the lead to incorporate service learning into the curriculum.

Data reveal that the Nursing program appears to be more involved in service learning as a teaching methodology. The SLHP program, although small, is unique in that

it makes service learning a priority, integrating the methodology rather than just allowing it to be a piece of the program—it is the Honors program. All courses within the Honors program, except for one, are taught by teams of multiprofessionals; for example, International Health is taught by Nursing and Physician Assistant faculty members. All divisional faculty are represented on the SLHP Task Force committee, which is a facilitating, collaborative factor. However, there appears to be inconsistency in implementation of service learning into the curriculum even within Nursing. This may be due to the fact that all faculty who are on the SLHP Task Force are not getting “credit” for volunteering on the SLHP Task Force. Because there is limited service learning literature in other health professions, other divisions, such as the Physician Assistant, must rely on Nursing literature for examples of service learning projects. This too may hinder incorporation. However, if other health professional divisions and Nursing collaborate and communicate with each other, this could be a facilitating factor. As stated earlier by Jacoby (1996), collaboration is important to faculty when using service learning. More research on mentorship should be done related to faculty experienced in using service learning collaborating with faculty who lack experience. Factors that enhance and detract from this collaboration need to be disclosed.

Personal and professional growth. The data also reveal that faculty feel that service learning develops personal and professional growth because service and learning make up a citizenship role, allowing not only the individual to flourish, but one's community environment as well (Eyler & Giles, 1999). Faculty and administrators consider that participating in service learning betters oneself because of service to the community. Even faculty and administrators who have little knowledge or understanding

of service learning feel that service learning offers a connection to or feeling part of a community because of the involvement in addressing a community problem or need. This feeling of connection, of an attitude that service is part of the citizen's personal and professional role is a facilitating factor for incorporating service learning into the curriculum. In Driscoll's (2000) study, faculty found satisfaction with service learning because it "allows them to integrate their academic goals with their own desire to 'make a difference' in communities or to work toward social change" (p. 38).

If faculty and administrators already believe service is important in their own lives, they may have more motivation to incorporate it into their teaching. In Holland's (1997) study on institutionalization of service learning, the researchers could not determine if intrinsic values (such as service or citizenship) increased faculty use of service learning. However, if faculty believe they can make a difference through social or civic efficacy using service learning in a course, they may overcome other barriers such as lack of monies and time. Hammond (1994) revealed that faculty value service learning because it improves student outcomes, personal involvement in service, and development of moral character. Faculty may even be motivated to learn more about service learning as a teaching methodology if they believe they are "doing the right thing."

A study of faculty attitudes toward societal civic responsibility could be implemented. Using service learning in a course will not in itself create social responsibility in faculty. However, if citizenship and service are important to the institution, and faculty communicate to administration the value of service learning by "living the mission," administration could support faculty who practice service learning through time and/or money compensation. Administration could also question faculty

applying to teach at the College on their views and use of service learning, making it part of the hiring process.

Service learning can be a tool for faculty to individually and collectively teach social ethics and participate in social justice (Eyler & Giles, 1999). The college competencies, which include Service and Citizenship, could be evaluated through the use of service learning as a teaching methodology. However, at present, a lack of knowledge as to how to use or incorporate service learning into a course appears to prevent faculty from even choosing these college competencies to evaluate in their classes. At present, only the Honors courses and a few nursing courses list Service and/or Citizenship as a competency that is evaluated in courses. Although administration and faculty develop and collectively vote on evaluating students on these competencies as part of the whole, little evaluative data are available on these two competencies because of their lack of inclusion in courses. Further study might include why these competencies are not being evaluated by faculty.

Service learning is an excellent way to assist in teaching positive character traits and the literature supports the use of service learning as an innovative teaching method for evaluating competency or goal based education (Fink, 2003). However, faculty appear not to have knowledge of this information, which also connects with the barrier of lack of education. More evaluative studies in terms of longitudinal research following workshops, seminars, and orientation for new faculty looking at greater buy-in to service learning are also called for. A follow-up study could be done to see if there is a change in the use of service learning after there is initial and continued education on it.

Workload and time management. Faculty are not given recognition, rewards or reduced workload for participating in service learning or committees related to it. The SLHP Task Force has never become a standing committee, even after 4 years. It also has no real power in the governance structure. Without incentives, faculty must be internally motivated to participate in a new teaching methodology such as service learning (Abes et al., 2002; Gelmon & Sherril, 2000). This may be difficult given the lack of education (another barrier) and knowledge faculty have in implementing service learning into their courses.

Although administration has given small amounts of financial and educational support for service learning in the past, the amount is not substantial enough for faculty without high levels of internal motivation or large amounts of spare time to incorporate service learning into a course offered at the college. Ward (1996) found faculty did not support service learning because of perceived lack of time to develop new programs and no reward structure. Driscoll and Sandmann (2004) found similar results. The data show that most administrative support is verbal and faculty may not feel supported by administration because there is no action behind the words. Substantial support, such as faculty development, may need to be offered by administrators to demonstrate administration's support of incorporation of service learning into the curriculum.

Learner-centered teaching methodology. Another facilitating factor for incorporating service learning into the curriculum is that service learning is a learner-centered teaching methodology (Fink, 2003; Weimer, 2002). Driscoll, Holland, Gelmon, and Kerrigan, (1996) observed faculty change from traditional teaching approaches to learner-centered approaches when service learning was used. As this institution is trying

to move in that direction, any tool that assists faculty in accomplishing a learner-centered environment may be a facilitating factor in its use.

As service learning is an experiential teaching tool, the student must participate equally in service and learning while at the same time collaborating with outside agencies. This encourages students to find and create connections between what they are learning in class and the activities of the larger community in which they live (Fink, 2003). Service learning gives real life experiences to students, which can give them tools for their future work in a health profession (Gelmon et al., 1998; Hamner et al., 2002). Faculty in this study support this learning goal for students. More research in the use of service learning as a learner-centered methodology and its connection to student outcomes is called for. However, in this study, hindrances appear to outweigh service learning as a learner-centered methodology because as the data show, few courses besides the nursing or honors curriculum incorporate service learning.

Senior administrative support. As Figure 16 depicts, leadership within the institution can be a facilitator or barrier to incorporation of service learning into the curriculum. Communication, an important aspect of leadership, also appears to be an important key to institutionalization of service learning at this college. Within this study, facilitating factors related to administration's leadership in the incorporation of service learning hinges on the extent to which the chief academic officer of the institution is knowledgeable and understanding of service learning as a teaching methodology. Bell et al.'s (2000) survey found that administration must value service learning for it to be valued by faculty and that is not being communicated to the faculty in this study.

Driscoll and Sandmann (2004) discuss the need for administration to play a role in the institutionalization of service learning. As a key player in the institutionalization of service learning, the Academic Dean is a member of many committees where service learning is discussed; he was a facilitator in starting a service learning honors program; he garners funding for the SLHP; and he appears to assist faculty in using service learning through his verbal support. The leader who is the most knowledgeable about service learning in this institution is part of the academic side of the college. This supports Kezar and Rhoad's (2001) contention that service learning programs were best overseen by an academic administrator. This administrator is using many of the concepts of transformational leadership to aid institutionalizing service learning (Northouse, 2004). He has engaged with individuals (specifically faculty) within the institution to create a connection to the mission of the college that raises the level of motivation (through verbal and some financial support) in both the leaders and the followers. Fuco and Holland (2004) emphasized the importance of leadership in service learning in the articulation of the vision.

Hindrances related to administration's guidance in the incorporation of service learning include lack of continued formal education of service learning (not found in any document reviewed), and deficiency of internal funding/rewards for incorporating service learning into curricula (also not found in any document reviewed). Education is a key to a knowledge and understanding of any process of change (Hall & Hord, 2001). Without some incentives for trying new ideas, administrators must rely solely on internal motivating factors for faculty to change or try new ideas (Northouse, 2004). There was nothing found in any document related to orientation of new faculty or administrators to

service or service learning, and no support (either in financial or personnel positions) for developing partnerships with the community, an integral part of service learning (Kinnevy & Boddie, 2001). Jacoby (1996) stated that service learning allows higher education to respond to community needs because one of its key functions is the development and application of new knowledge. Plater (1995) asserted that "Communities now believe that universities and colleges not only have an obligation to apply their knowledge and expertise to the solution of problems, but they have to do so in a timely fashion with immediate and demonstrable results" (p. 32). However, without financial support or highly motivated faculty, higher education in general and this institution in particular cannot or will not implement these lofty goals for the community. Faculty cannot be expected to take time to develop service learning projects in their courses when administrators do not revise faculty roles, promotion, and reward structures (Jacoby).

Senior administration in this college has many challenges if service learning is to be implemented. Senge (1990) noted challenges that an organization must face in building learning organizations. The first challenge is the need for sustained effort. Administration may need to increase the facilitating factors, reduce the barriers, and restructure the governance to enhance communication. The second challenge that Senge suggests is a change in culture. New teaching methods, such as service learning, require not only a basic understanding of the methodology, but a paradigm shift in how to educate others. Senge states "today's problems come for yesterday's solutions" (p. 57). Scholarly teaching may mean moving from teaching as it has always been done through action research methodologies to discovering new and innovative methods, which may

mean loss of control and risk taking by administration and faculty (Boyer, 1990).

However, scholarly teaching may enable students to comprehend better and participate more fully in the larger culture (Glassick, Huber, & Maeroff, 1997); in this instance, in more service learning.

As service learning becomes more popular in K-12 education (Blyth et al., 1997), students may expect service learning to continue in higher education. Students who have participated in service learning projects may expect that higher education follows suit. A grassroots effort by students to incorporate more service learning into classes may indirectly assist in the institutionalization of service learning. A replication of or addendum to this study to include student input could be done to assist in examining facilitators and barriers to incorporating service learning into the curriculum from the teaching/learning and student perspectives.

As discussed in chapter 2, integration of service learning into the curriculum needs to be planned. Administrators need to have knowledge of and might employ change theory to assist in institutionalizing service learning. At present, according to Rogers' (1962, 1983, 1995) theory of change, institutionally, this college is still in the Awareness phase. Administration as a group needs to be interested in and committed to making the change occur. The data show that administration at this college is, at present, not able to demonstrate this commitment from atop the hierarchy. The barriers are too heavy and the change agents too few (Lippitt, 1973).

However, the Division of Nursing and to some extent the Service Learning Honors Program at the College are leading the way in institutionalization of service learning at this institution. It is an example of the practical philosophy of servant

leadership. Servant leadership “encourages collaboration, trust, foresight, listening and the ethical use of power and improvement” (Greenleaf, 1977, p. 8). The movement to institutionalize service learning is coming from the bottom of the hierarchy, upward. As Nursing comes from a long history of service, supporting people, serving first, and leading as a way of expanding service to individuals and institutions (Dossey, Selanders, Beck, & Atewell, 2005), servant leadership is not a foreign idea to the nursing profession. As the mission is the driving force of the institution, a governance structure change could be a key to opening the door for Nursing to involve the whole institution in service learning by example.

Conclusions and Implications

The following findings appear to facilitate service learning in this college: supports the mission of the college, increases community partnerships, fosters collaboration, develops personal and professional growth, and is a learner-centered teaching methodology. Barriers to institutionalization of service learning include absence of education, workload, time management issues, deficiency of financial support, miscommunication and non-communication, inefficient governance structure, and lack of senior administrative support. As the data demonstrate, top-level administration is a key factor in the institutionalization of service learning. It appears from the document review, the SoC Questionnaire and the interviews, that each administrator is in a different stage in understanding the incorporation of service learning into the curriculum. Further, administrators in this higher education institution may not be communicating with each other about service learning. And, at least one of them may not have a basic understanding of service learning. Another administrator appears to be resistant to

incorporating service learning into the curriculum in its present format. Only one leader is applying transformational leadership to facilitating institutionalization of service learning but may be encountering barriers because all three administrators are neither at the same stage nor working together.

Implications for the college in relation to the results of this study find that the strong mission related to service and the college competencies that include Service and Citizenship, as well as the college wide initiative for learner-centered education may strengthen service learning implementation. As stated earlier, Holland (1997) noted that institutions that have congruence between their understanding of their espoused mission of service and their actions of service institutionalize service learning the greatest. In other words, according to the *Book of James*, actions must follow words. Leadership and communication appear to be the keys to institutionalization in this study and the administrators' words and deeds are not congruent. Only the Nursing faculty as a whole is aligning words and deeds at this time.

Other implications also include the need for administration to increase and coordinate initiatives to implement service learning into the curriculum using more effective and efficient communication. Better leadership and communication between and among administrators along with an initiative to reorganize the governance and administrative structure may facilitate institutionalization of service learning. Replication of this study after changing or improving the governance structure or administration configuration may be in order. Also, an in-depth investigation of facilitating or hindering factors to incorporation of service learning into higher education curriculum could be done. Particular institutions could be identified that have service learning incorporated to

identify the facilitating factors for institutionalization and these factors could be studied in more depth.

Interestingly, most of the facilitating factors and hindrances discovered in this study are or can be manipulated by leadership. For example, financial support could be increased if administration bargains successfully with the larger medical network, works with the Foundation to start a campaign for monetary support or even develops a full-time position for the Service Learning Honors Program. This person could also be a resource for faculty and community agencies to assist in implementing service learning into the curriculum. Educational programs on service learning and other learner-centered teaching methodologies could be developed and offered to faculty and community agencies. Longitudinal studies can be planned to determine how effective these initiatives were.

As leadership at all levels recognizes the importance of assessment and outcomes in higher education (part of the accreditation process) and recognizes that learner-centered education helps achieve competencies and outcomes (Fink, 2003; Weimer, 2002), more financial support could be moved to service learning initiatives. The alumni, community, and the greater network (which encompasses five other health care facilities) may see the need for change in teaching methods for the institution to be vital in the future of health care professions. As health care is ever changing, health care education is moving from content/knowledge oriented to learner-centered, competency based education (Blumenthal, Mays, Weinfeld, Banks, & Shaffer, 2005; Cox & Buchbinder, 2005; Fink, 2003; Goldstein, Maclaren, Smith, & Mengert, 2005). Students can no longer rely only on knowledge they gain in college. They must be critical thinkers, who are

lifelong learners and are productive, caring members of society (Fink, 2003; Lenning & Ebbers, 1999; Strange & Banning, 2001). Service learning is a teaching methodology that can assist with this change in students.

Faculty in this institution appear to be working with service learning in distinct "pockets" rather than in system wide collaboration. When faculty perceive the administration as being non supportive or perceive that resources are inadequate in integrating service learning into a course, only highly motivated individuals will likely forge ahead (Abes et al., 2002). As the data in this study reveal, the Division of Nursing is taking the lead on incorporating service learning into the curriculum. Nursing education has the most literature on incorporation and use of service learning in a curriculum (Bailey et al., 2002; Eyler, 2002; Redman & Clark, 2002, Seifer & Vaughn, 2002; Warren, Donaldson, & Whaley, 2005). With this knowledge, administration could use the Division of Nursing as an example to other divisions as to how to incorporate service learning into their curriculums using Nursing faculty as leaders and mentors. As servant leaders, faculty of the Division of Nursing could help institutionalize service learning from the ground up. Since Boyer's challenge in 1990 to integrate disciplines and overcome isolation and fragmentation, and to make connections within and between disciplines, other health professions faculty may be willing to come together to continue to conduct research on service learning in all health professions.

Faculty cannot implement a new teaching methodology that they do not understand, about which they have not been educated, or to which they have had little exposure. The data support the idea that incorporation of service learning is hindered when faculty have little or no experience of service learning. Implications would support

more education on service learning for faculty if incorporation of the teaching methodology into the curriculum is going to occur. This could be accomplished through faculty development seminars, mentoring programs, pairing experienced faculty with inexperienced faculty, a service learning coordinator, hiring faculty with service learning experience, orientation of all new faculty in use of service learning and ongoing, continued emphasis on service learning initiatives.

Because the present senior administration is not effective or efficient in understanding and communicating about service learning and the hierarchical system stymies communication, a bottom up approach to institutionalization of service learning in this organization may be the only way open in the system. Servant leadership is evident in the Nursing Division. As Schwartz (2002) discussed, the rise of Deans of women grew from a ground up effort, through research, data-driven documentation, and professionalism. Service learning has this same potential in this institution if nursing continues on its documented course.

Once educated on service learning, faculty involvement in leadership of service learning initiatives is essential to sustain service learning in an institution. If the mission statement contains service, and competencies that measure service are in place, institutionalization of service learning can begin. However, with only verbal administrative support and lack of visibility or importance to faculty, service learning incorporation into the curriculum is not likely to occur.

In finally answering the questions of this study, it would appear that some senior administrative leadership is facilitating incorporation of service learning into the curriculum, but that it is not enough. And, although there appears to be a grassroots effort

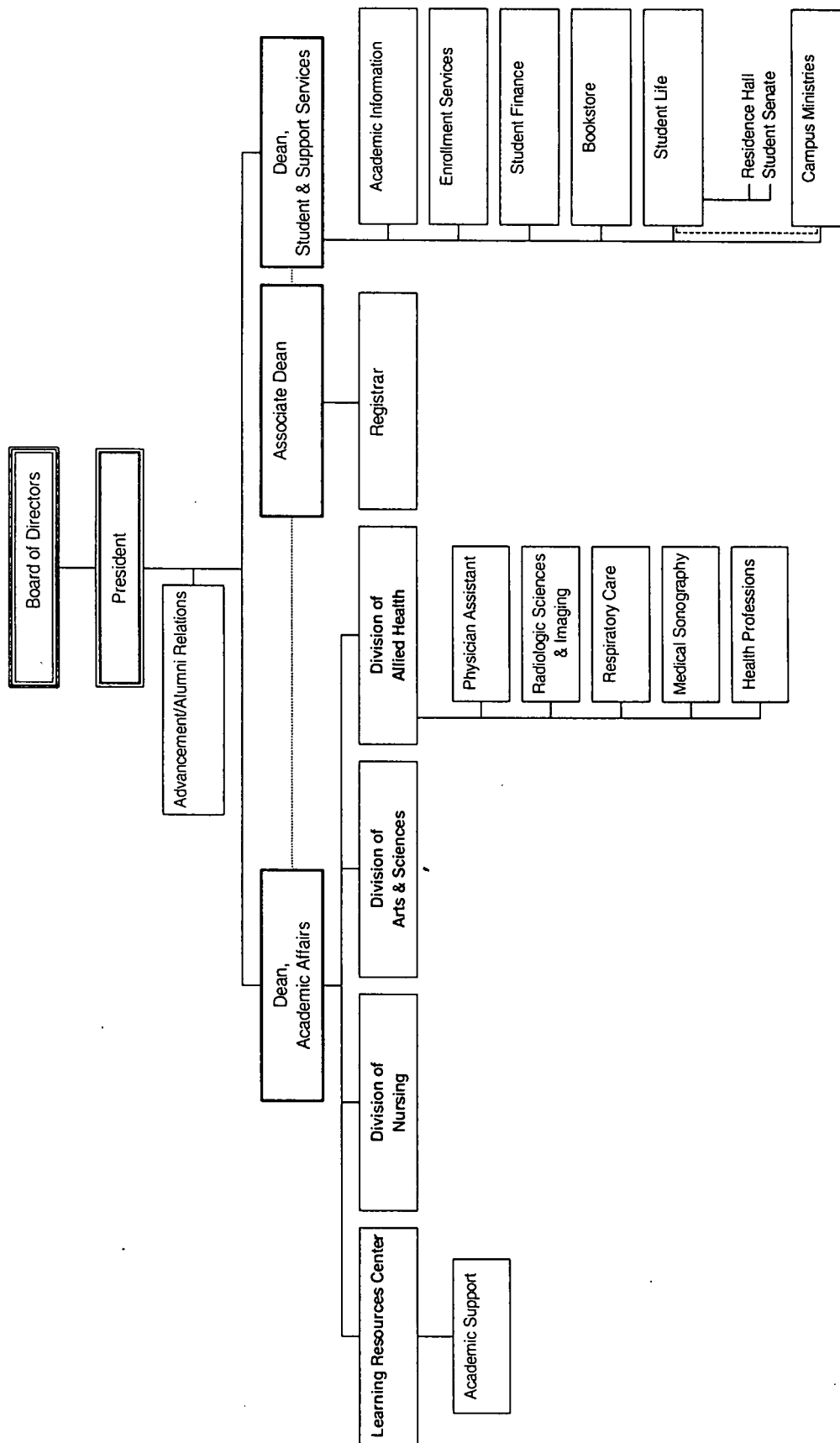
in the Nursing program, the hindrances are currently too great. As for the organizational structure of the institution, miscommunication, non-communication and an awkward governance structure are powerful hindrances to incorporation of service learning into the curriculum, again outweighing the facilitating factors (Figure 16). Gathering the data from documents, the SoC Questionnaire and the interviews helped reveal the heaviest barriers of poor communication patterns and senior administration difficulties.

In conclusion, if service learning is to grow in breadth and depth in academe, higher education must reaffirm its commitment to recognizing and responding to social needs (Hamner et al., 2002). Service learning is one important avenue for addressing community needs (Eyler & Giles, 1999; Zlotkowski, 1999). Effective service learning programs in higher education that fully involve the entire institution will develop individuals who will take on social problems and continue to learn and serve (Bringle & Hatcher, 2000a; Kinnevy & Boddie, 2001). Participation in community service will more likely grow into commitment if it is direct, of high quality, and integrated into the student's experience to help develop the evolving sense of self (Mabry, 1998). If administrators and faculty develop the facilitating factors and address hindrances to incorporation of service learning into curricula, integration into the curriculum may be possible. If senior administrators empower and support the bottom of the hierarchy in service learning, using servant leadership as a guide, service learning incorporation may have a chance. Lastly, if there is encouragement and intentional efforts by higher education faculty and support from administration for more meaningful service learning projects, students may be motivated to develop commitments required for active citizenship.

Health care is a service-oriented profession. Literature supports that integrating service learning into health care curriculum may be more difficult because health care faculty have a more difficult time distinguishing service learning from other community-based experiences (Gelmon et al., 1998). As one faculty member stated, "Our students are training for a career in health care and they need to incorporate into their learning the experience and attitudes of service." Boyer (1994) has challenged higher education to reconsider its mission to be that of educating students for a life as responsible citizens, rather than educating students solely for a career. The scholarship of service may change the nature of faculty work, enhance student learning, better fulfill campus mission, and improve community relationships (Bringle, Games & Malloy, 1999; Eggerton, 1994; Rice, 1996). Integration of service learning into the broader health care curriculum could lead to the realization of these important outcomes.

APPENDICES

ORGANIZATION CHART



Appendix B

Student Demographic Study

ETHNIC STUDY	Male	Female	Percent
American Indian/Alaskan Native	1	4	0.79%
Black/African	11	39	8.73%
Caucasian	101	523	80.16%
Hispanic	4	10	3.17%
Oriental/Asian	3	12	2.38%
Not Listed	6	20	4.76%
	126	608	100.00%

MARITAL STATUS	Male	Female	Percent
Single	79	362	62.70%
Married	33	148	26.19%
Separated		13	0.00%
Widowed		2	0.00%
Divorced	9	50	7.14%
Unrecorded	5	33	3.97%
	126	608	100.00%

AGE	Males	Females	Total	Percent
Under 18	1	8	9	1.25%
18-19	18	94	112	15.58%
20-21	11	106	117	16.27%
22-24	17	86	103	14.33%
25-29	28	101	129	17.94%
30-34	18	69	87	12.10%
35-39	14	64	78	10.85%
40-49	13	55	68	9.46%
50-64	3	13	16	2.23%
Totals	123	596	719	100.00%

Unrecorded Birthdate

3

12

15

Average Age:	28.7
--------------	------

27.4

27.6

GENDER	Part-Time	Full-Time	Total	Percent
Females	245	363	608	82.83%
Males	38	88	126	17.17%
	283	451	734	100.00%

State/Country	Part-Time	Full-Time	Total	Percent
Canada	1	2	3	0.41%
Albania	1		1	0.14%
Barbados	1		1	0.14%
Burundi	1		1	0.14%
Ghana		2	2	0.27%
Iceland		1	1	0.14%
India	1		1	0.14%
Kenya		2	2	0.27%
South Africa	1		1	0.14%
South Korea		1	1	0.14%
Philippines	1	1	2	0.27%
Russia	1		1	0.14%
Rwanda		2	2	0.27%
Sierra Leone	1		1	0.14%
Uganda		1	1	0.14%
Arizona		1	1	0.14%
Alabama			0	0.00%
Arkansas		1	1	0.14%
California		1	1	0.14%
Florida		2	2	0.27%
Georgia			0	0.00%
Hawaii	1	1	2	0.27%
Illinois	2	3	5	0.68%
Indiana		4	4	0.54%
Iowa			0	0.00%

State/Country	Part-Time	Full-Time	Total	Percent
Kansas		1	1	0.14%
Kentucky		4	4	0.54%
Maine			0	0.00%
Maryland	3	2	5	0.68%
Massachusetts			0	0.00%
Michigan		2	2	0.27%
Minnesota	1		1	0.14%
Missouri	1	2	3	0.41%
Nebraska			0	0.00%
New Hampshire			0	0.00%
New Jersey			0	0.00%
New York		1	1	0.14%
North Carolina			0	0.00%
Ohio	264	405	669	91.14%
Oklahoma			0	0.00%
Oregon			0	0.00%
Pennsylvania	1		1	0.14%
Tennessee	1		1	0.14%
Texas		4	4	0.54%
Virginia		2	2	0.27%
Wisconsin		3	3	0.41%
TOTALS	283	451	734	97%

Ohio Residents	669	91.14%
Outside Ohio U.S. Residents	44	5.99%
International Students	21	2.86%
Total Students	734	

Appendix C

Samples of Document Analysis Rubric

<i>Document Analysis Rubric</i>	<i>Topic related to Service learning/Service</i>	<i>Times mentioned in document</i>
NRSA 221 Syllabus	Service learning listed as a teaching method Service learning project described, page XX Service listed as a competency	3
College Competencies	Service is a separate competency	1
College Bulletin	Service learning Honors Program (3 years old) Faculty Coordinator Service learning projects in each course in the curriculum 5 faculty teach courses in the curriculum Two are adjunct, three FTE	6
College Mission Statement	"Service....	1
Medical Mission committee Minutes		
College Budget	SLHP given own line in the amount of \$12,000 per year	
RELX XXX Syllabus	Service Learning Project Service Learning listed as a teaching method	

Document	How does the administration's leadership facilitate or hinder the incorporation of service learning into the curriculum?	How does faculty facilitate or hinder the incorporation of service learning into the curriculum?	What infrastructures facilitate or hinder the incorporation of service learning into the curriculum?	What institutional practices and policies facilitate or hinder incorporation of service learning into the curriculum?
Faculty Handbook	No policies on service learning or partnering with community agencies found.		College mission mentions service	Affiliations agreements must be made with each individual community agency for each division—no centrally located or designated person for contract negotiations with community agencies

Appendix D

Coding the Importance of Documents

College Senate Minutes—top of the governance structure —all things voted on here affect the college bulletin, policies and practices, and faculty and staff. Service learning and service were mentioned 28 times in 50 documents. SLHP was voted in here. Service competency was voted in here. Mission was voted in here.

College Curriculum—Steppingstone to College Senate. All curriculum changes must go through the committee. All curriculum changes must go through the committee. This affects what goes in the *College Bulletin*. The SLHP curriculum is voted in here first. Service and service learning were mentioned 67 times in 95 documents.

Service Learning Honors Program—Program was developed here by interested and volunteering members. Thirty documents mention service or service learning 195 times. Program was sent to College Curriculum and then to Senate

Assessment Committee—Competencies first developed and voted on here before going to Senate. One hundred and eight documents mentioned service or service learning 38 times.

Nursing Faculty and Curriculum—Professional curricula developed for nursing here. Curricula developed here, take to College Curricula and then Senate. Of 116 documents reviewed, service learning and service mentioned 85 times.

General Assembly—Staff and faculty membership. More of an FYI committee. Minor voting here, only related to topics effecting all members of the college. Eight documents reviewed, service learning and service mentioned 2 times.

Administrative Council—Made up of three administrators and division chairs. A committee for the management concerns of the college. Twenty-eight documents reviewed, service mentioned seven times related to the members doing service, not curricula or teaching methods of service learning.

Syllabi—

Nursing—Largest and professional division of college. Sixty-six documents reviewed, service learning or service mentioned 217 times.

Physician Assistant—Sixty-five documents reviewed, service mentioned 15 times, but mentioned with the same exact quote every time from the student handbook, related to academic integrity.

A & S—Religion courses only—mention service learning or service—Two hundred and four documents reviewed 35 times.

Respiratory—Small division, 24 documents mentioned 51 times.

HEPR—Thirteen documents reviewed, mentioned 93 times

SLHP—Fourteen documents reviewed, mentioned 101 times.

Mission Committee—Part of larger organization network. Two documents reviewed, service and service learning mentioned 19 times.

College Faculty Handbook—Legal document—policies and practices for faculty—service mentioned 1 time in the college mission.

College Budget—SLHP under the Academic Dean's budge. No other item line for service or service learning per se. Three budgets—SLHP budgets X 3. Did increase budget with increased enrollment of students.

Secondary Documents

North Central Reports—Eight times (service as mission)

NCA Report on Assessment—Thirty-one (service competency)

NLNAC Self-Study—Nursing—BSN completion program—Forty-nine times service learning and service mentioned

College Bulletin 2004-2005—Fifty-six times mentioned—SLHP mission, academic integrity "life long service."

College Website—Forty-one times mentioned. Much from the bulletin repeated.

Appendix E

Demographic Page to the SoQ2

Please complete the following:

1. Your position

Faculty_____ Administration_____

2. If you teach, what area do you teach in the most?

HEPR_____NRSA_____ RESP_____ RADI_____

MESO_____PA _____ A & S_____

3. Years of teaching experience? _____

4. Female_____Male_____

5. How long have you been involved in service learning?

Never_____ One_____ two_____ three_____ four_____ five or
more_____

Year years years years years

On the following items please circle the number that best reflects your perspective.

6. On scale of 1 (nonuser) to 5 (past user), where do you see your use of service learning in your classes?

1 2 3 4 5

7. Rate your level of formal training (workshops, conferences, seminars, etc.) in service learning with 1 representing no training and 5 representing extensive training.

1 2 3 4 5

8. Rate your level of informal training (reading books, articles, or experimentation, etc.) in service learning with 1 representing no training and 5 representing extensive training.

1 2 3 4 5

Stages of Concern Questionnaire

The purpose of this questionnaire is to determine what people who are using or thinking about using **service learning** as a teaching method are concerned about at various times during the adoption process of **service learning**. Please respond to the items in terms of *your present concerns*, or how you feel about your involvement or potential involvement with **service learning**. We do not hold to any one definition of this program, so please think of it in terms of *your own perceptions* of what it involves. Since this questionnaire is used for a variety of innovations, the name service learning never appears. However, phrases such as "the innovation," "this approach," and "the new system" all refer to **service learning**. Remember to respond to each item in terms of *your present concerns* about your involvement or potential involvement with **service learning**.

The items on this questionnaire were developed from typical responses of school and college teachers, who ranged from no knowledge all about various programs to many years of experience in using them. Therefore, *a good part of the items on this questionnaire may appear to be of little relevance or irrelevant to you at this time*. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you *do* have, in varying degrees of intensity, and should be marked higher on the scale, according to the explanation at the top of each of the following pages.

For example:

This statement is very true of me at this time.	0	1	2	3	4	5	6	7
This statement is somewhat true of me now.	0	1	2	3	4	5	6	7
This statement is not at all true of me at this time.	0	1	2	3	4	5	6	7
This statement is irrelevant to me.	0	1	2	3	4	5	6	7

Thank you for taking time to complete this task.

	0	1	2	3	4	5	6	7
	<u>Irrelevant</u>	<u>Not true or me</u>		<u>Somewhat true of me</u>		<u>Very true of me now</u>		
		<u>now</u>		<u>now</u>				
1. I am concerned about students' attitudes toward this innovation.	0	1	2	3	4	5	6	7
2. I now know of some other approaches that might work better.	0	1	2	3	4	5	6	7
3. I don't even know what the innovation is.	0	1	2	3	4	5	6	7
4. I am concerned about not having enough time to organize myself each day.	0	1	2	3	4	5	6	7
5. I would like to help other faculty in their use of the innovation.	0	1	2	3	4	5	6	7
6. I have a very limited knowledge about the innovation.	0	1	2	3	4	5	6	7
7. I would like to know the effect of this reorganization on my professional status.	0	1	2	3	4	5	6	7

	0	1	2	3	4	5	6	7	
	<u>Irrelevant</u>	<u>Not true or me</u>		<u>Somewhat true of me</u>		<u>Very true of me now</u>			
		<u>now</u>		<u>now</u>					
8.	I am concerned about conflict between my interests and my responsibilities.	0	1	2	3	4	5	6	7
9.	I am concerned about revising my use of the innovation.	0	1	2	3	4	5	6	7
10.	I would like to develop working relationships with both our faculty and outside faculty using this innovation.	0	1	2	3	4	5	6	7
11.	I am concerned about how the innovation affects students.	0	1	2	3	4	5	6	7
12.	I am not concerned about this innovation.	0	1	2	3	4	5	6	7
13.	I would like to know who will make the decisions in the new system.	0	1	2	3	4	5	6	7
14.	I would like to discuss the possibility of using the innovation.	0	1	2	3	4	5	6	7
15.	I would like to know what resources are available if we decide to adopt this innovation.	0	1	2	3	4	5	6	7
16.	I am concerned about my inability to manage all the innovation requires.	0	1	2	3	4	5	6	7
17.	I would like to know how my teaching or administration is supposed to change.	0	1	2	3	4	5	6	7
18.	I would like to familiarize other departments or persons with the progress of this new approach.	0	1	2	3	4	5	6	7
19.	I am concerned about evaluating my impact on students.	0	1	2	3	4	5	6	7
20.	I would like to revise the innovation's instructional approach.	0	1	2	3	4	5	6	7
21.	I am completely occupied with other things.	0	1	2	3	4	5	6	7
22.	I would like to modify our use of the innovation based on the experiences of our students.	0	1	2	3	4	5	6	7
23.	Although I don't know about this innovation, I am concerned about other things in the area.	0	1	2	3	4	5	6	7
24.	I would like to excite my students about their part in this approach.	0	1	2	3	4	5	6	7
25.	I am concerned about my time spent working with nonacademic problems related to this innovation.	0	1	2	3	4	5	6	7
26.	I would like to know what the use of the innovation will require in the immediate future.	0	1	2	3	4	5	6	7
27.	I would like to coordinate my efforts with others to maximize the innovation's effects.	0	1	2	3	4	5	6	7
28.	I would like to have more information on time and energy commitments required by this innovation.	0	1	2	3	4	5	6	7
29.	I would like to know what other faculty are doing in this area.	0	1	2	3	4	5	6	7

	0	1	2	3	4	5	6	7
	<u>Irrelevant</u>	<u>Not true or me</u>		<u>Somewhat true of me</u>		<u>Very true of me now</u>		
		<u>now</u>		<u>now</u>				
30. At this time, I am not interested in learning about the innovation.	0	1	2	3	4	5	6	7
31. I would like to determine how to supplement, enhance, or replace the innovation.	0	1	2	3	4	5	6	7
32. I would like to use feedback from students to change the program.	0	1	2	3	4	5	6	7
33. I would like to know how my role will change when I am using the innovation.	0	1	2	3	4	5	6	7
34. Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7
35. I would like to know how this innovation is better than what we have now.	0	1	2	3	4	5	6	7

(Hall & Hord, 2001)

PLEASE COMPLETE THE FOLLOWING:

1. When you think about service learning, what concerns, if any, do you have at this time? (Please describe your concerns using complete sentences).
2. Do you have any suggestions for increasing faculty use of service learning as a pedagogy on this campus?

Thank you for your time. Please return the questionnaire to the Office of the Academic Dean and place it in the box marked "questionnaire" within the next week. If you would like to participate in an interview, please tear off the bottom portion of this sheet and place it in the box marked "interview."

Appendix F



18 March 04

Paula Reams
3737 Southern Blvd.
Kettering, OH 45429

Dear Ms Reams:

Thank you for the exchange of emails in relation to your interest in using the Stages of Concern Questionnaire (SoC Q) in your dissertation study. I grant you permission to use the SoC Q as long as the following guidelines are followed:

- 1) Please do not make changes in the wording of the 35 items on the SoC Questionnaire. If for some reason you believe that a wording change is necessary, please contact me.
- 2) You should obtain a copy of the technical manual, and refer to it for data analysis and interpretation.

Hall, G.E., George, A.A. & Rutherford, W.L. (1979). *Measuring Stages of Concern about the innovation: A manual for use of the SoC Questionnaire*. Austin: The University of Texas at Austin, Research and Development Center for Teacher Education. (ERIC Document Reproduction Service No. ED 207 170).

You can obtain a copy of this manual either from ERIC, or the Publication Office of the Southwest Educational Development Laboratory in Austin, Texas. (Telephone 512 476 6861).

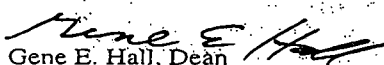
- 3) Cite the technical manual in regard to the SoC Q. You should also cite a readily obtainable reference for the Stages of Concern construct. The following is the recommended source:

Hall, G.E. & Hord, S.M. (2002). *Implementing Change: Patterns, Principles and Potholes*. Boston, MA: Allyn and Bacon.

Please feel free to contact me if you have questions about use of the SoC Q or interpretation of the data.

I wish you great success in your study.

Sincerely yours,


Gene E. Hall, Dean
Professor of Educational Leadership

College of Education
4505 Maryland Parkway • Box 453001 • Las Vegas, Nevada 89154-3001
(702) 895-3374 • FAX (702) 895-4068

Appendix G

Tear off

-----**TEAR OFF SECTION OF THE FACULTY QUESTIONNAIRE**

Please consider continuing to participate in this research effort. If you would be interested in participating in an interview, please fill out the information below. The interview will not last more than 20-30 minutes and you will be asked questions related to service learning. I will be contacting you soon. Thank you.

NAME:

Day time phone # _____ evening time phone

Cell phone # (optional) _____

Check one: Faculty _____ Administrator _____

Check one:

Have used or am using service learning as a teaching strategy _____

Have not used service learning as a teaching strategy _____

Appendix H

Sample Faculty/Administrator Cover Letter

August 15, 2005

Dear Faculty/Administrator:

Thank you for your willingness to assist me in my research efforts. I am currently involved in studying the process of institutionalization of service learning in higher education. I feel faculty and administration are two of the best sources of information for me as I seek to learn more about the institutionalization of service learning. .

I am asking you to fill out the attached questionnaire that assesses your present concerns about service learning. The questionnaire only takes 10-15 minutes to complete. Before filling out the questionnaire, please read and sign the consent form. Please place the completed questionnaire and signed consent form in the envelope provided and place it in the box marked "questionnaire" in the Office of the Academic Dean. You are not required to fill out the questionnaire or participate in any way. The data collected from the questionnaire will be used to help faculty and administration understand the status of service learning as a teaching methodology at [institution]. Data may be used to inform other colleges/universities of the status of institutionalization of service learning at [institution]. All data will be compiled for generalized reporting and no single individual questionnaire will be identified.

No risks (physical or mental) to you or others are known from filling out the questionnaire. This questionnaire will be kept confidential.

You will also notice a tear off sheet at the bottom of the questionnaire. If you would be willing to participate in an interview, please indicate this in the space provided and place it in a separate box in the Office of the Academic Dean marked "interviews." The interview will not take more than 20-30 minutes. If you do not wish to participate, just leave the sheet blank.

Thank you for your help. If you would like more information or are interested in the results, please see me, office 12, ext 55624.

Sincerely,

Paula Reams MS, RN, LMT
PhD student, University of Dayton
748-9159 or ext. 55624
Paula.reams@KCMA.edu
Darla.Twale@notes.udayton.edu

Dr. Twale
Professor, University of Dayton
Dissertation Chair

Appendix I

Informed Consent – Minimal Risk
Questionnaire
For Participation in Human-Subject Research
For

Institutionalizing Service Learning in Higher Education: Change or Not to Change

Principal Investigator: Paula Reams MS, RN, LMT

Purpose

The purpose of the study (research) is to understand the extent to which institutional leadership and faculty implement the incentives to sustained commitment to or set barriers against institutionalizing service learning across the curriculum. The purpose of the questionnaire is to determine what people who are using or thinking about using service learning as a teaching method are concerned about at various times during the adoption process of service learning.

Study Contacts

You may contact **Paula Reams, Associate Professor, 298-3399, 55624 or pager 491-2990** regarding any questions, comments, complaints, or injury. If you have questions about your rights, you may contact Greg Elvers, Ph.D., Chair of the University of Dayton's Committee for the Protection of Human Subjects, 937-229-2171.

Procedures

Fill out the attached questionnaire that assesses your present concerns about service learning. The questionnaire only takes 10-15 minutes to complete. Place the completed questionnaire and signed consent form in the envelope provided and place it in the box marked "questionnaire" in the Office of the Academic Dean. You are not required to fill out the questionnaire or participate in any way.

Risks and Discomforts

Questions may be perceived as personal. This questionnaire will be kept confidential but is not anonymous because of the numerous demographic questions and the small population being surveyed.

Benefits

Investigating the use of service learning within the institution will enhance the use of the teaching method. Having an understanding of the use of service learning within the college assists administration in change of the culture. Faculty may feel heard by administration if their views and opinions are shared.

Right to Withdraw

Your participation in this research study is voluntary. You are free to withdraw from this study at any time without penalty or loss of benefits. Your withdrawal will not influence your education/employment at this facility. Voluntary termination of participation in the study will not penalize or cause loss of benefits of any kind.

Alternatives

The alternative to participating in this study is to not fill out the questionnaire.

Confidentiality

This institution follows all federal guidance related to privacy. Records identifying you as a subject will be kept confidential. It is anticipated that such records will only be disclosed to the investigator, Paula Reams MS, RN, LMT. If the results are presented in medical/educational journals or at meetings, the identity of participants will be withheld. Other disclosures will only be permitted upon your written authority or as otherwise required by law.

☐ No, I do not wish to participate in the above study.

☐ Yes, I agree to participate in the above study.

I agree that I have read and understand the purpose of this study and this Informed Consent. The investigator named above has answered all my questions adequately. I understand that the investigator named above will be available to answer any questions about this study. I also understand that I may refuse to participate or voluntarily terminate my participation in this research at any time without penalty loss of benefits to which I am entitled. The investigator may also terminate my participation in this research if she feels this to be in my best interest. In addition, I certify that I am 18 (eighteen) years of age or older. I have read this consent form. I have been given a copy of this consent form. My signature below indicates my willingness to participate in this study. I have voluntarily decided to participate in this research project and will receive no compensation for participation.

Subject Signature

Date

Investigator signature

Date

Appendix J

SoCQ Quick Score Device

A DATE: _____
 SITE: _____ SSN: _____
 INNOVATION: _____

D

Five Item Raw Scale Score Total	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
0	10	5	5	3	1	1	1
1	23	12	12	5	1	2	2
2	29	16	14	7	1	3	3
3	37	19	17	9	2	3	5
4	46	23	21	11	2	4	6
5	53	27	25	15	3	5	9
6	60	30	28	18	3	7	11
7	66	34	31	23	4	9	14
8	72	37	35	27	5	10	17
9	77	40	39	30	5	12	20
10	81	43	41	34	7	14	22
11	84	45	45	38	8	16	26
12	86	48	48	41	9	19	30
13	89	51	52	47	11	22	34
14	91	54	55	52	13	25	38
15	93	57	57	56	16	28	42
16	94	60	59	60	19	31	47
17	95	63	61	65	21	34	52
18	96	66	67	69	24	40	57
19	97	69	70	73	27	44	60
20	98	72	73	77	30	48	65
21	98	75	76	80	33	52	69
22	99	80	78	83	38	55	73
23	99	84	80	85	43	59	77
24	99	88	83	88	48	64	81
25	99	90	85	90	54	68	84
26	99	91	87	93	59	72	87
27	99	93	89	94	63	76	90
28	99	95	91	95	66	80	92
29	99	96	92	97	71	84	94
30	99	97	94	97	76	88	96
31	99	98	95	98	82	91	97
32	99	99	96	98	86	93	98
33	99	99	96	99	90	95	99
34	99	99	97	99	92	97	99
35	99	99	99	99	96	98	99

Copyright 1978
 Procedures for Adopting Educational Innovations, CMAH Project
 R&D Center for Teacher Education, The University of Texas at Austin

B

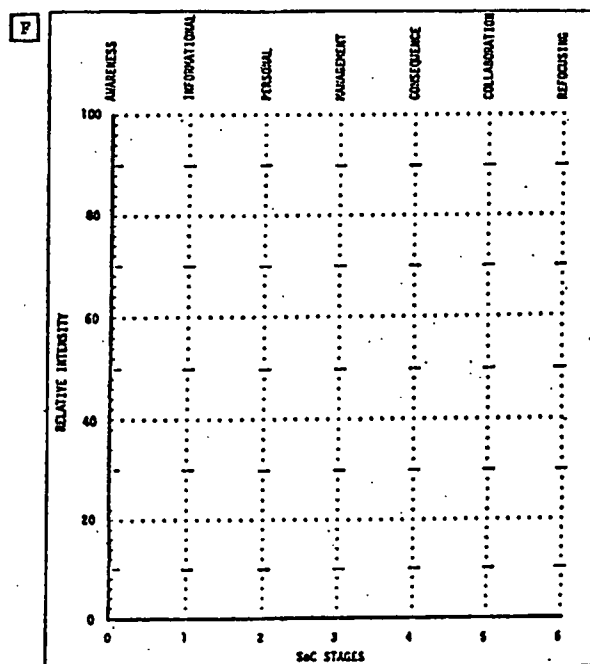
0	1	2	3	4	5	6
3	6	7	8	1	5	2
12	14	13	8	11	10	9
21	15	17	16	19	18	20
23	26	28	25	29	27	22
30	35	33	34	32	39	31

C

0	1	2	3	4	5	6
—	—	—	—	—	—	—

E

0	1	2	3	4	5	6
—	—	—	—	—	—	—



Margin for Scoring Page 1

Margin for Scoring Page 2

Appendix K

Guidelines for Interpretation of High and Low Scores on SoCQ

Look at the *relative* highs and lows for that individual, not how high or low the individual is in relation to some other SoCQ data.

Stage 0 Awareness	<p>High 0—Indicates either an experienced user who is more concerned about things not related to the innovation, or a non-user who is just becoming aware of the innovation.</p> <p>Low 0/high other stages—suggests intense involvement with the innovation.</p> <p>Low 0, 1, 2, and 3—Indicates an experienced user who is still actively concerned about the innovation.</p> <p>Caution—If the Stage 0 percentile is particularly high relative to the other scores, the other stage scores may have little significance. If there is an overall high response tendency, the high Stage 0 score may not reflect unconcern about the innovation.</p>
Stage 1 Informational	<p>High 1—Want more information about the innovation.</p> <p>Low 1—Feel that they already know enough about the innovation.</p>
Stage 2 Personal	<p>High 2—Have intense personal concerns about the innovation and its consequences for them. While these concerns reflect uneasiness regarding the innovation, they do not necessarily indicate resistance.</p> <p>Low 2—Feel no personal threat in relation to the innovation.</p> <p>Stage 1 and 2 generally go together, but when they fall apart, check them closely.</p> <p>High 1/low 2—Need more information about the innovation. These respondents are generally open to and interested in the innovation.</p> <p>Low 1/high 2—Have self concerns, tend to be more negative toward the innovation and generally not open to information about the innovation per se.</p>
Stage 3 Management	<p>High 3—Have logistics, time, and management concerns.</p> <p>Low 3—Have minimal to no concerns about managing use of the innovation.</p>
Stage 4 Consequences	<p>High 4—Have concerns about the consequences of use for students.</p> <p>Low 4—Have minimal to no concerns about the relationship of students to use of the innovation.</p>
Stage 5 Collaboration	<p>A high 5 score is complex:</p> <p>High 5—Have concerns about working with others in relation to the innovation. A high 5 with all other stages being low is likely to be an administrator, coordinator, or team leader—one who perceives herself/himself to be in a leadership role; coordinating others is the priority.</p> <p>High 5 with some combination of 3, 4, and 6 also being high—Have concern about a collaborative effort in relation to the other high stage concerns.</p>

	High 5 with 1 being high—Have concerns about looking for ideas from others, reflecting more a desire to learn from what others know and are doing, rather than concern for collaboration.
Stage 6 Refocusing	<p>High 6 with low 1—Not interested in learning more about the innovation. The person is likely to feel that she/he already knows all about it and has plenty of ideas.</p> <p>High 3, low 0,1, and 2—Is a user who tends to be positive in attitudes toward the innovation, but has many logistics issues to take care of. The high 6 indicates that the person has ideas about how to improve use of the innovation.</p> <p>Tailing—up 6 for nonusers—Has ideas about how to do things differently and is likely to be negative toward the innovation.</p>

Note: From *Measuring Stages of Concern About the Innovation: A Manual for Use of the SoC Questionnaire, 2nd Edition* (pp. 53-54), by G. E. Hall, A. A. George, W. L. Rutherford, 1979, Austin, TX: The University of Texas. Copyright 1979 by The University of Texas. Reprinted with permission.

Appendix L

Informed Consent – Minimal Risk**Interview*****For Participation in Human-Subject Research******For***

Institutionalizing Service Learning in Higher Education: Change or Not to Change

Principal Investigator: Paula Reams MS, RN, LMT

Purpose

The purpose of the study (research) is to understand the extent to which institutional leadership and faculty implement the incentives to sustained commitment to or set barriers against institutionalizing service learning across the curriculum. Interviews are to be used because it assists as a validity check to responses given to surveys. The primary intent of the interviews is to find out what the participants think and how their view of one individual compares with those of another.

Study Contacts

You may contact **Paula Reams, Associate Professor, 298-3399, 55624 or pager 491-2990** regarding any questions, comments, complaints, or injury. If you have questions about your rights, you may contact Greg Elvers, Ph.D., Chair of the University of Dayton's Committee for the Protection of Human Subjects, 937-229-2171.

Procedures

The interviews will begin as structured interviews. Questions will only be used as a guide and participants will be encouraged to speak openly about service learning in any way that they like. The interviews will last only 20-30 minutes. The interviews will be audio taped.

Risks and Discomforts

Questions may be perceived as personal.

Benefits

Investigating the use of service learning within the institution will enhance the use of the teaching method. Having an understanding of the use of service learning within the college assists administration in change of the culture. Faculty may feel heard by administration if their views and opinions are shared.

Right to Withdraw

Your participation in this research study is voluntary. You are free to withdraw from this study at any time without penalty or loss of benefits. Your withdrawal will not influence your education/employment at this facility. Voluntary termination of participation in the study will not penalize or cause loss of benefits of any kind.

Alternatives

The alternative to participating in this study is not to participate.

Confidentiality

This institution follows all federal guidance related to privacy. Records identifying you as a subject will be kept confidential. It is anticipated that such records will only be disclosed to the investigator, Paula Reams MS, RN, LMT. If the results are presented in medical/educational journals or at meetings, the identity of participants will be withheld. Other disclosures will only be permitted upon your written authority or as otherwise required by law.

☐ No, I do not wish to participate in the above study.

☐ Yes, I agree to participate in the above study.

I agree that I have read and understand the purpose of this study and this Informed Consent. The investigator named above has answered all my questions adequately. I understand that the investigator named above will be available to answer any questions about this study. I also understand that I may refuse to participate or voluntarily terminate my participation in this research at any time without penalty loss of benefits to which I am entitled. The investigator may also terminate my participation in this research if she feels this to be in my best interest. In addition, I certify that I am 18 (eighteen) years of age or older. I have read this consent form. I have been given a copy of this consent form. My signature below indicates my willingness to participate in this study. I have voluntarily decided to participate in this research project and will receive no compensation for participation.

Subject Signature

Date

Investigator signature

Date

Appendix M

Themes from interviews on service learning.

Themes	Examples of Themes
Education/faculty development	<p>“Well, I personally will need more training and more information on how others have done or what the usual approaches are.”</p> <p>Wrong information</p> <p>“Our students have to have clinical rotations so it seems like it would be overload.”</p>
Service learning is a good fit with the mission of the college	<p>“I think it [service learning] complements the mission of the institution very well.”</p>
Lack of coordination/resources/community partnerships	<p>“I would need to know resources, or who to contact. I guess you could pick up a phone book and start going through [it].”</p>
Workload, time management issues	<p>“First, I think recognition as part of the workload and I think administrators need to have a greater understanding of what kind of work is involved when you do use that type of pedagogy [service learning] within a course.”</p>
Communication	<p>I think it would be helpful to me to understand better what is happening to service learning across the college, to see where there are opportunities, problems, whatever that I or people who work in my area could help influence.</p>
Develops personal and professional growth	<p>“You’re serving the community, which is hard to separate personally and professional [growth] in this case because ramifications of student learning with these types of projects [service learning] intertwines.”</p>
Collaboration	<p>“They [administration] could foster more of the collaboration effort between the departments in order to implement service learning . . . because I think that when interacting with each other there could be greater understanding and you’re not working in a vacuum to generate ideas.”</p>
Financial support	<p>“I could probably use a little extra money in the budget to help offset the cost of purchasing supplies.”</p>

Themes	Examples of Themes
Administration/leadership in institutionalizing service learning	“Well, I suppose what needs to be in place is leadership on the academic side that gives service learning a very substantial priority. It isn’t something that you do as a little footnote to your course.”
Service learning as part of a learner-centered college	“I think it is a valued pedagogy and one that works well if you want to look at a learner-centered environment which I am very much interested in and is in the direction the college is moving.”

Appendix N

Guiding Interview Questions—Faculty and Administrators

1. How do you rate yourself in use of service learning?
None Novice Experienced Expert
2. How do you feel about the fit of the mission of the college and service learning as pedagogy?
3. Are you aware of college courses that include a component of service learning? If yes, what do you know about them and how did you learn of them?
4. Do you currently use or have you used service learning in the courses you teach?

If yes, why?

If no, why not?

5. What do you think are the benefits to you for using service learning as a pedagogy?
6. How could administration support your efforts to use service learning in your courses?
7. Do you tell prospective students/staff/faculty that the college offers service learning courses or engages in community partnerships? Why or Why not? (Gelmon et al., 2001)
8. Should the campus offer more service learning courses and make service learning a core of the student learning experience? (Gelmon)
9. In your opinion, what needs to be in place in this institution for you to choose service learning as a pedagogy?
10. Is there anything else you would like to tell me today?

Appendix O

Alignment of College and Division of Nursing Mission and Purposes

*Similar Concepts are bolded to expedite comparison

College	Division of Nursing
<p>“...institution of higher education that provides its students with quality health care education integrated with Christian principles and values”</p>	<p>“...dedicated to quality nursing education, provided within a distinctly Christian learning environment”</p>
<p>“...prepare students who are committed to the spiritual, emotional, and physical wholeness of patients and communities”</p>	<p>“...assists students in learning concepts of whole-person care”</p>
<p>“equipped for continuous growth in competence, citizenship and character”</p>	<p>“...developing professionalism for the benefit of the community” which is “characterized by self-awareness, personal integrity, consistent application of ethical principles, and accountability.” “Registered nurses...assume responsibility for...the maintenance of competence within their scope of practice”</p>
<p>“...exemplify compassionate service”</p>	<p>“Christian caring is the context for the provision of nursing care...the nurse honors God by providing whole-person care for self and others through nurturing acceptance and compassionate service.”</p>
<p>“prepare qualified, highly competent health care professionals committed to whole person care and compassionate service”</p>	<p>The Associate of Science in Nursing program prepares “competent nurses who provide whole-person health care to individuals and families.” The B.S.N. Completion Program prepares “registered nurses to provide professional nursing care to clients, families and communities in the spirit of Christian caring and service”</p>

College

“prepare...graduates who continue to grow as contributing members of their profession and community”

“nurture an academic community where all are treated with integrity, dignity, and respect”

Division of Nursing

The Associate of Science in Nursing program “provides a foundation for those choosing to pursue a baccalaureate degree.” The B.S.N. program provides “education intended to enhance professional growth, facilitate career mobility and serve as a foundation for graduate education.”

“provide an environment conducive to growth and change” with “sensitivity to individual learner diversity” “...the faculty values diversity and respect for both the inherent worth and potential of each individual”

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