ABSTRACT

GARRISON, JONATHAN DAVID. Graduate Students and Service-Learning: A Case Study Analysis of the Experiences and Motivations of Graduate Students who Teach Using Service-Learning. (Under the direction of Dr. Audrey Jaeger.)

Throughout the last few decades, the use of service-learning has increased on college and university campuses due in part to both its ability to help institutions meet their service goals and because of the added benefits it creates for students and the classroom. While recent scholarship has examined full-time and tenure-track faculty use of service-learning, it lacks research and understanding about one underutilized group of individuals that are also willing to undertake this unique classroom pedagogy—graduate students. By failing to support and understand graduate use of service-learning, colleges and universities are failing to utilize fully a large segment of their instructional staff in their service efforts. Drawing on self-determination theory and other motivational theories, this case study examined the experiences and motivations for graduate student use of service-learning at a large, southern, public university. Semi-structured interviews and document analysis helped produce four key findings concerning graduate use of service-learning: 1) Graduate student initial use of service-learning is best described as non-intentional and serendipitous, however, graduate students overwhelmingly choose to continue its usage in their classrooms because of the positive classroom, personal, and student experiences it creates; 2) While some advisors and acquaintances often caution graduate students against rushing into using service-learning due to its extra time requirements or a lack of understanding what service-learning is, the majority and advisors, peers, friends, and the university positively encourage graduate students to use service-learning, and their support is instrumental in its success; 3) Graduate

students experience several benefits associated with the use of service-learning which include: personal and community connections that would not have happened without service-learning, personal and instructional growth, and an advantage on the job market; and 4) Undergraduate students who take service-learning courses from graduate students also realize several benefits, which include clarity in career and life choices, connections to the real world, and a more engaged classroom experience.

Graduate Students and Service-Learning: A Case Study Analysis of the Experiences and Motivations of Graduate Students Who Teach Using Service-Learning

by
Jonathan Garrison

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APPROVED BY:

_____	_____
Dr. Audrey Jaeger Chair of Advisory Committee	Dr. Lance Fusarelli
_____	_____
Dr. Carrie Zelna	Dr. Betsy Brown

DEDICATION

To all those who invested in me through the years and helped me to become the person I am today.

BIOGRAPHY

Jonathan David Garrison was born in New Orleans, Louisiana, to Jerry and Karen Garrison. He has one brother, Royce Garrison, of Northport, Alabama. Jonathan's family moved to the Tuscaloosa, Alabama, area shortly after his birth, and he resided there for 24 years until moving to Raleigh, North Carolina, in 2006 after marrying Cathy Collier.

Jonathan is 2003 graduate of the University of Alabama. He earned a B.A. in History and a minor in liberal arts through the Blount Undergraduate Initiative program. In 2006, Jonathan also earned an M.A. in Social Science Secondary Education from the University of Alabama. Shortly after earning his graduate degree, Jonathan moved to Raleigh, North Carolina, with his wife, Cathy.

After a brief stint in banking, Jonathan returned to education and began working at Miller-Motte College in 2007. Jonathan has served in several roles at Miller-Motte College, including Registrar, Instructor, and Director of Education. In 2009, Jonathan began the doctoral program in Higher Education Administration at North Carolina State University. Jonathan plans to continue working in college administration.

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Finally, and most importantly, I want to acknowledge my Lord and Savior Jesus Christ. Thank you for all of the blessings and abilities you have bestowed upon me. Your timing is perfect, and You have blessed me beyond anything I deserve.

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CHAPTER ONE: INTRODUCTION

Background of the Study

Although the idea of service in the American higher education system traces its roots back to the early stages of the American higher education movement, only 36% of Ehrlich scholars, a distinction given to our nation's faculty most engaged with the community, believe that service is imbedded into the institutional context of their college or university (O'Meara & Niehaus, 2009). Additionally, many individuals outside of higher education as well as educational scholars have increasingly criticized modern colleges and universities for a lack of institutional concern for the public good (Kezar & Rhoads, 2001). One seminal piece of scholarly work, *Scholarship Reconsidered* by Ernest Boyer, challenged and inspired many faculty members and institutions to strive to make service integral in university life. Many institutions, however, still fail to engage the community adequately (Butin, 2006; Driscoll, 2009; O'Meara, 2007; Ward, 2005).

While Boyer did not specifically mention service-learning, many individuals believe service-learning is perhaps the best solution to respond to the need for engagement of the community and to create an active, creative, collaborative classroom built towards students' aptitudes and interests (Driscoll & Sandmann, 2001; Kielsmeier, 2010; Zlotkowski, 1996). This prevalent belief and shift towards service-learning began in the mid 1990s as Boyer's ideas began to pick up momentum through both an increase in discussion about service and through an increase in scholarly publications about service and service-learning. In fact, in 1994, 62% of chief academic officers in colleges and universities indicated that Boyer's work

played a role in discussions of faculty roles and rewards based upon service (O'Meara, 2002). This increased attention to service-learning also soon emerged in higher education literature. Before 1995, there were 29 peer-reviewed articles on service-learning. Between 1995 and 2008, however, an additional 800 peer-reviewed articles emerged, showing the impact of Boyer's work on service-learning in the mid 1990s and beyond (Giles, 2008).

Presently, service-learning continues to be prevalent in higher education. According to their latest executive summary of annual membership survey results, Campus Compact (2012) has over 1,100 institutional members. During the 2009-2010 academic school year, for example, 35% of students enrolled at Campus Compact member institutions participated in service-learning and civic engagement activities, an increase for the third consecutive year (Campus Compact, 2012). Furthermore, a report released this year from the National Task Force on Civic Learning and Democratic Engagement, titled *A Crucible Moment: College Learning and Democracy's Future*, identifies service-learning as an effective, powerful pedagogy to promote civic learning and engagement (Association of American Colleges & Universities, 2012). The report was commissioned at the invitation of the U.S. Department of Education to create a national dialogue about strengthening civic learning and democratic engagement in higher education. The report not only states that approximately 60% of graduating college seniors will experience service-learning before they graduate but also that those who participate in such civic learning are also more likely to persist in school, obtain skills desired by employers, and develop habits of social responsibility and civic participation (Association of American Colleges & Universities, 2012).

While those who study and document service-learning, such as Campus Compact and the Association of American Colleges and Universities, often have different variations of its definition, most definitions fall in line with Bringle and Hatcher's (1996) definition. Service-learning as defined by Bringle and Hatcher is "a credit-bearing educational experience in which students participate in an organized service activity that meets indentified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation for the discipline, and an enhanced sense of civic responsibility" (p. 222). Service-learning thus answers the calls of many critics and concerned stakeholders of higher education to engage the community and to create an active, creative, collaborative classroom by not only engaging the community to meet local needs but also by actively engaging students in learning and teaching them valuable civic lessons (Association of American Colleges & Universities, 2012; Driscoll & Sandmann, 2001; Kielsmeier, 2010; Zlotkowski, 1996).

Beckman, Brandenberger, and Shappell (2009) point out that although service-learning has traditionally developed within undergraduate education, many graduate students show interest in service-learning. Less common, however, is the ability of graduate students to experience service-learning through teaching using its pedagogical methods. This lack of opportunity for graduate students to gain experience teaching using service-learning is a concern of graduate education because those graduate students who move on to faculty roles will be less prepared to perform adequately the service and engagement aspects of their faculty roles that may be expected of them (Austin, 2006; Beckman et al., 2009).

Other scholars also agree that while many graduate students often receive poor training relating to both their future roles as faculty members and to how service relates to the professoriate, they are also often ill-prepared for teaching roles and have ill-conceived notions of what faculty life is like in general (Beckman et al., 2009; Mason, 2009; O'Meara, 2008a; Wulfff, Austin, Nyquist, & Sprague, 2004). By failing to prepare graduate students properly for both their roles as faculty members and engaged scholars who can adequately address major societal issues, higher education runs the risk of inadequately serving their communities, as the biggest issues facing society need individuals who can engage with others outside of academia in the community to develop solutions. There are graduate students, however, that use service-learning in the courses they are assigned as part of their graduate responsibilities. These graduate students give hope that as these students become faculty members in the American higher education landscape, the rising professoriate will increasingly become equipped to engage their communities.

Purpose of the Study

As noted above, many believe higher education to be failing in its responsibility to use its knowledge and discoveries for the betterment of society (Butin, 2006; Driscoll, 2009; O'Meara, 2007; Ward, 2005). Graduate students that teach using service-learning are perhaps one answer to increase exposure and prevalence of service and community engagement on college campuses and meet institutional civic responsibilities (Beckman et al., 2009). While many in higher education, such as Campus Compact and the Association of American Colleges and Universities, see service-learning as an answer to higher education's lack of

engagement with the community, and while many scholars have studied why faculty members use service-learning, there exists a gap in current knowledge about why graduate students use service-learning in the courses they teach. There also is a gap in knowledge about their experiences teaching using service-learning. By understanding their motivations and experiences with service-learning, colleges and universities can improve the experience of graduate students by providing better support to their service-learning experiences.

The purpose of this study is to determine why graduates use service-learning pedagogy in the courses they teach and to understand their experiences. Such knowledge has the ability to increase graduate student use of service-learning and aid colleges and institutions in their civic responsibilities. Additionally, because no one has examined graduate students' use of service-learning in their courses, this study will add to current service-learning knowledge and help close the gap found in current higher education literature. Yin (2003) points out that explanatory case studies are often used to answer "why" questions in qualitative research. Thus, I will use an explanatory case study to inform why graduate students use service-learning and to understand their experiences.

Conceptual Framework and Research Questions

Because of its consideration for both intrinsic and extrinsic motivation, this study is framed using motivation theory, specifically self-determination theory. Self-determination theory evolved by differentiating between different types of motivation, and many scholars have refined several of its ideas over the last 30 years (Deci & Ryan, 2008; Vallerand, 2000). Self-determination theory distinguishes between both autonomous and controlled motivation

(Deci & Ryan, 1985). Autonomous motivation includes both intrinsic and extrinsic motivations in which individuals have identified an activity's value and integrated it into their sense of self (Deci & Ryan, 2008). This results in self-endorsement of their actions, meaning they have made a conscious decision to undertake the action.

Controlled motivation, on the other hand, consists of both external regulation, based on fear of punishment or the desire for rewards, and introjected regulation. Deci and Ryan (2008) define introjected regulation as an action "in which the regulation of action has been partially internalized and is energized by factors such as an approval motive, avoidance of shame, contingent self-esteem, and ego-involvements" (p. 182). These two types of motivation often lead to very different results. Those individuals who often experience autonomous motivation tend to have greater psychological health and better performance on heuristic types of activities, while those experiencing controlled motivation often experience stress and pressure to act, think, and feel certain ways that is often contrary to their sense of self (Deci & Ryan, 2008). Self-determination theory and other key motivational theories such as, were used to develop the following research questions:

1. Why do graduate students use service-learning in their classrooms, and what are their experiences?
2. What benefits, if any, do graduate students gain from using service-learning in the classroom?

Significance of the Study

The results of this study have the potential to impact higher education and graduate student experiences positively in several ways. First, by understanding why graduate students use service-learning in the courses they teach, this study has the potential to affect how colleges and universities institutionalize service-learning. Furthermore, by understanding the experiences of graduate students that teach using service-learning, their motivations for undertaking this intense method of teaching, and the benefits they receive from using service-learning, this study has the potential to influence the lives of graduate students positively by providing more support systems for graduate students to become engaged scholars. Finally, this study will also contribute to current service-learning and graduate student literature that currently lacks a connection between these two areas. By contributing to the current literature and helping to close this gap in knowledge, this study has the potential to allow the higher education community to understand more fully who is using service-learning and how it can benefit their institutions, students, and communities.

The results of this study have the potential to remove potential barriers that may prevent graduate students from using service-learning, as it can assist colleges and universities in institutionalizing service. Many scholars have shown that colleges and universities both intentionally and unintentionally create barriers against the institutionalization of service and service-learning due to limited financial resources, a lack of supporting structure, and a general lack of understanding of service-learning (Butin, 2006; Driscoll, 2009; O'Meara, 2007; Sandmann & Plater, 2009; Ward, 2005). Thus, the results of

this study have the potential to enlighten college and university officials about often-overlooked advocates of service-learning: graduate students. Such knowledge could impact how some colleges and universities not only support service and service-learning but also how they market and promote the service and service-learning activities at their campus, which scholars have shown to be an important factor in the institutionalization of service and service-learning at the campus level (Weerts & Hudson, 2009).

This study also has the potential to affect the graduate student experience in a positive manner. Many scholars and studies have shown that colleges and universities often do a poor job of giving graduate students a positive graduate school experience. In fact, many graduate students do not complete their programs. Studies show that the rate of graduate student retention is consistently between 40-50% (Golde, 2005). Also, as many as 35% of female and 31% of male graduate students report feeling isolated as Ph.D. students (Mason, 2009). In terms of their teaching responsibilities, one study finds that 45% of graduate students who teach courses do not believe they received appropriate preparation for their teaching roles, and 49% feel their department lacks appropriate supervision to help with the improvement of their teaching skills (Fagen & Wells, 2004).

By understanding both why graduate students use service-learning in their courses as well as which common experiences graduate students face relating to their service-learning teaching experiences, this study can inform departments and graduate directors about areas on which they should focus relating to teaching and service to improve the graduate student experience. Moreover, most doctoral and graduate students complete their programs with a

very limited understanding of the full range of responsibilities involved in higher education and its role in broader society (Austin & Barnes, 2005). This study also has the potential to give graduate schools a better understanding of how to help students make connections through increasing their knowledge about the connection between higher education and society and to display this understanding through their use of service-learning.

Finally, this study has the potential to add to service-learning and graduate student knowledge by closing the gap in current literature, which currently does not address a connection between these two areas. In fact, while current service-learning literature addresses many topics such as the use of service-learning, institutional barriers and support for its institutionalization, and its many benefits, it lacks a connection to graduate students. By closing this current gap in knowledge and adding to the current understanding of service-learning, this study has the potential to impact positively the use of service-learning in higher education by helping college and university officials understand who uses service-learning and why.

This study will also develop the application of self-determination theory. A current search of the ERIC database reveals only one scholarly study that has applied self-determination theory to service-learning, and it focuses solely on how the course influences student motivation, not mentioning teacher motivation (Levesque-Bristol & Stanek, 2009). Thus, by using self-determination theory to understand the motivators for graduate students to teach using service-learning, this study will expand the application of self-determination

theory into a new area of service-learning. This application could offer new insights into both the intrinsic and extrinsic factors associated with graduate student use of service-learning.

Subjectivity

Like Creswell (2007), my worldview and epistemological beliefs align most closely with the postpositivist tradition. I believe that qualitative research is effective for producing valid knowledge. I also believe that when undertaken with the proper safeguards of rigor and quality, qualitative research allows the researcher to discover multiple perspectives from participants, which in turn allows the researcher to discover adequately the knowledge they were seeking through achieving saturation. I thus plan to use an explanatory case study to understand why graduate students use service-learning in the courses they teach.

Definition of Terms

Before undertaking this study, it is important to define key words and ideas used throughout the study. This is particularly true of service-learning as many individuals have varying beliefs of what constitutes service-learning (Speck, 2001). The section below defines key terms and explains why particular meanings were chosen.

Service-learning: Using Bringle and Hatcher's (1996) definition, I define service-learning as "a credit-bearing educational experience in which students participate in an organized service activity that meets indentified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation for the discipline, and an enhanced sense of civic responsibility" (p. 222). This definition was selected because of its ability to incorporate various important aspects of service learning: its

relation to courses, its meeting of societal needs, its contribution to learning, and the need for meaningful reflection of the experience.

Service: Unless otherwise specifically stated, I use the idea of service in this study to refer to the application of knowledge, theory, and academic practices by higher education to improve certain community conditions or meet various community needs. I chose to focus on this aspect of service for the study because it is most closely associated with service-learning. Service-learning is thus one very important aspect of service as defined above, and the knowledge and ideas presented in higher education literature apply to both when using the above definition.

Graduate Student: The use of the term graduate student in this study applies to all students enrolled in a graduate education program that are actively pursuing coursework that leads to a doctoral degree.

Community Engaged Institution: The Carnegie Foundation for the Advancement of Teaching and Learning, for the purpose of awarding the community engaged institution status to colleges and universities, defines community engagement as "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (Carnegie, 2012).

Summary of Chapter One and Organization of the Study

This chapter has shown that the literature does not properly address service-learning in terms of who is delivering and organizing the experience. There is also a clear absence of

discussion concerning graduate students and service-learning in higher education literature. This lack of knowledge about service-learning may affect how colleges and universities reach their full potential in achieving the broader goals of higher education as they relate to society. In addition, the lack of preparation of graduate students for the professoriate and the inability of many graduate programs to contribute to a positive graduate school experience is also a concern in higher education. This study seeks to explain why graduate students use service-learning in the courses they teach. The results of this study have the potential to inform higher education officials how to encourage the use of service-learning more effectively as well how to help graduate students have the most positive graduate experience as possible, especially as it relates to teaching.

Chapter 2 of this study offers an overview of current higher education literature as it relates to service-learning and graduate students. This overview includes a brief history of service in higher education, benefits of service-learning, faculty issues relating to service-learning, and how colleges and universities both hinder and assist service-learning efforts. Chapter 2 also reviews relevant literature relating to interdisciplinary graduate education and the preparation of graduate students for the professoriate. Chapter 3 discusses the research methods of this study including participant selection, collection of data, analysis of data, and methods for rigor and trustworthiness. Chapter 4 examines graduate student motivations for using service-learning while chapter 5 looks at the experiences associated with graduate student use of service-learning. Finally, Chapter 6 examines the benefits associated with

graduate student use of service-learning for both graduate students and the students in their service-learning courses.

CHAPTER TWO: LITERATURE REVIEW

Introduction

Over the past few decades, service-learning gained popularity in higher education as many faculty members began to apply their teaching and research to local and national problems in a response to claims from critics that higher education has lost its service roots (O'Meara, Sandmann, Saltmarsh, & Giles, 2011). This renewed focus to service also influenced graduate students, as some now use service-learning pedagogy in the courses they teach as part of their graduate responsibilities often because they were also taught using service-learning in their undergraduate student experiences. In order to understand graduate student motivation to use service-learning, it is important to understand the past and current scholarly work related to service-learning and graduate students. In order to gain insight into these areas, this literature review explores these topics and specifically examines the history of service in higher education, the current context of service-learning, the current experiences of graduate students themselves, and motivation theory.

History of Service in American Colleges and Universities

Historically, American colleges and universities have oriented themselves towards service, especially focusing on service to the nation during their early years. During the Colonial Period, one of the main objectives of American colleges was to provide not only service to Indians by civilizing them but also to prepare young men as public servants (Ward, 2003). Additionally, Rudolph (1990) argues that one result of the American Revolution to the American college was the preparation of young men for responsible citizenship, so they

could serve a country that had to prove itself. In fact, during the period following the American Revolution, individuals began to view education as a public good and something that should benefit society (Ward, 2003).

The idea of higher education providing specific service to the people and local communities took form with the implementation of the Morrill Act of 1862 and continued throughout the entire Research University movement (Ward, 2003). With the passage of the Morrill Act of 1862 and the Second Morrill Act of 1890, state governments established land grant colleges from the proceeds of federal land grants whose main purpose was to teach agriculture and mechanical arts (Rudolph, 1990). The creation of these land grant colleges and linkage of science to common agricultural and other concerns helped to further the idea of service by giving rise to the popularity of the Wisconsin Idea. The new Wisconsin Idea made popular the belief that the university was in the service of the people and that colleges could fix the problems of modern society by applying informed intelligence (Rudolph, 1990).

Furthermore, with the passage of the Hatch Act of 1887, the federal government, through higher education, extended the idea of service to the people by the creation of experimental stations that extended learning from the college into the community, especially rural communities (Ward, 2003). The passage of the Smith-Lever Act of 1914 also created a permanent relationship between the federal government and land grant colleges offering extension services to the public such as dissemination of information about agriculture and home economics (Rudolph, 1990; Ward, 2003). Finally, colleges and universities further integrated the idea of service into higher education during the Mass Education Movement

from the 1940s to the 1970s by formally including service and diversity into their mission statements (Ward, 2003).

Even though a majority of institutions inserted the idea of service into their mission statements, many institutions soon began to lose their service focus as research and funding took priority over teaching and service during the last 30 years in higher education (Ward, 2003). An additional reason many institutions lost sight of their service focus was that many individuals began to view higher education as a private good that could be bought and sold, causing them to lose sight of higher education's connection to the people (Ward, 2003). Even though many institutions began to lose their service focus, service-learning became more prevalent with faculty members during this period, as many saw it as a response to critic's claims of a lack of curricular relevance, lack of commitment to teaching, and a lack of institutional response to the public good (Kezar & Rhoads, 2001). The mid-1980s and 1990s in general saw an increase in commissions and organizations that addressed the need to return to the civic and service roots of higher education (Boyte & Hollander, 1999). In 1985, for example, university leaders created Campus Compact, a coalition currently composed of over 1100 college and university presidents whose mission is to promote institutional goals to help students develop the skills and values of citizenship through community service (Antonio, Astin, & Cress, 2000).

Several scholars also suggest that Boyer's call for a scholarship of engagement helped to ignite a return to service in higher education (Driscoll & Sandmann, 2001; O'Meara, 2002; Zlotkowski, 1996). In the mid 1990s, in response to Boyer's arguments, Campus Compact

created the National Review Board for the Scholarship of Engagement to "review and evaluate the scholarship of engagement of faculty who are preparing for annual review, promotion, and tenure" (Driscoll & Sandmann, 2001, p.14). Besides Campus Compact, other commissions and coalitions, such as the Kellogg Commission, also emerged onto the higher education landscape in the mid-1990s. The Association of Public and Land-Grant Universities created the Kellogg Commission in 1996 to help define the future direction of public universities and to create an agenda to help speed up change in renewing their civic missions (Kellogg Commission, 1999). Moreover, the *Wingspread Declaration*, released in 1999 and a result of the Wingspread Conference of 1998, further called for a return to service and civic engagement in higher education. The conference was coordinated by the University of Michigan Center for Community Service and Learning, and it was sponsored by the Association of American Universities, the American Association for Higher Education, the American Council on Education, the Association of American Colleges and Universities, Campus Compact, the New England Resource Center for Higher Education, the University of Pennsylvania Center for University partnerships, and the Johnson Foundation. Such joint efforts by key educational players show the increasing support for a return to service in higher education at the time (Boyte & Hollander, 1999).

The last decade has also seen additional organizations and higher education stakeholders continue the push to keep service a focus of higher education. The American Association for Higher Education released several reports and documents calling for return to civic engagement and service, including a collaborative study with Campus Compact and the

National Society for Experiential Education which examined the service-learning best practices and commonalities of 27 colleges and universities (Ramaley, 2008; Schneider, 1999). Other efforts to revitalize service and civic engagement this past decade include Project Pericles, the American Association of State Colleges and Universities' American Democracy Project, and The Research University Civic Engagement Network (Hartley, 2009).

Furthermore, in 2005, the Carnegie Foundation for the Advancement of Teaching announced a new classification, the Community Engagement Classification, to serve as an affirmation that those distinguished with this classification have institutionalized engagement with the community in its identity, culture, and commitments (Driscoll, 2009). This Community Engagement Classification defines engagement as "the collaboration between higher education institutions and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of of partnership and reciprocity" (Saltmarsh, Giles, Ward, & Buglione, 2009, p. 27).

Even today, in 2012, a continued commitment to service remains the goal of many higher education stakeholders. This year, the National Task Force on Civic Learning and Democratic Engagement released a report titled *A Crucible Moment: College Learning and Democracy's Future.* The report was commissioned at the invitation of the U.S. Department of Education to create a national dialogue about strengthening civic learning and democratic engagement in higher education (Association of American Colleges & Universities, 2012). Such collaboration between the government and higher education organizations further

demonstrates the current effort to maintain momentum in establishing and keeping service a focus of colleges and universities. Hartley (2009) points out that while many scholars have likened this increased attention of civic engagement and service by several networks during the past few decades to a movement, the current challenge faced by higher education leadership to maintain momentum is to build upon past efforts while broadening the conceptualization of engagement.

It is important to note that although service-learning is one component of the return to service in higher education, there is often a distinction between service and service-learning. While the idea of service can pertain to the community, many faculty members and higher education employees also apply it to the campus, to their departments, and to students. Service to the campus includes such as activities as shared governance, committee work, writing reports, and many other activities (Ward, 2003). Service to the discipline includes work in professional associations, editing journals, presentations at conferences, as well as other academic functions, and faculty members often do not receive monetary compensation for these activities. Moreover, many faculty members also provide service to students in the form of advising, counseling, and recommendation letters, among other things. (Ward, 2003).

The specific idea of service-learning in higher education is quite different from service to the college, discipline, or students. Robert Sigmon and William Ramsey first coined the term service-learning in 1967 through their work (Giles & Eyler, 1994). Philosophically, Giles and Eyler argue that service-learning traces its roots to the work of John Dewey. They not only argue that Dewey's educational and social philosophy is a very

good fit with service-learning, but they also state: “it appears that service-learning reflects, either consciously or unconsciously, a Deweyian influence (Giles & Eyler, 1994, p.78).” Kezar and Rhoads (2001) also echo Dewey’s contribution to the idea of service-learning.

Service-learning is often well-designed and allows faculty to integrate the traditional, and often separate, university missions of teaching, research, and service (Cushman, 1999). It also creates partnerships in the community and opportunities for research partnerships and brings the community into the classroom (Ward, 2003). Campus Compact (2003) believes service-learning is “a method through which citizenship, academic subjects, and values are taught” (p. 7). It is also not enough simply to perform service. It must include sufficient preparation and attempts by the participants to analyze their experiences (Campus Compact, 2003).

There are, however, different views on service-learning. Speck (2001) points out that some instructors view service-learning as a philanthropic service, whereby adding service-learning to the classroom allows students to become public servants and increase student outcomes. Others view service-learning as a civic issue and believe it should highlight the injustices of a fragmented social order to help transform students into citizens who can promote justice (Speck, 2001). Regardless of how faculty members or graduate students use service-learning, many scholars and faculty members have spoken of its benefits. The next section of the literature review addresses these benefits.

Benefits of Service-Learning

The most common benefits discussed in higher education literature relating to service-learning are academic and civic in nature. In terms of academia, scholars have shown service-learning to produce positive learning results in several areas (Mettetal & Bryant, 1996). One such academic area often referenced is that of critical thinking. Vogelgesang and Austin (2000) used quantitative data of over 22,000 students from the American Council on Education's Cooperative Institutional Research Program to study differences between service-learning students, students who participate in community-service not attached to any courses, and non-service participants. They found that participation in service-learning has a positive effect on growth in critical thinking and writing skills and college GPA even after controlling for inputs (Vogelgesang & Austin, 2000). Another quantitative study by Kendrick (1996) also compared service-learning sections against non-service learning sections in an introductory sociology course. Kendrick (1996) likewise found that learning increases in the service-learning section by showing a statistically significant difference in essay question scores designed to test concept application.

Furthermore, scholars have also used qualitative studies to show the academic benefits of service-learning. Hesser (1995) found through surveying and holding focus groups for faculty in five different geographical regions that 83% believed their service-learning components were strengthening the quality of student learning relative to what they were doing in the past. In another study, Deely (2010) conducted 12 semi-structured in-depth interviews and two focus groups and also administered a social values questionnaire before

and after students went through their service-learning experience. In the study, the students indicated not only were their intellectual skills enhanced but that service-learning also encouraged deeper learning and that the material stayed with them longer compared to other courses (Deely, 2010). Finally, Clayton and Ash (2005) discuss the benefits that fully utilizing reflective practices in service-learning courses and beyond for both service-learning and faculty development. They suggest by engaging in reflection of the teaching experience as well as reflection with students about their experiences, those who use service-learning can enhance students' learning.

Besides academic benefits, service-learning also produces many civic benefits to students and many students who participate in service-learning are more likely to choose a service-related career (Vogelgesang & Austin, 2000). One such civic benefit is a belief in the ability to impact one's community. Eyler and Giles (1997) used data from over 1,500 students and 20 colleges through the Comparing Models of Service-Learning Project to compare student information before and after their service-learning experiences as well as with those students who did not select service-learning classes or options in classes. Eyler and Giles (1997) found that not only does participation in service-learning relate to students' beliefs that they can positively impact their community, but they also found that service-learning was a predictor of valuing a career of helping people and volunteering time in the community. Students' attitudes towards societal problems also changed as those who participated in the service experiences were more likely to see problems as systemic, thought that changing policy was a better approach than targeting individuals, believed that

improving social justice should be a priority for society, were able to see things from the perspective of others, and were open to new ideas. The findings held true even after controlling for their higher pretest measures, their relationship with faculty, and other background factors (Eyler & Giles, 1997).

Further empirical evidence also links service-learning to an increased civic involvement. One study by Gray, Ondaatje, Fricker, and Geschwind (2000) examined over 1,300 surveys of Learn and Service, America, Higher Education (LSAHE) students enrolled in a service-learning course and those enrolled in a similar course at the same time that did not involve service. The results showed that students in the service-learning course were more likely than comparable non-service-learning students to report the course both increased their current or expected level of involvement in civic affairs and improved their life skills (Gray et al., 2000). Moreover, surveys to volunteer agencies showed that LSAHE volunteers in service-learning courses were perceived as more effective than other volunteers.

Additional research involving student attitudes and beliefs before and after taking service-learning courses shows many civic benefits of service-learning. Giles and Eyler (1994) issued questionnaires to service-learning students during the first class session, at 5 weeks of service, and during week 13 after students completed their community service to explore whether or not a required service-learning experience of limited intensity and duration influenced the development of college students. The questionnaires were given to 72 undergraduate students who took a one-credit community service laboratory as a requirement

for their major. Giles and Eyler (1994) found that the students increased their belief that they should try to influence society. The students also were more likely at the end of the course to endorse the importance of involvement in the community, not blame clients for their misfortune, and to aspire to leadership roles than before (Eyler & Giles, 1994). Over half of the students stated the most important thing they learned from the experience was a commitment to social service. One criticism of the study, however, is the failure to use a control group, which prevented the researchers from being able to rule out other causes of the change in student beliefs.

Finally, research also shows that service-learning produces civic benefits, as those who receive the service are often satisfied with their experiences. Mettetal and Bryant (1996) used a 20-question exit interview to assess the satisfaction of individuals who benefited from the Parent Project, a program that seeks to increase knowledge of and skills to deal with child temperament, and the Social Action Project, which designs and implements activities that addresses psychological and sociological problems. All participants indicated they were satisfied with their experiences and had learned valuable skills they would use in life (Mettetal & Bryant, 1996).

While the benefits of service-learning in the literature are well-documented, the literature only addresses the impact of service-learning on undergraduate students. Although more undergraduate students participate in service-learning, understanding how participating in service-learning impacts graduate students, as well as understanding the experiences of those graduate students who may teach using service-learning is also missing from the

literature. Understanding graduate student experiences with service-learning is thus a needed area of research.

Faculty Concerns and Motivations Relating to Service-Learning

In examining service-learning, it also important to understand how service-learning relates to faculty members to enlighten why or why not educators in higher education use service-learning. Schuster and Finkelstein (2006) point out that due to a perceived decline in teaching at the expense of expanding research, many inside and outside of academy have turned up pressure on faculty members to refocus their attention on student learning. Thus, many faculty members turn to service and service-learning as an answer, although as Schuster and Finkelstein (2006) point out, many inside and outside of the academy often fail to truly understand the role of service undertaken by faculty members. Before examining the factors that promote faculty use of service-learning it important to understand what scholarly research says about why faculty members often do not use service-learning.

There are many personal objections raised by faculty members to participating in service-learning. One of the most common objections to using service-learning is the amount of time it takes to use service-learning correctly in courses (Speck, 2001). Between 1972 and 1998, the mean time faculty members spent working inside their home institutions alone was 48.6 hours per week (Schuster & Finkelstein, 2006). Thus, many faculty members view the extra time required to perform service and service-learning well as a drawback. Additionally, a 1997 survey of 1,400 faculty by the Associated New American Colleges showed that 60% of faculty members felt they were required to spend too much time on committee work, 70%

reported having insufficient time to focus on a piece of work, and 43% reported having significant work-related stress (Berberet, 1999). Thus, service-learning is often an afterthought to many faculty members.

Besides time, fear of planning and logistics is often used a reason for faculty members to avoid service-learning. Abes, Jackson, and Jones (2002) used a survey questionnaire to survey 518 faculty members at institutions who were members of Ohio Campus Compact to understand what motivates and what deters faculty members from using service-learning. Abes et al. (2002) found that time, logistics, and funding were often barriers to using service-learning in the classroom. Specifically, the anticipation of logistic problems with the community partners was one of the four cited factors that deter faculty members from using service-learning (Abes et al., 2002). The other most common cited factors in the study for not using service-learning were not knowing how to use service-learning effectively, a perception that service-learning is not relevant to the course they teach, and not being given enough release time to properly develop a service-learning course (Abes et al., 2002).

O'Meara's (2003) review of service-learning and faculty members further explains the common objections to service-learning using motivation. O'Meara distinguishes between extrinsic and intrinsic motivation factors. Extrinsic factors focus on the environment and conditions under which individuals complete work. These include reward systems, workload, working conditions, opportunity structures, and policies (O'Meara, 2003). Intrinsic factors, however, include the nature of the work itself including how the work is done, variety of

activities involved in the work, and how the work affects the faculty member (O'Meara, 2003). O'Meara points out that while extrinsic factors and rewards are often tied to faculty dissatisfaction and often include the reasons faculty members give for not participating in service-learning, intrinsic factors are more important in promoting faculty satisfaction and that many faculty members will pursue outreach and service-learning regardless of the external rewards (O'Meara, 2003). It is thus more important for colleges and universities to focus on these intrinsic motivation factors if they desire faculty members to undertake service-learning.

Because the literature shows personal and intrinsic factors are most important in the use of service-learning by faculty members, it is important to understand the various personal reasons faculty members use service-learning. The most commonly referenced reasons for undertaking service-learning in the literature involve improving student learning and improving classroom teaching. O'Meara (2008a) in partnership with Campus Compact, requested permission from those faculty members nominated for the national Thomas Ehrlich Faculty Award for Service-Learning between 2001 and 2006 to access their nomination files. O'Meara (2008a) analyzed each file using a constant comparative method and compared different types of motivation each faculty member cited for using service-learning. A total of 68 files were examined. Approximately 94% of the files indicated they use service-learning to facilitate student learning and growth (O'Meara, 2008a). Additionally, 53% of the faculty files examined indicated they use service-learning to achieve disciplinary goals, 60% for

personal/professional identity, and 50% for institutional mission, reward system, or culture (O'Meara, 2008a).

O'Meara and Niehaus (2009) also examined the applications of 109 faculty members nominated from 2002 to 2005 for the Thomas Ehrlich Faculty Award for Service-Learning. Using discourse analysis, they sought to understand how faculty members described service-learning learning and which problems they believed it addressed. In terms of teaching and learning, 89% of applicants saw it as a strategy to learn disciplinary knowledge and skills. Furthermore, 90% of faculty members saw it as a form of experiential learning (O'Meara & Niehaus, 2009). Thus, those faculty members considered to have mastered service-learning greatly value its ability to improve learning and teaching.

In another study, Hammond (1994) worked with Michigan Campus Compact and surveyed 23 institutions in Michigan also to gain insight into motivations of faculty members who had incorporated service-learning into their academic courses. This research showed as well the desire for quality teaching and student learning to be a major individual factor in using service-learning (Hammond, 1994). In fact, 82.9% of respondents ranked teaching as their most important professional responsibility. Hammond (1994) also found curricular motivations to be some of the strongest motivators as many believed it brought greater relevance to the course and improved student satisfaction with their education. Moreover, 90.4% of faculty members had freely chosen to use service-learning and felt they were free to develop the course as they saw appropriate while 91.4% felt it was meeting a community need (Hammond, 1994).

McKay and Rozee (2004) also found an improved classroom experience important to faculty members. They analyzed faculty responses from 32 structured interviews completed at a large, metropolitan university and found that faculty who engage in the service-learning pedagogy share many similar attitudes, beliefs, and values about teaching, learning, and community (McKay & Rozee, 2004). In terms of student learning, they found that faculty members who use service-learning value both reflection as a learning strategy and students learning to accept responsibility for their own learning. These faculty members also believe students should learn more about the world in which they live, experience exposure to social issues, and improve their critical thinking skills (McKay & Rozee, 2004). Other beliefs related to instruction included valuing good teaching and learning new teaching strategies for motivation of students (McKay & Rozee, 2004).

Finally, Abes, Jackson, and Jones (2002) also concluded those faculty members who use service-learning value student learning and improved teaching most often. Abes et al. (2002) used a questionnaire to survey 518 faculty members at institutions who were members of Ohio Campus Compact to help understand what motivates and what deters faculty members from using service-learning. In their sample, 90% of those faculty members surveyed used service-learning while 10% did not use service-learning. An ANOVA showed there were significant differences between those using service-learning and those that did not in terms of importance of research publications (Abes et al., 2002). Those that did not use service-learning believed research was more important, while those that did use service-learning valued teaching over research. Of those faculty members that did use service-

learning, almost all stated that an increased understanding of course material was the most important motivating factor, followed by increased student personal development.

Finally, while this study focuses on self-determination theory to understand the use of service-learning, it is also important to consider other motivational theories that have been used to understand the reasons faculty members undertake service-learning. This study will draw upon these theories as well to better inform the motivations of graduate students who teach using service-learning. Vroom's (1964) expectancy theory seeks to understand individual decision-making process in relation to individuals engaging in tasks for the expectation of a particular reward. This concept is important to the idea of service-learning if faculty members are engaging in service-learning due to expectation of some outcome, such as an expectation of increased student learning or an expectation it will assist in their tenure and promotion goals. Cole and Cole's (1973) sacred spark theory also offers possible explanations as to why some faculty members might engage in service-learning. The sacred spark theory, first applied to publications, suggests an inner drive that emerges from a person's soul motivates individuals for academic success (Cole & Cole, 1973). Thus, an individual who has a sacred spark for academia will produce more research articles than those who do not (Rodgers & Rodgers, 1999). Likewise, faculty members who have a sacred spark for service and community engagement may utilize service-learning more than those who do not.

Motivation systems theory (Ford, 1992) also helps to inform participation through examining the development of competence through the integration of personal goals,

capability beliefs, context beliefs, and emotions. In motivations systems theory, individuals decide how to proceed to achieve their desired goals based upon their capability beliefs and context beliefs (Ford, 1992). Capability beliefs are the beliefs an individual has concerning their ability to achieve a certain goal based upon their own self-efficacy, while context beliefs are beliefs about the ability of the context in which the action will take place to support their goal (Ford, 1992). A 2002 study by Colbeck, Cabrera and Marine (2002), for example, shows that goals along with capability and context beliefs matter in the decision of faculty members to use alternative teaching methods. Thus when faculty members believe not only in their own abilities but also in the ability of their teaching context to support service-learning, they may be likely, based upon the findings of Colbeck et al. (2002), to be motivated to use service-learning in the classroom.

While faculty concerns about using service-learning are well-documented in the literature, the literature currently lacks studies relating to why these common concerns are non-issues for the faculty members that regularly use service-learning. Such knowledge might be beneficial in helping faculty members and graduate students overcome common objections to service-learning. Additionally, this study uses self-determination theory, a motivational theory, in examining service-learning. While the literature contains studies using motivational theories to understand teacher motivation for using service-learning, there is a current gap in the literature relating to self-determination theory and service-learning. Such knowledge has the potential to expand the current knowledge concerning motivations for using service-learning.

Faculty Demographics

Additional literature also shows several other important demographic characteristics common to those who use service-learning. Females and minorities are more likely than others to use service-learning (Antonio, Astin, & Cress, 2000; O'Meara, 2002; O'Meara, Sandmann, Saltmarsh, & Giles, 2011). This is concerning as some scholars believe that as long as service-learning is practiced most often by those marginalized in the academy, it will continue to be marginalized as well (Antonio et al., 2000). O'Meara (2002) found race important, as in one particular study, 25% of her participants to be faculty of color, which is disproportionate to the makeup of full-time faculty.

Faculty members of color are also asked to participate in service more often than other faculty members. Baez (2000) conducted a qualitative study of 16 faculty members of color who were tenured or on the tenure track at a private, predominately white research university. Baez (2000) found that while all faculty members struggle to balance service and other expectations with teaching and research, faculty of color find it especially difficult due to their high visibility and belief they will provide a diverse perspective. Many discussed fears about how extra time spent in service might reduce their chances for tenure. Furthermore, Baez (2000) found that 11 of the 16 faculty members of color discussed coping with isolation and alienating work environments by engaging in race-related service.

Faculty rank is also an important demographic factor. Parkins (2008) surveyed 422 tenure track and part-time faculty members at five public universities to determine which individual and motivational factors predict involvement in service learning. Parkins (2008)

found that assistant professors were 44% less likely than tenured professors to use service-learning. Also, only 12% of those who responded believed service-learning would positively impact a faculty member's ability to meet the requirements for promotion and tenure, perhaps showing why assistant professors were more likely not to use service-learning.

In fact, concerns of promotion and tenure relating to service and service-learning are common in the higher education literature. While many faculty members feel that their institutions value service, they often do not feel it is valued when it comes to tenure and promotion (Jaeger & Thornton, 2006). One problem, as O'Meara (2002) points out is that the promotion and tenure process is often ambiguous. She states: "A substantial amount of research concurs that promotion and tenure are often elusive, unpredictable, and fraught with conflicting expectations, unwritten rules, and ambiguous and often contradictory criteria" (O'Meara, 2002, p. 57). To investigate how tenure and promotion intersects with service-learning, O'Meara (2002) used semi-structured interviews and open-ended question protocols to discuss promotion and tenure with 12 to 15 faculty members in various institutional types. O'Meara (2002) found that while many faculty members work at institutions that integrate service into the campus culture and university life, many of these faculty members still doubt and devalue its scholarly nature. Thus, this often subconscious belief often prevents newer forms of scholarly work, such as service-learning, from being rewarded in promotion and tenure (O'Meara, 2002). Not surprisingly, Antonio et al. (2000) also found that those faculty members who consider themselves most intellectually oriented are less likely to use service-learning, further showing how service is often not valued as scholarly work. Luckily,

Campus Compact created the National Review Board for the Scholarship of Engagement to assist those faculty members preparing for tenure and promotion to showcase their service engagement work and detail its scholarly nature (Driscoll & Sandmann, 2001).

Besides faculty rank and concern of promotion and tenure, the type of institutions where faculty members work also plays an important factor in the use of service-learning. Antonio et al. (2000) found that faculty at public institutions are more likely than those at private universities to use service and endorse it as a personal goal. Furthermore, when comparing faculty who work at a university against those who work at non-university institutions, Antonio et al. (2000) found that non-university faculty members were 44% more likely than university faculty members to endorse the goal of instilling a love of service in undergraduates and 46% more likely to agree that community service should be required for graduation. Interestingly, Antonio et al. (2000) also found that such faculty members who commit to community service are more likely to have children, conduct research on race and ethnicity, have held an administrative position, and be American-born. Colbeck and Wharton-Michael (2006) propose that epistemology helps explain why many of these faculty members are oriented towards service. They state that those faculty members who possess a solidarity epistemological view of knowledge, or believe that knowledge is constructed through experience, are more likely to be involved in service-learning, while those who are not oriented towards service do not hold an experiential epistemological view (Colbeck & Wharton-Michael, 2006).

Bloomgarden and O'Meara (2007) also concluded that belief orientation towards service also plays an important in integrating service-learning into the classroom. They conducted 29 semi-structured interviews of approximately 40-70 minutes each with faculty members at a selective, private, liberal arts college, and they used a single case study design to examine the degree and nature of integration of faculty roles in terms of service-learning. Bloomgarden and O'Meara (2007) found that faculty fell into three groups with respect to integrating service-learning and research. The first group, consisting of 25% of the participants, believed that teaching and research are interrelated forms of scholarly work and faculty members can successfully imbed and integrate community work within teaching and research. The second group, which consisted of 60% of participants, believed teaching and research were separate but sometimes overlapped. The third group, which consisted of approximately 15% of participants, believed that the two roles should remain separate at all times (Bloomgarden & O'Meara, 2007). Thus, only about 25% of faculty members believe they can successfully integrate service and research and are the faculty members that most often use service-learning (Bloomgarden & O'Meara, 2007). The researchers conclude such variations could also be due to many individual and environmental factors such as discipline, research method, community engagement activity, work and family balance issues, and knowledge of how teaching and research might support one another (Bloomgarden & O'Meara, 2007).

Finally, research also shows that discipline is often an important demographic factor in determining whether faculty members use service-learning. Business faculty are 92.7%

more likely not to use service-learning than other faculty members (Parkins, 2008). O'Meara, Sandmann, Saltmarsh, and Giles (2011) also reiterate the importance in discipline as they state that education, agriculture, and health sciences have consistently valued service more than departments due to the fact that other disciplines do not feel it fits in well with their departments.

Studies examining full-time faculty and their use of service-learning are well-documented in the current literature. Lacking, however, are studies relating to part-time faculty and graduate students that teach using service-learning. While studies about full-time faculty members can help inform part-time faculty members and graduate students, it is likely that their experiences differ from full-time faculty. Such knowledge could add to the current literature base and help scholars better understand why, even though less commonly found, part-time faculty and graduate students teach using service-learning.

Institutionalization of Service-Learning

A final consideration of importance in this literature review relating to service-learning is the role the institution plays in service-learning. Unfortunately, O'Meara and Niehaus (2009) found through their discourse analysis of 109 faculty members nominated from 2002 to 2005 for the Thomas Ehrlich Faculty Award for Service-Learning that only 36% believed service and service-learning was imbedded in the intuitional context of their college or university. Also, many scholars such as Levine (1994) have called for better integration of service into institutional and student lives. Two main areas emerge relating to

service-learning and institutionalization in the higher education literature: barriers created by institutions and how colleges and universities often institutionalize service-learning.

Institutional Barriers

One common barrier to service-learning created by institutions is the lack of resources and funding. Butin (2006) points out that fewer than half of all service-learning directors are full-time and that 46% of all service-learning offices have budgets of less than $20,000. O'Meara (2007) also points out that the race for institutional prestige also harms service-learning funding efforts. O'Meara (2007) states that knowing average ACT and SAT scores for colleges and universities allows one to predict US News and World Report (USNWR) rankings. When colleges strive for prestige, resources shift from instruction to administrative support, which often takes money away from service-learning endeavors (O'Meara, 2007).

Another major institutional barrier to service is institutional failure to provide a reward system for service. At many institutions, it is not clear how faculty service is tied to academic specialization or the institution. In fact, the actual definition of service at many institutions is often unclear (Ward, 2005). Additionally, most tenure and promotion documents ask faculty to list their community service as a way to highlight involvement with the local community, but it is often not well defined. Campuses that want their faculty to work in connection to the community must define in their promotion and tenure guidelines what this looks like (Ward, 2005). Driscoll (2009) examined the Carnegie Foundation for the Advancement of Teaching (CFAT) applications for the community engagement applications

and discovered that the applications had few examples of revised recognition and reward systems for promotion and tenure, showing that many institutions still do not adequately reward service.

Leaders at institutions can also serve as barriers themselves. Sandmann and Plater (2009) analyzed the initial application of the Carnegie Foundation for the Advancement of Teaching for the community engagement designation for answers concerning communication by executive leadership and supporting infrastructure. Sandmann and Plater found that while presidents and chancellors often interpret university and college missions to reflect engagement, there are limited examples of presidents and provosts sharing the commitment through personal interaction. Thus, their lack of personal involvement often creates an unintentional barrier. There exists a gap in current literature describing the degree that each barrier hinders service-learning. Such knowledge could allow colleges and universities to understand fully how structural and other institutional barriers hinder service-learning.

Institutionalization of Service

While many institutions often create barriers to using service-learning, the literature also speaks to suggestions and examples of how some colleges and universities have or can successfully institutionalize service-learning on their campus. One such area is that of professional development support. Bringle and Hatcher (1995) suggest that institutions can assist faculty in discovering service-learning through introducing the pedagogy through institutional workshops. Offering these workshops at beginning of the year before other faculty development workshops are offered can prompt faculty members to not only

experiment and redesign their courses, but also perhaps motivate them to seek grant proposals for service-learning (Bringle & Hatcher, 1995).

Weerts and Hudson (2009) also found that offering professional development is an important way to institutionalize service-learning. They analyzed a representative sample of American colleges and universities that received the Carnegie Foundation's elective classification in curricular engagement and outreach and partnerships. They determined that an internal financial commitment, including staff salaries and benefits, student programs, supplies, and professional development for staff and faculty, is a major way successful institutions are supporting service. Weerts and Hudson (2009) also found it important that these institutions marketed and deliberately touted their engagement as part of their institutional identity through internal and external media outlets.

Besides professional development, academic officers often also play an important role in institutionalizing service-learning. By becoming intentional about their institutional mission and how they personally engage the community, academic leaders can serve as a symbolic representative of the academic community that values service (Furco & Holland, 2004). In fact, Sandmann and Plater's (2009) analysis of the CFAT applications for the community engagement as referenced above, shows that the leaders of those universities who best institutionalize service hold the values of engagement as a personal mission. They also support the engagement agenda through organization and allocation of resources. Thus, presidents and provosts must "walk the talk" for institutionalization to be successful.

Colleges and universities can also institutionalize service by creating the right campus structure to support it. Colbeck and Michael (2006) suggest that creating an infrastructure for service not only shows a commitment to service but also allows it to become institutionalized. Jaeger and Thornton (2008) have shown how important such a commitment to institutionalizing service into one's culture can be. Their ethnographically informed study involving 30 interviews and 70 documents of both the University of Virginia and the University of North Carolina at Chapel Hill showed that when universities institutionalize service, members of the university are able to identify cultural tools related to service and citizenship. Thus, when colleges and universities commit to making service a priority and part of the campus culture, all parties involved with the institution can identify it.

Finally, committing to a review and evaluation of service is vital to institutionalizing it. Furco and Miller (2009) suggest a benchmarking approach to institutionalizing community engagement. The benchmarking approach differs from other approaches as it calls for a more formalized assessment of procedures and requires empirical data and performance expectations. In the end however, those that are able to institutionalize service are most often able to couple assessment with action planning, whereby the information gathered is used strategically to make decisions. Bringle and Hatcher (2009) also suggest a comprehensive academic review for service-learning. After examining the first wave of the Carnegie Foundation elective classification of Community Engagement applications, it was apparent that having detailed studies about service-learning also contributes to accreditation and program reviews (Bringle & Hatcher, 2009). Many successful campuses conduct formal

reviews of service-learning and must approve syllabi for the course to be designated as service-learning. In the end, colleges should go beyond a mere counting of the number of service-learning courses offered and asses the quality of the service-learning.

Current higher education literature commonly addresses the institutionalization of service and common barriers often faced by faculty members, and potentially graduate students, who desire to use service-learning. Although ideas and perspectives from faculty relating to the institutionalization of service in higher education are common in the literature, one weakness in the literature is a lack of perspectives of university presidents, other high-ranking leaders, and graduate students. The next section of this literature review examines those individuals whose voices are often missing from service and service-learning literature: graduate students.

Graduate Students

Because this study seeks to examine why graduate students use service-learning in the courses they teach, this literature review also examines literature relating to the ability of graduate education to prepare future scholars to solve problems and engage the community. Several scholars have argued that for the most part, graduate education is currently failing to teach students to work across disciplines, to engage the community, and to think beyond the context of their individual departments (Menand, 2009; O'Meara, 2008a; Walker, Golde, Jones, Bueschel, & Hutchings, 2008). Additionally, the Carnegie Initiative on the Doctorate, a five-year study of the Ph.D., found that graduate students need to learn to convey the complex ideas of their field to audiences in non-academic settings (Walker, et al., 2008).

Because working across disciplines and engaging the community is key to solving today's problems, this is cause for concern in higher education (Borrego & Newswander, 2010).

Several recent studies, however, highlight an attempt to address this current inadequacy of graduate education and point to a better way of educating doctoral students to solve today's problems. Bronson, Verderame, and Keil (2011) conducted a case study the adoption of interdisciplinary curriculum in graduate education at Penn State University. Their findings show that participation from almost all Ph.D. programs and support for an interdisciplinary curriculum from a diverse range of faculty members bring value to graduate education (Bronson et al., 2011). Another study by Borrego and Newswander (2010) also shows how some graduate programs are attempting to increase the interdisciplinary experience of its graduate students through encouraging interdisciplinary research. They analyzed successful proposals for research and graduate funding of the Integrative Graduate Education and Research Traineeship (IGERT), a program of the U.S. National Science Foundation. Using content analysis, they found half of the proposals described ways in which graduate students would be exposed to and work with multiple disciplines to conduct interdisciplinary research (Borrego & Newswander, 2010). Their analysis also showed that almost a third of the proposals discussed integrative thinking to solve problems as a goal of the interdisciplinary experience, while almost half also emphasized teamwork across disciplines (Borrego & Newswander, 2010), showing that several Ph.D. programs are supporting interdisciplinary learning and research to solve problems.

McCook (2011) also discusses the impact that IGERT has had on interdisciplinary graduate education. Since 1998, the IGERT program has funded nearly 5,000 graduate students in their pursuit of the Ph.D. An independent study of IGERT graduate students showed they were better able to work in multi-disciplinary teams and communicate with non-experts, giving hope to the idea that graduate education can produce scholars who can work across disciplines and engage the community (McCook, 2011). Additionally, O'Meara (2008a) offers four areas where graduate education programs could also institute a focus on service and community engagement to address the current need of interdisciplinary problem solving in graduate education. These four areas include marketing programs and recruiting students, planning core courses, developing mastery of their subject through comprehensive exams and dissertation planning, and completing the dissertation and becoming faculty (O'Meara, 2008a).

Finally, allowing graduate students to become involved in service-learning is another way graduate programs can help develop engaged scholars who can engage the community to solve today's problems. Beckman et al. (2009) have shown through their work that graduate students often desire to remain involved in service-learning as graduate students just as they were as undergraduates. Few, however, lack the opportunity to become involved with service-learning as graduate students, and even fewer get to utilize it in their classrooms. This continues to be a missed opportunity in graduate education to develop future practitioners and faculty members to work with the community to solve real problems (Beckman et al., 2009).

Preparing for the Professoriate

While O'Meara (2008a) and others show the importance of emphasizing community engagement in preparing graduate students for the professoriate, other current research shows this continues to be an area lacking in graduate education and that graduate programs can improve in other aspects of preparing Ph.D. students for the professoriate as well (Wulfff, Austin, Nyquist, & Sprague, 2004; Austin, 2006; Mason, 2009; O'Meara, 2008b). While many programs, such as Preparing Future Faculty, which brought together producers, comprising 150 research universities, and consumers, comprising 3,500 colleges and universities that hire new faculty, have made strides, more work is needed to continue to best prepare faculty members that can engage the community and work across disciplines in their faculty roles to solve today's problems (Gaff, 2005).

One area of concern in preparing graduate students for the professoriate is how departments convey information to graduate students about professoriate. Wulfff, Austin, Nyquist, and Sprague (2004) selected two research universities with multiyear graduate programs and a comprehensive university with a two-year graduate program to conduct a four-year qualitative study. Wullf et al. (2004) held regularly scheduled interviews with 55 graduate students. Wullf et al. (2004) found that students often construct meaning of teaching and faculty life through interaction and observation with faculty, peers, and friends and not through specific direct conversations with faculty members. Thus, graduate students are not getting an accurate idea of faculty life.

Bieber and Worley (2006) also found that many students gathered information and make important decisions based upon observations instead of direct conversations. Bieber and Worley (2006) conducted interviews with 37 graduate students in a variety of disciplines from three research universities. They found that many graduate students make their decisions to become faculty members based upon their personal observations of faculty life, and many believe the professoriate to be flexible and allow for more autonomy and for family structures based upon their observations. Bieber and Worley (2006) concluded that effective socialization is thus not taking place and that graduate students often gather important information in a haphazard and casual way.

Levin (2008) also found that departments could create common misconceptions about preparing graduate students for the professoriate through their own faulty observations. Levin (2008) examined the department of history at the University of Kansas and found many myths that hindered accurate preparation of graduate students for faculty roles. One such example included the departmental belief that completing the M.A. degree on the way to the Ph.D. causes substantial delays. Upon examining data, this idea was shown to be false and that it often led to misinformation to students (Levin, 2008). The department also believed that most graduates ended up teaching at two-year institutions, but in reality, 58% ended up teaching at four-year institutions (Levin, 2008). These misconceptions showed that the department needed to improve their advising and the information conveyed to students.

Not only do departments often fail to communicate clearly important information about faculty life, but they also often send mixed messages, particularly in regards to higher

education's connection to the community. Austin and Barnes (2005) state that doctoral students often complete programs with limited understanding of the full range of responsibilities involved in higher education and its role to broader society. In fact, graduate students often receive conflicting messages, as they may hear that contributing to the public good is important but often fail to see faculty members engaging in this type of work (Austin & Barnes, 2005). O'Meara (2008a) also points out that graduate schools' failure to prepare future faculty for their roles as citizen-scholars and their connection to broader society is a missed opportunity. In fact, those graduate students who fail to see the connection between their disciplines and schools, government, and the public are significantly less likely to as faculty to become engaged scholars (O'Meara, 2008b).

Austin (2006) also argues that doctoral education should help to prepare doctoral students for engaged faculty work, especially within Boyer's four domains of scholarship. Austin (2006) suggests that doctoral students should develop appreciations and competencies that enable them to pursue each domain of scholarship, so they will be ready for the array of expectations they may face in their careers. Austin (2006) thus presents five foundational competencies that doctoral students should achieve in preparing for faculty careers in which they will engage in scholarship within and across the four domains. These competencies include understanding the missions of higher education, developing professional identity as a scholar, developing interpersonal skills, developing ethics and integrity, and mastering intellectual competencies (Austin, 2006).

Helping graduate students see connections to broader society not only prepares them for future professoriate roles but also helps give meaning to their work. Austin (2002b) conducted a four-year longitudinal qualitative study that followed a sample of graduate students who aspired to the professoriate and held teaching assistant positions at two research universities and one comprehensive master's degree institution. The study involved in-depth interviews every six months for a four-year period. Austin (2002b) found that besides being attracted to graduate school by possibly doing faculty work, the students also wanted to interact with interesting and diverse people and sought meaning for their work. Austin (2002b) further determined that graduate students considering faculty roles want to engage in work that has a positive impact on students or with broader society. Thus, it is important for graduate schools to help students make these connections.

Although many graduate students enter graduate education wanting to pursue a faculty career, that is seldom the case in some specific fields. Golde and Dore (2004) sent a 20-page survey to doctoral students at 27 universities who had completed at least two years in their programs and to participants in Compact for Faculty Diversity. The study comprised 4,114 surveys. Golde and Dore (2004) found that students in fields with strong connections to industry were least interested in faculty careers. For example, only 36% of students in chemistry were interested in faculty careers; whereas 88% of students in philosophy were interested in faculty careers (Golde & Dore, 2004). Overall, students best felt prepared to conduct research and very few students indicated they felt their programs prepared them for

any service roles. Thus, faculty departments must be conscious about the career desires of their students and train them accordingly (Golde & Dore, 2004).

One of the biggest concerns found in higher education literature relating to preparing graduate students for the professoriate is the inadequate job graduate programs do in preparing students for their roles as teachers. The literature shows that students often do not possess the skills necessary to be prepared for their roles of teaching. Many graduate students often feel that they rarely discuss teaching with their advisors and that departments do not care about developing their teaching skills, only that the teaching gets done (Nyquist & Sprague, 1998). In fact, Anderson and Swazey (1998) found that approximately 40% of graduate students agree that faculty members do not carefully supervise teaching assistants, further downplaying the importance of teaching. Furthermore, Fagen and Wells (2004) found that 45% of teaching graduate students believed they did not receive appropriate preparation for training before teaching and 49% felt their departments lacked appropriate supervision to help them improve their teaching.

Because graduate students do not engage in conversations with professors about faculty life, students often receive their information from other sources. Wulfff, Austin, Nyquist, and Sprague's (2004) qualitative study of 55 teaching graduate students found that students learned most about teaching through informal interactions and connections with teaching assistant peers but seldom faculty members. Wullf et al. (2004) also found that many departments asked teaching assistants to teach beyond their areas of expertise and comfort, creating an uneasiness with teaching.

Austin (2002a) believes that while graduate students seldom engage faculty in conversations about what it means to be faculty members, graduate departments also do not organize preparation for the professoriate in a systematic way. Additionally, teaching assistant roles are not organized to give students experiences in a range of teaching situations. Students do not learn to consider their future teaching role holistically, as very few students emerge from graduate school having any understanding of what public service, outreach, and engagement mean (Austin, 2002a). Moreover, many graduate students do not believe their departments are concerned about teaching, as many see research as getting the glory in their departments (Austin, 2002b).

Graduate departments also often fail to prepare students for teaching by failing to give them adequate resources (Muzuka, 2009). In one study, Green (2010) held focus groups to explore the experiences of teaching assistants at a major research university. Green (2010) found that students often commented they needed support with technology in the classroom. Because they were concerned with providing good teaching, these teaching assistants also felt that developing their teaching skills was their hardest challenge (Green, 2010). Since these teaching graduate students seldom received support from their department, they often relied on and developed positive relationships with one another instead of seeking advice from faculty members (Green, 2010).

A final consideration in preparing graduate students for the professoriate is the fact that graduate schools often do a poor job preparing minority students for the professoriate (Gay, 2004). Many minority students complain about feeling tolerated or isolated and the

feeling that graduate departments do not include them in important decisions. Additionally, there are also few professors of color, making it difficult for minority graduate students to relate to faculty members (Gay, 2004). Many minority students also feel that college is a white cultural phenomenon and feel isolated culturally. Thus, they do not seek to enter the professoriate because they not feel they belong (Gay, 2004).

While higher education literature currently addresses the lack of interdisciplinary education in graduate education, the literature lacks qualitative studies to give a voice to those graduate students who are impacted by not receiving an interdisciplinary education. Also missing from current higher education literature are longitudinal studies that examine the impact the inadequate job of preparing graduate students for the professoriate has on the faculty career of those who end up entering the professoriate. This study seeks to help close some of these current gaps in the literature by giving voices those graduate students that teach using service-learning.

Conceptual Framework

Because this study seeks to understand why graduate students use service-learning in the courses they teach, one specific motivation theory, self-determination theory, will be applied, as well other supporting motivational theories noted in previous sections. While some scholars have used self-determination theory to explain student learning in service-learning courses, no study has used self-determination theory to understand graduate students' motivation to teach using service-learning (Levesque-Bristol & Stanek, 2009). By

using self-determination theory, this study will thus help to expand the application of self-determination and add to existing theory.

Motivation theories trace their roots within psychoanalytic psychology to Freud's drive theory of 1914 whereby scientists believed they could explain all human behavior based on certain physiological drives (Deci & Ryan, 1985). While many motivation theories have developed and expanded over the last century in the field of psychology, self-determination theory is an organisimic theory that proposes that three different types of motivations account for various reasons organisms or individuals participate in activities. As evidenced in Figure 1 below, these three types of motivations – intrinsic, extrinsic, and amotivation – lie on a continuum of self-determination, are governed through various kinds of regulation, or influences that regulate one's behavior, and lead to various qualities of behavior that range from controlled to self-determined (Standage, Duda, & Ntoumanis, 2005). Deci and Ryan (1985, p. 38) define self-determination as "the capacity to choose and to have those choices, rather than reinforcement contingencies, drives, or any other forces or pressures be the determinants of one's actions." Where an individual falls on the continuum is thus determined by the factors controlling his or her motivation to participate in a desired activity.

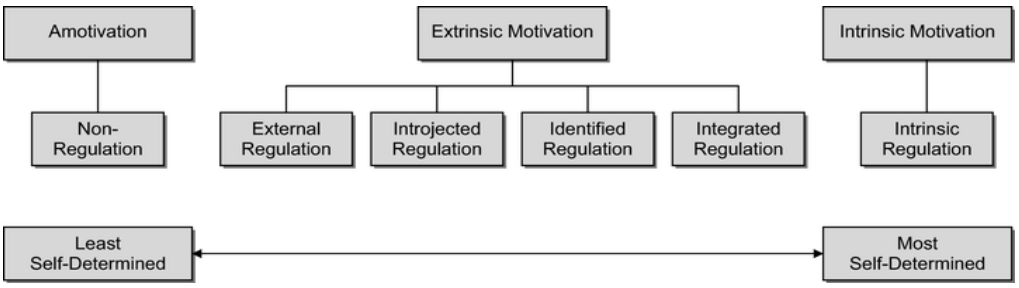

Figure 1 Self-determination Continuum (Deci & Ryan, 2001)

Self-determination theory also posits that three basic needs contribute to more internalized and self-determined motivations and help determine where individuals will fall on the self-determination continuum. These three needs are autonomy, competence, and relatedness (Deci & Ryan, 1985). Autonomy is best described as an "internal perceived locus of causality, and it along with choice enhance intrinsic motivation" (Beachboard, Beachboard, Li, & Adkison, 2011, p. 856). Competence, on the other hand, is one's sense of self-efficacy. People are more likely intrinsically to want to complete a task over which they feel they have control and can do well. Finally, relatedness is the need to feel connected and belongingness to others. When these three needs are met, individuals are more likely to experience greater intrinsic and self-determined motivations, thus falling further on the right side of the continuum.

Falling on the far left of the determination theory spectrum, Amotivation is the least self-determined motivational behavior and does not experience regulation or any influences on behavior. Amotivation signifies an absence of motivation and represents behaviors strongly controlled by outside forces. Individuals experiencing amotivation often do not

perceive a contingency between their actions and outcomes or act without the purpose of achieving a particular result (Vallerand & Ratelle, 2002). Amotivation can also result from a variety of factors, including feelings that the individual cannot achieve the desired outcome, failing to value the activity or the outcomes it produces, or feeling as if they are not in control (Deci & Ryan, 1985). Individuals experiencing amotivation often quit the activity they are engaged in because they no longer see the usefulness of engaging in the activity. Vallerand and Ratelle (2002) cite that a high school student who drops out of high school because he or she cannot see the value staying in school has for their future experiences amotivation. Moreover, a graduate student who used to teach using service-learning but has since quit because they felt the service-learning was not achieving their desired goals would also be experiencing a motivation.

Comprising the majority of self-determination continuum is extrinsic motivation. Extrinsically motivated factors, although often regulated by external factors, also experience varying degrees of self-determination. Individuals undertake extrinsically motivated activities to achieve a result that is separate from the activity itself (Vallerand & Ratelle, 2002). Not all extrinsically motivated behaviors, however, are void of choice and self-determination. Self-determination theory also distinguishes four types of regulation associated with extrinsic motivation falling along the self-determination continuum based upon their varying degrees of self-determination. These four regulations of external motivation in self-determination theory are external regulation, introjected regulation, identified regulation, and integrated regulation (Deci & Ryan, 2002).

External regulation is the least self-regulated form of external motivation and exists when the main reason for an individual to undertake a task is to meet an external demand. Hence, external contingencies, such as rewards or threat of punishment, solely control the action (Deci & Ryan, 1985). An example of external regulation in service-learning would be a graduate student that teaches using service-learning because his advisor told him he had to do so or would risk losing his assistantship. Eyal and Roth (2011) also showed that teachers often experience external regulation. Using self-determination theory, they studied how the leadership styles of principals impacted teacher motivation and performance. They found that principals who most often used a transactional leadership style, offering rewards or creating a fear of punishment based upon particular teacher behaviors, actually created an externally motivated environment that also was positively correlated with teacher burnout (Eyal & Roth, 2011). Principals who exhibited transformational leadership, however, were able to produce more self-determined forms of motivation and their actions were negatively associated with teacher burnout.

Displaying slightly more self-determined behavior on the continuum, the next type of regulation, introjected regulation is a form of external motivation whereby an individual internalizes the external regulations but has not fully accepted them as one's own. In introjected regulation, self-imposed sanctions such as fear and shame control an individual's actions even though they also begin to internalize value of the behavior (Deci & Ryan, 1985). An individual, for example, who votes in a local election because he or she feels they must or because it is their duty as a citizen would be introjected toward the election (Vallerand &

Ratelle, 2002). Koestner and Losier (2002) found through their studies of politics and academia that individuals who experience introjected regulation are often at risk for negative emotional, mental, and behavioral outcomes. Specifically they found that such motivation tends to disrupt an individual's ability to process information and to disrupt their emotional experiences.

A graduate student who teaches using service-learning because the majority of professors and students in their department do so and feels they must to avoid being looked down upon, would be experiencing introjected regulation. Because those who experience introjected regulation are at risk of negative outcomes referenced above, such graduate students may be unhappy in their program, put less effort into the service-learning, or perform more poorly in their program than other students. Koestner and Losier (2002) also found that individuals who pursue education because of internal pressures related to guilt avoidance and self-esteem maintenance exhibited a pattern of psychological distress as they made normal school transitions. Another study, specifically relating to service-learning, found that service-learning courses increased student learning, extrinsic motivation, and intrinsic motivation but not amotivation and that service-learning had the greatest impact on introjected motivation (Levesque-Bristol & Stanek, 2009). Such findings show that students often internalize service-learning but may not fully integrate it into their sense of self through just one experience (Levesque-Bristol & Stanek, 2009). This may mean that students in the courses taught by the graduate student sample in this study may also experience introjected regulation, causing challenges and frustrations for the graduate students.

While individuals begin to internalize the values of certain behaviors while maintaining low self-determination through introjected regulation, the next type of regulation experienced in extrinsic motivation, identified regulation, expresses moderately high self-determination. Here, even though the reason for participation in the activity is externally motivated, the individual still identifies the activity as important to their personal goals (Deci & Ryan, 1985). By personally endorsing the goals or behaviors, the individual accepts the behavior as internally important and feels as if he has a choice in the activity. Koestner and Losier (2002) found that identified regulation often produces positive outcomes such as active information processing, positive emotions, and successful school transitions. An individual who wakes up an hour early to review Chemistry notes because he or she feels it is important is regulated by identification (Vallerand & Ratelle, 2002). Additionally, a graduate student who teaches using service-learning because he feels it is important to his graduate student experience would be experiencing integrated regulation. Also based upon self-determination theory, we would expect him to be successful in school transitions, meaning he would more easily progress through comprehensive exams, defenses, and other programmatic requirements.

The last type of extrinsically motivated regulation on the self-determination continuum is integrated regulation. Integrated regulation is the highest self-determined form of extrinsic motivation and most closely resembles intrinsically motivated behavior. In integrated regulation, individuals participate in an activity because of a desired outcome but also experience many of the emotions associated with intrinsic motivation (Deci & Ryan,

1985). According to Vallerand and Ratelle (2002), an athlete who avoids a party in order to be in good shape for a game early the next day would be experiencing integrated regulation. While the athlete's reason for avoiding the party is an external factor, the athlete will also experience many positive intrinsic emotions knowing they will be at their peak performance at the game. A graduate student who teaches using service-learning in her courses because she feels it is important to her goal of being a faculty member would be experiencing identified regulation. Based upon self-determination theory, we would expect this graduate student to have positive views and emotions relating to service-learning because she feels it helping her achieve her goal of reaching the professoriate.

Finally, falling to the far right on the self-determination spectrum and comprising the most self-determined behavior, intrinsic motivation consists of participation in activities for one's own purposes such as pleasure, interest, and satisfaction (Vallerand & Ratelle, 2002). Those individuals who experience intrinsic motivation thus participate in activities for the sake of the activity (Standage, Duda, & Ntoumanis, 2005). Because external factors do not control intrinsic interests, these interests often evolve from individual's innate abilities and various experiences. Thus, the interaction of the environment with one's innate abilities can play a role in the development of intrinsic motivation.

Once individuals fully develop their interests, however, the environment no longer plays a role in the decision to participate in a truly intrinsically motivated activity (Deci & Ryan, 1985). Vallerand and Ratelle (2002) suggest three main reasons for individuals who experience intrinsically self-determined behavior. These include the satisfaction of learning

or exploring new things, experiencing satisfaction from trying to surpass oneself or accomplish a goal, and enjoying an activity because of sensations or emotions linked to the activity (Vallerand & Ratelle, 2002). A graduate student who teaches using service-learning because they naturally enjoy and excel at helping others would be experiencing intrinsic motivation.

Summary of Chapter Two

This chapter examined the history and current use and considerations of service and service-learning in the American higher education system, as well as the current experiences of graduate students, specifically the preparation of graduate students for the professoriate. The last twenty years have seen an increase in momentum and efforts to bring service and community engagement back to forefront of the American higher education system. As noted above, service-learning is one popular method often utilized to achieve this goal. Oftentimes however, service-learning is an undergraduate phenomena and very few graduate students have the opportunity to continue their experiences with service-learning in their graduate education. This, along with the fact that graduate education often fails to teach graduate students not only how to engage and provide service to their communities but also to work across disciplines is a current concern in higher education. To solve today's problems, individuals and faculty members must be able to work across disciplines and with a variety of individuals. Thus, by failing to prepare the future professoriate to work across fields, graduate education is currently lacking in this key area. The next chapter examines the

methodology of the research project to determine why graduate students use service-learning in the courses they teach.

CHAPTER THREE: METHODOLOGY

As described above, the purpose of this research study is to understand why graduate students use service-learning pedagogy in the courses they teach and to understand their experiences. This study utilized an explanatory case study to answer the following research questions based upon Deci and Ryan's (1985) self-determination theory and other supporting motivational theories.

1. Why do graduate students use service-learning in their classrooms and what are their experiences?
2. What benefits, if any, do graduate students gain from using service-learning in the classroom?

This chapter discusses why qualitative research and the case study design is the most appropriate method for answering these questions. It also details the specific design of the research study.

Qualitative Research

Denzin and Lincoln (2000) define qualitative research as the study of "things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of meanings people bring to them" (p. 3). Yin (2011) also points out that qualitative research is appropriate for "representing the views and perspectives of the people in a study," and in "contributing insights into existing or emerging concepts that may help to explain human social behavior" (pp. 7-8). Because this study seeks to understand why graduates students use

service-learning pedagogy in the courses they teach, and aims give more insight into ideas of self-determination theory, qualitative research is appropriate for this study.

Creswell (2007) also suggests that meaning to the participant is critical in qualitative research. This means the researcher should focus on understanding what meanings participants hold about particular issues, not what meaning that the researcher or other scholars ascribe to the issue. Such meaning often requires a "complex, detailed understanding of the issue" and can only be understood through talking directly to individuals (Creswell, 2007, p. 40). Because the study of motivation and self-determination theory is a complex issue, qualitative research is most appropriate for this study and for best understanding the meanings graduate students give to using service-learning.

Qualitative research is unique to this study, because while some studies have examined why full-time and tenure track faculty members' uses of service-learning, most have been quantitative in nature. Those studies that are qualitative in nature tend to focus on faculty members' perceived benefits of its use instead of underlying motivation (Deely, 2010; Hesser, 1995). This study not only uses qualitative research to examine a group currently neglected in service-learning literature, graduate students, but it will also utilizes qualitative methods to examine what many scholars have examined quantitatively.

Case Study Methodology

Many scholars have offered their definitions of the case study methodology. Yin (2003) defines a case study as "the investigation of a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are

not clearly evident" (p. 13). Miles and Huberman (1994) describe a case study as "a phenomenon of some sort occurring in a bounded context" (p. 25). Merriam (1998) also considers a bounded context as one of the most important characteristics of the case study and that delimiting the object of study, the case, is the most defining characteristic of the case study. Yin (2003) points out that case studies are often the preferred strategy when how or why questions are posed. Because this study seeks to explain why graduate students use service-learning in the courses they teach, in a defined bounded system, the explanatory case study is an appropriate strategy for this research project.

Merriam (1998) also points out that because of its strengths, case studies are often appropriate for education. By appropriately using case studies, scholars can use the findings to improve and develop further knowledge of practice (Merriam, 1998). Because scholars have also shown case studies to be effective in improving educational knowledge and practice, an explanatory case study is thus appropriate for this study. By using the case study methodology, this study examines why graduate students use service-learning pedagogy in the classes they teach and has the potential to add to our understanding of service-learning in the classroom and educational settings.

Research Site

This study was conducted at a large, public research university in the Southeastern United States. For the purpose of maintaining confidentiality, I refer to this university as "Service University." Service University self identifies as being located in a college town and it neighbors a large metropolitan area in the Southeastern United States. In terms of

demographics, as of the spring 2010 semester, Service University's undergraduate population consisted of 68% white students, 10% African American students, 7% Asian students, and approximately 15% all other races. Service University has an approximate student population of over 27,000 students with 62% of its student population consisting of undergraduates, 29% graduate students, and 9% professional students. The majority of programs offered at Service University are more liberal-arts-focused, while more applied and hard science programs are offered at nearby institutions.

Service University has a long history of meeting higher education needs in its community through service and providing a quality education to those who attend. According to its website, Service University aims to develop the next generation of leaders while helping to improve society and solve its problems. Service University also identifies one of its key missions as extending knowledge-based services and other resources of the university to the people of the state to enhance their quality of life. The Carnegie Foundation also classifies Service University as a "Community-Engaged Institution." Service University also requires all undergraduate students to complete an experiential education experience before graduation, such as service-learning or some other form of service. Last year, approximately 2400 undergraduate students completed a service-learning course at Service University. Also, the liberal arts focus of Service University also lends itself to a study of service-learning, as the goals of service-learning align more naturally with the humanities and social sciences. Service University is thus an appropriate site to study service-learning as service-learning

aligns with the goals of Service University and is supported by the school and its staff members.

Not only has Service University shown their commitment to service for centuries, but also Service University has a well-developed, student-led service-learning program that has been active for over twenty years, which it describes as a student-led, staff supported program that seeks to establish and maintain service-learning partnerships between students, faculty, and the community. To maintain confidentiality, this student-led service-learning program will be referred to as "Capstone." Capstone has a core student leadership of 25 students and two and a half full-time equivalent staff members. It is situated in a larger, overall public service center. Capstone has an approximate yearly budget of $200,000, while the public service center has an approximate yearly budget of $500,000. Students receive many benefits from their participation in Capstone. One such benefit is the ability to participate in orientations and course development institutes that cover service-learning pedagogy, approaches to service-learning, and best practices. Such institutes benefit graduate students in this program, as the graduate school at Service University does not centralize training for graduate students who teach courses. Such training is offered either through a one-day training given by Service University's faculty excellence center, or through individual departments.

Capstone also offers individual consultations for graduate students who teach service-learning courses to answer questions and assist with administrative tasks such as assigning course numbers. Additionally, Capstone offers a comprehensive pedagogy guide manual to

their students, and they also offer opportunities to network with other instructors who use service-learning at Service University and with community partners. Finally, Capstone offers course development and course enhancement grants for graduate students wishing to teach service-learning courses. Grants vary depending on course needs and cover costs such as instructor stipend, books, materials, field trips, travel, etc.

Participant Selection Criteria

Merriam (1998) suggests that purposeful sampling, which is based upon the idea that because the researcher wishes to gain insight into a particular phenomena, the researcher must select a sample from which the most can be learned is often appropriate for case study research. Because this study seeks to understand why graduate students use service-learning in the courses they teach, it was thus important to identify a sample that best helped to answer this question. Because of Service University's long commitment to its community and its well-developed service-learning program, Capstone, it was an appropriate source from which to draw participants.

It is also important to bind the case properly through participant selection (Miles & Huberman, 1994). For this study, I interviewed10 graduate students who use service-learning in the courses they teach through their participation in Capstone. The participants also taught using service-learning through Capstone within the last three years, and were graduate students at their time of their participation. Participants also fell within one of the five departments with an ongoing commitment to offer service-learning courses through Capstone and teach at least one service-learning course. These five departments included: Psychology,

Anthropology, Sociology, Social Work, and English and Communications. By bounding the research study using the departments most committed to Capstone, the most relevant information about graduate student use of service learning was obtained (Merriam, 1998).

Summary of the Case and Uniqueness of Service University

This case study analysis was bounded through Capstone, through the parameters set forth to select the participants and through the uniqueness of Service University. Capstone is a well-established and well-respected program that has been conducting service-learning and providing service to Service University's community for over twenty years. Because of the proven record of service and the heavy service involvement of graduate students in the process, Capstone was an ideal choice to examine service-learning. Furthermore, some graduate programs are more heavily committed and active in Capstone. By selecting participants from the five programs of Psychology, Anthropology, Sociology, Social Work, and English and Communication, which display an ongoing commitment to offering service-learning courses, the case is further bounded to ensure those graduate students who best represent the essence of Capstone are selected. Thus, selecting these committed programs ensured a selection of graduate students who have the ability to teach undergraduate students using service-learning. Furthermore, participants taught in Capstone within the last three years, used service-learning in their classrooms, and were graduate students at that time they taught. These parameters also helped to bound the case and ensure those participants selected best help us to answer our research questions.

The uniqueness of Service University also helped bound the case. While many institutions espouse the idea of service of helping others but often fail to supply the necessary resources to achieve this goal, Service University truly lives this mission. They have provided public service to their community for over 200 years and make it a priority to use their resources to improve the quality of life for all people in their state. The Carnegie Foundation has recognized Service University for their continual efforts by granting them the distinguished recognition of a Community-Engaged Institution. Service University also requires all undergraduates to participate in an experiential education experience before their graduation, of which a service-learning course meets the requirement. Besides Service University being a clear leader in service, the service-learning program at Service University, Capstone, is also unique. Because Capstone is student-led and staff supported, this also provides the unique opportunity to examine a well-established service-learning program, where the students take responsibility for the service provided to the community, further demonstrating the level that Service University has integrated service into the life of its institution. Students receive many benefits from their participation Capstone such as staff support, potential grants, course development institutes, and assistance navigating Service University administrative bureaucracy. Finally, because Service University is liberal-arts-focused, many of the graduate programs offered lend themselves to a better fit with service-learning such as the humanities and social sciences.

Recruitment of Participants

The selection of participants was coordinated with Service University's Director of Service-learning, who will be referred to from this point forward as "Ms. Dixon" in order to maintain confidentiality. A list of all graduate students meeting the above criteria was requested from Ms. Dixon, and all individuals whom she provided were contacted. This totaled approximately 20 students. After explaining how I was referred to them by Ms. Dixon and fully explaining the requirements and intent of the research study, I asked for their commitment to participate. A total 10 graduate students from the Social Work, Psychology, Communications, and English departments agreed to participate in the study. I e-mailed a copy of the informed consent form to all participants for review before their participation in the study began. It included all pertinent information about the research study, including their right to withdraw from the study at any point as well as any additional questions the participants may have, before proceeding with any data collection. By involving Ms. Dixon, a known professional to the graduate students, the recruitment process was more comfortable to the participants.

Data Collection

Effective data collection is vital to the success and quality of qualitative case study research (Yin, 2003). Merriam (1998) points out that interviewing and document analysis are often useful in collecting data for case studies. Yin (2003) also suggests that a chain of evidence linking data collection and conclusions drawn is also vital to case study success. One such way to maintain this chain of evidence is to keep a researcher journal to document

researcher collection, analysis, and evolution of the findings drawn from the data (Yin, 2003). I employed all three of these methods of data collection for this study.

Interviews

Interviews are one of the most important sources of information for case study research (Yin, 2003). Semi-structured interviews served as the primary source of data in this study. By using semi-structured interviews, I was best able to respond to each individual interview and explore emerging or new ideas to the topic the participants might present (Merriam, 1998). I interviewed each participant individually at a private location of their choosing to ensure each participant was comfortable with the process and to maintain confidentiality. By using a private setting, I minimized the chances that someone who knows the participant would become aware of their participation. Because some of the participants were studying abroad or had severe scheduling conflicts, a small number of interviews were conducted via Skype at an agreed upon date and time.

Prior to each interview, I gave each participant a copy of the interview protocol and the informed consent form approved by North Carolina State University's Institutional Review Board. I will then reviewed the documents with each participant specifically covering the purpose of the study, potential risks involved in their participation, and their right to withdraw at any point of the study. I then asked for any questions or clarification the participants might have about the study. After I had addressed all questions, each participant then signed a copy of the informed consent form. I also gave the participant a copy of the informed consent for his or her records. For participants interviewed via Skype, I e-mailed

the informed consent to the participants and they returned an electronically signed copy to me via e-mail. No interviews were conducted without having the proper returned informed consent forms first.

Each initial interview lasted from 30 to 60 minutes. The interview protocol, which was developed based upon the conceptual framework of the study discussed in Chapter 2, served as a guide for each interview. I recorded each interview digitally to ensure everything was preserved for analysis (Merriam, 1998). While I wrote down a few notes on my interview guide during the interview, it was not be possible to capture everything in the moment (Creswell, 2007). I thus reviewed my notes and added any additional thoughts and areas for further exploration immediately following the interview in my researcher journal. This method of reviewing and taking notes post interview allowed me to immediately monitor the data collection and as well begin to analyze the data in my thoughts as well (Merriam, 1998). I began transcription of all interviews within five days of the completed interview to assist further in the immediate analysis of data. I then recorded further thoughts and impressions in my researcher journal after each interview was transcribed as appropriate. Follow-up via e-mail was used as necessary based upon trends that emerged in the interviews and areas that needed extra follow-up. All participants were given a $10 gift card at the end of the initial interview as a nominal show of appreciation for the participation. No participants chose to withdraw from the study.

Document Analysis

Document analysis is another effective, common data collection method to assist in case study research (Yin, 2003). I analyzed course syllabi, participant CVs, participant teaching philosophies, Capstone program applications, and other pertinent Service University service-learning documents that participants were willing to share throughout the case study. By these documents and the language used by each graduate instructor to talk about service-learning, I hoped to further gain insight into their motivations for using service-learning in the classroom. I also asked each participant for any supplementary documents they wished to share about their service-learning teaching experience. Some graduate students chose to forward publications relating to service-learning as well as other classroom documents relating to service-learning. All of the additional pertinent documents given to me by the participants were also analyzed.

Researcher Journal

Researcher journals and memos often found in such reflective journals are also an important source of data and data organization in qualitative research (Saldana, 2009). As mentioned above, my researcher journal served as evidence of linkage and documented the process of how I derived at conclusions from the data. The researcher journal also served as important reflective tool after each interview and transcription and help organize emerging patterns or ideas to pursue further in follow up interviews. The researcher journal was also kept in a safe location at all times to preserve the confidentiality of the data but was also

available for review by my chair and North Carolina State University's Institutional Review Board if necessary.

Confidentiality

Confidentiality and taking proper steps to respect participant confidentiality is often of vital importance in qualitative research (Mertens, 2005). I assigned each participant in the study a pseudonym. All references to the participants in the researcher journal, transcriptions, analysis of data, and all other areas were in the form of their pseudonym. Furthermore, I also assigned the research location, its affiliates, and all other individuals or groups mentioned in the research process a pseudonym. As suggested by Mertens (2005), I kept a separate file linking each pseudonym to each participant's real identifying information. The file was stored in a secure location to which only I had access and will be destroyed after five years. Additionally, all other electronic information such as transcripts and documents forwarded by the participants were kept in a secure location to which only I have access and will be destroyed after five years. All printed documents and the researcher journal were also kept in a safe location only known by the researcher to further maintain confidentiality of all participants.

Data Analysis

The data analysis process in qualitative research is often recursive and dynamic (Merriam, 1998). Mertens (2005) also suggests that data reflection and analysis is simultaneous with data collection. With the above in mind, this research study was guided by Baptiste's (2001) four phases of data analysis. During the first phase, I decided what counted

as appropriate data, as well as how to record, interpret, and convey data. As described in this chapter, interviews, document analysis, and the researcher journal served as primary sources of data in the research process. Data analysis began immediately through the creation of field notes and memos in the researcher journal. This process began immediately following each interview. After the prompt beginning of transcription (within five days) of each interview, I also began to record all initial reactions, thoughts, reflections, and potential areas for follow up in the researcher journal after each interview was transcribed to allow for further reflection and interpretation of the data.

The second phase of the data analysis process consisted of tagging and labeling the data and grouping similarly tagged and labeled data into categories (Baptiste, 2001). During this process, I re-examined all data and apply tags and labels to important phrases or parts of the passages. Next, I grouped similar tags and labels into categories and potential codes. I also recorded reflective memos about important tags, labels, and categories in my researcher journal. Saldana (2009) points out that researchers should think of codes as not just phrases attached to data, but as prompts for reflection on the deeper and complex meanings it evokes. Thus, I extensively reflected on each category and potential code and re-examine all data to ensure the code is grounded in the data.

The third phase of data analysis consisted of relating concepts to each other and to existing theory (Baptiste, 2001). Understanding how the findings relate to one another can add deeper meaning and understanding to the topic. Furthermore, by relating and connecting the findings to existing theory, I further demonstrated the quality and trustworthiness of the

study and add to existing theory. Finally, in the last phase of the data analysis, I conveyed all connections, concepts, and codes, through a write up in the final chapters of this study. I conveyed all relevant findings in a clear and logical way for all readers to understand and that reflects my audit trail in my researcher journal.

Actions for Quality and Trustworthiness

There were several steps I took to ensure quality and trustworthiness of the study. This first was to conduct member checking. Creswell (2007) defines member checking as having participants review transcripts and notes to speak to the credibility of the findings and interpretations in order to judge the accuracy and credibility of the account. I e-mailed each participant a copy of their transcribed interview and asked them to review to verify the accuracy of the transcript. Participants had the ability to clarify or strike any statements from the transcript to ensure I had the most accurate data possible.

The next step I took to ensure quality and trustworthiness of the study was to use triangulation. Merriam (1998) refers to triangulation as using multiple sources of data to confirm emerging findings. Using several sources of data in the study allowed for corroboration of emerging evidence. By allowing evidence to emerge from more than one source, it thus spoke to the quality and trustworthiness of study.

The researcher journal also served as source of quality and trustworthiness by allowing for an audit trail, reflexivity, and credibility. Morse and Field (1995) speak to the importance of an audit trail that serves as the documentation of the researcher's decisions, insights, and choices, including the subjective interpretations to assist the researcher in

demonstrating theoretical rigor. The documentation of such decisions in my researcher journal enhanced the quality and trustworthiness of the study. The researcher journal also added to the credibility and reflexivity of the study. Krathwohl (2009) defines credibility as the judgment of a study's ability to link variables in a cause and effect relationship, and Parahoo (2006) defines reflexivity as the continuous process of reflection by the researcher on his or her values, preconceptions, behavior, or presence and those of the participants which can affect the interpretation of the responses. I documented both linking of variables and my reflexive process in my researcher journal to achieve quality and trustworthiness in the study.

The final step I took to ensure quality and trustworthiness for the study, was to utilize a peer review and debriefing of the data and my conclusions. Mertens (2005) discusses that peer reviews and debriefing often consist of extended discussion with disinterested peers of data, conclusions, analysis, and possible emergent patterns. Peer review also allows the research to confront his values and helps guide the next steps of the study and often serves in developing a consensus around the interpretation of the data (Krathwohl, 2009; Mertens, 2005). During the peer review process, three peer reviewers examined both the data and my initial findings to confirm the findings and to offer alternative suggestions and identified key ideas I might have previously overlooked. Because I may have strong beliefs about service-learning, utilizing a peer review enhanced the trustworthiness of my conclusions.

Positionality Statement

Before discussing the ethical considerations of this study, it is important for me to address my interest in the subject and areas to be conscious of throughout the reflexive nature of the study. Both service and teaching have been major aspects of my life. In college, I was heavily involved in a community service organization and completed over 700 hours of community service throughout my college career. I also have taken service-learning courses and have seen their benefits firsthand. Education is also important to me. I have several family members that have spent over 20 years each in the profession, and I have a master's degree in secondary education and pedagogical training in the art of education. I have grown up hearing stories of teaching and of what constitutes good teaching. I also have five years of teaching and administrative experience at the college level.

I was excited at the opportunity to conduct this much-needed study; however, I was mindful about how my previous experience may influence my interpretations of the data and treatment of the participants (Parahoo, 2006). Because I had previous experience in both service and education, it was important I noticed and documented in my researcher journal when I was having strong feelings about the actions or beliefs of the participants in order to bracket these thoughts and feelings. It was also important for me to ask the participants to clarify beliefs, statements, or actions that I may have disagreed with or had strong feelings about in order to avoid not only making judgments about the participants, but also to avoid making assumptions based upon my knowledge of the subjects. Doing so helped me to produce credible, reliable data through bracketing my thoughts and emotions.

Ethical Considerations

There are several ethical considerations I considered when undertaking this research study. Creswell (2007) discusses several areas where ethical issues often emerge. These include the informed consent procedures, deception or covert activities, confidentiality, and benefits to participants over the risks. There are several steps I took throughout the study to ensure I maintained proper ethics. First, I did not collect any data until I obtained proper approval from the Institutional Review Board (see appendix B). Furthermore, all individuals signed an informed consent form before any interviews took place so that all participants understand the full purpose of the study and their rights as participants, including their right to withdraw from the study at anytime, as well as any potential harms associated from participating in the study. Each participant decided for him or herself if the benefits of the study outweighed the potential risks. Even though I was not working with a traditionally vulnerable population, it was important to realize that risks may still be associated with their participation.

By fully disclosing all information prior to data collection, I avoided any perception of deception or covert activities. Additionally, the ability of each participant to confirm their statements through member checking helped ensure that all participants and their ideas were portrayed as accurately as possible. Finally, by taking the confidentiality steps described above, I protected the identity of each participant and reduced the risk of their identification and any harms associated with participating in the study.

Limitations of the Study

It is important to recognize the potential limitations of the study. Guba and Lincoln (1981) discuss how case studies can oversimplify or exaggerate a situation, causing readers to draw erroneous conclusions. Thus, the study has the potential to cause readers to draw faulty conclusions. By maintaining a researcher log and audit trail, accurately representing participant views, and grounding the study in theory, I hopefully reduced the likelihood this potential limitation would have such an effect. Another limitation is the small sample size. Because Service University had approximately 20 students teaching through Capstone, there were limited participants available for interview. Data saturation, however, was still achieved through the 10 participants that agreed to participate. The use of graduate students was also a limit. While confidentiality was maintained throughout the study, a few graduate students were somewhat concerned about sharing a few negative experiences as they depend on the university for the funding of their graduate education.

Another limitation is the fact that I was the primary instrument of data collection and analysis (Merriam, 1998). Although I have received training in research methodology, I still must recognize that I am a novice researcher with limited experiences and that my instincts may not be fully developed. By engaging in constant conversation and feedback from my advisor, however, I hopefully to accounted for this potential limitation. Finally, bias is also often a concern in case study research (Merriam, 1998). However, by maintaining a researcher journal and practicing reflexivity throughout the research process, I minimized the affect any bias might have on the study.

Summary of Chapter Three

This chapter described the methods that I used to conduct the research study. It detailed site selection, participant selection, data collection, ethical considerations, and potential limitations. It also introduced a proposed timeline for the completion of the research project. The subsequent chapters examine findings of the study and analysis and interpretation of the findings as well as conclusions and recommendations for future study.

CHAPTER FOUR: GRADUATE STUDENT MOTIVATIONS FOR USING SERVICE-LEARNING

Introduction

In recent years, several scholars have suggested that many institutions in the higher education landscape often fail to engage their communities properly (Butin, 2006; Driscoll, 2009; O'Meara, 2007; Ward, 2005). This lack of adequate engagement presents a problem for colleges and universities as most include the idea of service or engagement in their mission statements. Thus, many colleges and universities appear not to live part of their missions to their full potential. Service-learning is one effective strategy that colleges and universities can use to engage their communities and achieve stated missions and goals (Driscoll & Sandmann, 2001; Kielsmeier, 2010; Zlotkowski, 1996). Most recently, the National Task Force on Civic Learning and Democratic Engagement's report titled *A Crucible Moment: College Learning and Democracy's Future* identified service-learning as an effective, powerful pedagogy to promote civic learning and engagement (Association of American Colleges & Universities, 2012). The U.S. Department of Education commissioned this report in an attempt to create a national dialogue about strengthening civic learning and democratic engagement in higher education. Its findings indicated that approximately 60% of graduating college seniors will experience service-learning before they graduate and that those who participate in such civic learning are also more likely to persist in school, obtain skills desired by employers, and develop habits of social responsibility and civic participation (Association of American Colleges & Universities, 2012).

Although the use of service-learning in higher education by tenure-track and full-time faculty members is well-documented, current higher education literature fails to address or examine the use of service-learning by graduate students and other part-time faculty. Beckman et al. (2009) point out that that although service-learning has traditionally developed within undergraduate education, many graduate students do in fact show interest in service-learning. At many institutions, however, graduate students lack the opportunity to experience service-learning through teaching using its pedagogical methods. This missed opportunity for graduate students to gain experience teaching using service-learning is a concern of graduate education because those graduate students who move on to faculty roles and become the next generation of the professoriate may be less prepared to engage the community in meaningful ways (Austin, 2006; Beckman et al., 2009).

To answer the question why graduate students use service-learning in their classrooms, this study utilized an explanatory case study to explore the decisions of 10 graduate students at a large, public, southern university to use service-learning in their classrooms. This research focuses not only on their motivations to begin using service-learning in the classroom, but it also focuses on their motivations for deciding to continue or discontinue using the pedagogical method in their classrooms. Such knowledge has the potential to aid colleges and universities in further expanding their service-learning efforts, increasing engagement with communities, and providing valuable teaching opportunities to graduate students.

Conceptual Framework

This study utilized self-determination theory to understand why graduate students decide to use service-learning in their classrooms as well as to understand their motivations for either continuing or discontinuing its practice in their classrooms. Deci and Ryan (1985, p. 38) define self-determination as "the capacity to choose and to have those choices, rather than reinforcement contingencies, drives, or any other forces or pressures be the determinants of one's actions." Where an individual falls on the continuum is thus determined by the factors controlling his or her motivation to participate in a desired activity. Self-determination theory also posits that three basic needs contribute to more internalized and self-determined motivations and help determine where individuals will fall on the self-determination continuum. These three needs are autonomy, competence, and relatedness (Deci & Ryan, 1985).

Autonomy is best described as an "internal perceived locus of causality, and it along with choice enhance intrinsic motivation" (Beachboard, Beachboard, Li, & Adkison, 2011, p. 856). Competence, on the other hand, is one's sense of self-efficacy. People are more likely intrinsically to want to complete a task over which they feel they have control and can do well. Finally, relatedness is the need to feel connected and belongingness to others. When these three needs are met, individuals are more likely to experience greater intrinsic and self-determined motivations, thus falling further on the right side of the self-determination continuum, which represents highly self-determined behaviors.

Self-determination theory, specifically organismic integration theory, a major sub theory of self-determination theory, is a theory that proposes that three different types of motivations account for various reasons organisms or individuals participate in activities and helps to visualize the self-determination continuum (Deci & Ryan, 2001). These three types of motivations – intrinsic, extrinsic, and amotivation – lie on a continuum of self-determination, are governed through various kinds of regulation, or influences that regulate one's behavior, and lead to various qualities of behavior that range from controlled to self-determined (Standage, Duda, & Ntoumanis, 2005). As one moves from left to right on the continuum, behaviors become increasingly more self-determined. Figure 1 below visually displays this continuum.

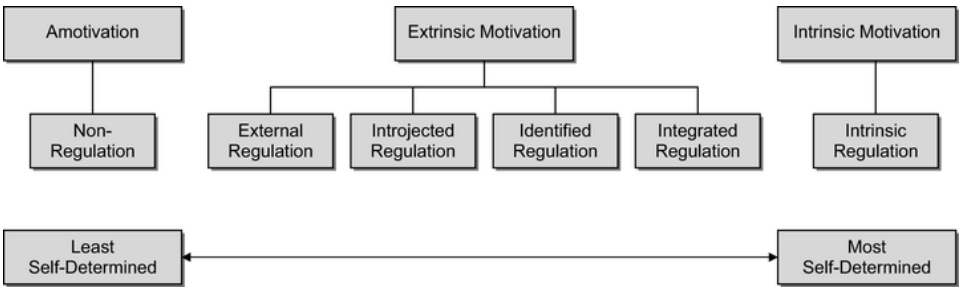

Figure 1 Self-determination Continuum (Deci & Ryan, 2001)

Amotivation represents a complete absence of motivation and often occurs when individuals are strongly controlled by others. Individuals who fall in the amotivation category often feel they either cannot achieve the desired outcome or do not feel they are in control of the outcome. External motivation, however, makes up the majority of the self-determination

spectrum. Not all externally motivated decisions are void of self-determined behavior. Deci and Ryan (2001) distinguish four types of regulation with increasing amounts of self-determined behavior. These four regulations include external, introjected, identified, and integrated regulation.

External regulation is the least self-determined type of external motivator and exists when an individual undertakes an activity to meet an external demand. It is often also associated with external contingences such as the benefits of rewards or threat of punishment (Deci & Ryan, 1985). Next on the continuum, introjected regulation represents slightly more self-determined behavior. It occurs when individuals meet external demands to avoid fear and shame from others but also begin to internalize the behavior because they understand the potential value of the activity (Deci & Ryan, 1985).

Next on the self-determination continuum, identified regulation represents moderately high self-determined behavior. It occurs when individuals undertake an activity still due to external motivational factors but also see its value in helping to achieve their goals. Finally, the last externally motivated regulator on the continuum, integrated regulation, resembles intrinsically motivated behavior. In integrated regulation, individuals participate in an activity because of a desired outcome, but they also experience many of the emotions and feeling associated with intrinsic motivation (Standage et al., 2005). Lastly, intrinsic motivation represents individuals who participate in an activity solely for one's own pleasure, interest, and satisfaction. Such behavior is rare, but the interaction between one's innate abilities and environment can lead to purely intrinsically motivated behavior (Deci &

Ryan, 1985). Several studies have applied self-determination theory to higher education settings (Ballman & Mueller, 2008; Beachboard et al., 2011; Neighbors & Larimer, 2004), These studies and others have shown how relatedness, competence, and autonomy motivate college students to adopt certain behaviors and achieve certain outcomes. While these studies have shown self-determination theory to be valuable in understanding student behavior, current studies fail to examine self-determination theory from an instructor standpoint. This study will offer a unique contribution to the literature through its focus on graduate student instructors and the pedagogy of service-learning.

Methods

Service University's Service-Learning Program

This case study analysis was bounded through a service-learning program at a large, public, southern university. To maintain confidentially, the university will be referred to Service University and their service-learning program will be referred to as Capstone.. Service University self-identifies as being located in a college town, and it neighbors a large metropolitan area in the Southeastern United States. In terms of demographics, as of the spring 2010 semester, Service University's undergraduate population consisted of 68% white students, 10% African-American students, 7% Asian students, and approximately 15% all other races. Service University also has an approximate student population of over 27,000 students with 62% of its student population consisting of undergraduates, 29% graduate students, and 9% professional students. While Service University offers a variety of programs, most are liberal-arts-focused. The student-led service-learning program at Service

University has gained respect and a positive reputation in its community because of its more than twenty-year history of serving and engaging the community. Service University's heavy involvement of graduate students in the service-learning process along with its established reputation make Capstone an ideal selection to examine graduate students' motivation for using service-learning in their classrooms. The uniqueness of Service University also helped bound the case study analysis. Although some colleges and universities fail to live up to their stated service missions, Service University enacts its mission. Service University and its faculty, staff, and students have provided public service to their community for over a century and make it a priority to use their resources to improve the quality of life for all people in their state. Service University has also received much recognition for its service efforts. Examples of such recognition include the distinction of being recognized as a Community-Engaged Institution by the Carnegie Foundation for Service University's continual service efforts and being recognized to the President's Honor Roll for Community Service. Service University also requires all undergraduate students to complete an experiential education experience, such as service-learning, before graduation. Each year, approximately 2400 undergraduate students complete a service-learning course at Service University.

The Capstone program is unique in that it is student-led and staff-supported. Students receive staff support to develop a service-learning course, course development grants, professional development institutes, pedagogical guides, networking opportunities, and assistance navigating Service University's administrative bureaucracy.

Selection of Participants

In order gain insight into the motivations for graduate students to use service-learning in their classrooms, this study used purposeful sampling. Purposeful sampling is often appropriate for case study research, as it allows the researcher to select a sample from which the most appropriate information about the case can be obtained (Merriam, 1998). Service University is thus an appropriate source from which to draw participants because it offers a case with a long history of service-learning and well-respected engagement with the Service University community.

Because some graduate programs are more heavily committed and active in Capstone, it was important to select the participants from these fields. These most committed programs include Psychology, Anthropology, Sociology, Social Work, and English and Communication. Narrowing the selection of participants to these fields, which display an ongoing commitment to offering service-learning courses, further helped to ensure those graduate students who participated best those graduate students teaching with service-learning at this institution. Participants must also have taught in their respective program within the last three years and been graduate students at the time of their use of service-learning to qualify for this research.

The researcher obtained a list of all graduate students who met the criteria, totally 20 students. E-mails were sent asking these students for their participation. Ten students responded and participated in the study. All 10 participants were female, two were Social Work majors, two were Communication majors, four were English majors, and two were

Psychology majors. Although no males agreed to participate in the study (there were only two in the sample of 20), higher education research shows that women are more likely than men to use service-learning in their classrooms (O'Meara, Sandmann, Saltmarsh, & Giles, 2011). Thus, all-female participants did not present a challenge to the study.

Data Collection

Semi-structured interviews served as the primary data collection instrument for the case study. Interviews were conducted at the time and place of each participant's choosing in order to help ensure the participants felt comfortable in their environments and that they felt open to talk honestly about their service-learning experiences. An interview protocol developed from the conceptual framework and other higher education literature concerning service-learning helped to guide the interviews. Follow-up interviews were also conducted on an as-needed basis. All interviews were promptly transcribed to aid in quick reflection and analysis of the data. Additionally, the researcher made use of a researcher journal to aid in the collection of data, which Yin (2003) points out is often helpful in case study research. The journal served as a place of reflection for each interview and for initial impressions about the data. The researcher journal served as an audit trail to trace researcher steps in the research process and help insure quality and trustworthiness for the study.

Analytical Strategy

The data from this study was guided by Baptiste's (2001) four phases of data analysis. During the first phase, decisions were made concerning what counted as appropriate data as well as how to record, interpret, and convey data. As described above, interviews,

document analysis, and the researcher journal served as primary sources of data in the research process. Data analysis began immediately in the research process following each interview through the creation of field notes and memos in the researcher journal. Additionally, after the prompt transcription of each interview, the researcher began to record all initial reactions, thoughts, reflections, and potential areas for follow-up in the researcher journal in order to allow for further reflection and interpretation of the data. Accuracy of data was verified through member checking. A copy of each interview transcript was e-mailed to each participant, and they were asked to verify its contents for accuracy.

The second phase of the data analysis process consisted of tagging and labeling all data and grouping similarly tagged and labeled data into categories (Baptiste, 2001). During this process, the researcher re-evaluated data and applied tags and labels to important phrases or parts of the passages. Next, similar tags and labels were placed into categories and potential codes. The third phase of data analysis consisted of relating concepts to each other and to existing service-learning and motivational theory (Baptiste, 2001). Finally, in the last phase of the data analysis, the researcher conveyed all connections, concepts, and codes through a write-up and conveyed all relevant findings in a clear and logical way for all readers to understand that reflected the researcher's audit trail in the researcher journal.

Limitations

There are two main limitations associated with this study. First, the use of a single case in the case study is both a strength and weakness of the study. While examining Service University in depth allows for deep understanding of the university and its service-learning

endeavors, it also makes it difficult to generalize the findings. Second, the use of graduate students is also a limitation. Because many of the participants in the study depend on Service University for financial support to attend graduate school, they may not have been completely open about their negative experiences. The strategies used to maintain confidentiality, however, helped to minimize this potential limitation.

Findings

Several findings emerged relating to graduate student motivations for using service-learning and also relating their decision to continue or discontinue its use in their classrooms. The entry of service-learning into the classrooms of graduate students can best be described as accidental or serendipitous. This serendipitous introduction to service-learning is often brought about by either a search for new and unique pedagogical methods to use in the classroom or through conversations with friends or professors. After graduate students have been exposed to service-learning, however, their classroom experiences, personal experiences, and student experiences lead to an intentional choice to continue using service-learning.

General Characteristics of the Participants

There are several noteworthy characteristics of the participants. Almost all participants, nine of out of 10, were involved in service before their use of service-learning in the classroom, helping to explain their acceptance of the practice with relative ease. Almost all of the participants, eight out of 10, had also used service-learning multiple times in their

classroom. The motivations for initial use of service-learning in their classrooms are described below.

Serendipitous Initial Use of Service-Learning

Graduate student initial use of service-learning is best described as serendipitous. Several participants used the words "stumbled" and "fell" when describing the initial use of service-learning in their classroom. None of the 10 graduate students enrolled at Service University with the intent to use service-learning in their classrooms. In fact, only a few participants stated they were familiar with service-learning before their use of it. Almost all students were introduced to the idea of using service-learning through someone they knew. Rachel, a Social Work student, commented:

> There was someone who was in my program who had been teaching the only service-learning course offered through Social Work; it's an internship course, and she was graduating and needed someone else to take on that course. And so, actually, she asked someone else, but that person didn't want to take on the responsibilities of teaching, and so that person asked me if I would be interested.

Thus for Rachel, her entry and introduction into service-learning came unexpectedly through a fellow student. Another participant, Amy, from the English department was also introduced to service-learning by a fellow student, one of her good friends. She stated:

> Actually, one of my very good friends in the program taught her first service-learning course my second year of teaching…and she invited me along with some other friends to this end of the year presentation they were doing at a local senior

> center…and it was just so wonderful to see these students so engaged with English 102 class.

Other introductory experiences to service-learning included discussions about service with peers and being introduced to service-learning through a professor. Regardless of how students became introduced to the concept of service-learning, two main reasons emerged describing why these graduate students intentionally decided to use service-learning initially in their own classroom: pedagogical reasons and to meet their needs or the needs of others.

Pedagogical Needs

Several graduate students indicated pedagogical reasons for adopting service-learning in their classrooms. One English graduate student, Tina, commented:

> I was planning my first semester courses thinking about, you know, students pretending—pretend you're writing a letter to the editor, pretend you're assigned to do this. Seemed like BS to me, so I wanted to be doing some actual stuff. And I designed this unit and when I showed it to the director, the guy said, this sounds like a service-learning thing. You should partner up with someone to actually do this.

Thus for Tina the need for relevant activities in her curriculum led to her desire to use service-learning in her classroom. This was also true for another English graduate student, Lucy, who stated: "I taught English 101 and 102 several times, and I was looking for more creative ways to do that."

Both Psychology graduate students served as teaching assistants for professors who used service-learning in their classrooms. This firsthand experience with service-learning led both of them to adopt its use in their classroom for pedagogical reasons. Catherine stated:

> And so, from TA-ing with her I really saw what a great program Service University's service-learning program is. The students really seemed to enjoy it, and it's a really great way to enhance the course. That kind of made me want to incorporate service-learning into some of my own courses.

Meeting pedagogical needs thus plays a crucial role in graduate student decisions to use service-learning in their classroom. Other graduate students, however, spoke freely about deciding to use service-learning in their classrooms in order to meet other needs.

Meeting Other Needs

Several graduate students also decided to incorporate service-learning into their classrooms after initial exposure to service-learning to meet other needs—mainly their own needs or the needs of others. Two graduate students were asked by peers to teach the class, but they also saw its potential benefits for themselves. They, for example, agreed to teach using service-learning because it could not only give them teaching experience but also potentially help them to "grow professionally." Rachel, a Social Work graduate student, stated:

> I decided to do it anyway— it was a service-learning class—and loved it. And I just felt like in terms of my professional development, my capacity to really integrate my

> learning and kind of my professional goals into my life and into the classroom, that was the best place to do it.

Rachel not only met a need of her department by offering to teach the course but also met some of her personal needs in terms of her professional development and goals. Two more graduate students also decided to incorporate service-learning into their classrooms for other reasons. Both Audra and Holli, two Communications graduate students, decided to co-teach and create a service-learning class because they felt it helped them achieve their personal mission of showing students that activism is also a form of service. Audra shared:

> We also found there weren't any courses on the books that were service-learning courses that were dedicated to describing activism as a form of community service. And so, Holli and I thought that was a gap that we could help to address. So we wrote a grant application and were awarded a course development grant, and we developed our class to specifically redress those issues. So that's kind of how we became involved in Service University's service-learning program.

Besides personal missions and needs, some graduate students also sought to help meet the needs of others. Helen, a graduate student in Social Work, undertook teaching because she was asked by a friend to fill a need:

> And so, actually, she asked someone else, but that person didn't want to take on the responsibilities of teaching, and so that person then asked me if I would be interested. I didn't know about service-learning, although I quickly realized it was a great fit for Social Work; I mean, it made sense to me why it was in Social Work.

Helen's decision to help meet a departmental need and a need of a friend not only introduced her to service-learning but also helped her see what a great fit service-learning was for her program. Stacey, a Psychology graduate student, also decided to use service-learning to meet the needs of others. She shared:

> And both of the instructors that taught 250 when I was a TA had service-learning as a part of their curriculum. And then, when I chose to be a teaching fellow for 250, Service University's service-learning program asked me whether or not I would want to also be an instructor for it. And since my students had had so much fun with it when I was TA-ing, I of course agreed to it both of the semesters that I could.

While Stacey was initially introduced to service-learning through her teaching experience with an instructor who utilized service-learning, her decision to use service-learning in her classroom helped meet other needs. Her decision not only helped Capstone by filling an instructor need but also meet a need by the students, who enjoyed taking service-learning classes.

Although graduate students either discover or are introduced to service-learning through unintentional means, their decision to use service-learning in their classroom is very intentional. This decision to use service-learning initially is a result of their desire to meet either pedagogical or other needs. After their initial experience, graduate students, however, then decide whether or not to continue using service-learning.

Graduate Student Motivations to Continue Using Service-Learning

All 10 graduate students in the study indicated they felt it was important to continue using service-learning in their current and future classrooms. These decisions to continue the use of service-learning are a direct result of their positive initial experience with service-learning. The specific areas that most motivated graduate students to continue their use of service-learning include their classroom experiences, personal experiences, and student experiences.

Classroom Experiences

Several experiences in the classroom led graduate students to decide to continue using service-learning in their classrooms. Catherine, a Psychology graduate student, believes it is important to keep using because of how it adds to the classroom experience and enhances participation. She stated:

> So I think it really overall enhances the class. It enhances it not only for the students participating in Capstone, but also enhances it for the class in general—like when students come in and share their examples and apply them to the course material.

Rachel, a Social Work graduate student, also expressed similar sentiments about an improved classroom through being able to connect to the world. She stated:

> It makes the classroom more permeable, right? It's "the world becomes our classroom," and I also think the students are encouraged to be more self-reflective. I think more increasingly students want things quickly—change, you know, good grades, they want it now. And in particular for the class that had the long-term-based

> project components, they learn that in the real world things don't quite happen at that speed; you can't text message social transformation. It doesn't necessarily happen that way. I think that ah-ha, there were a lot of ah-has, but that was certainly a benefit.

For Rachel, Catherine, and other graduate students, these added benefits to the classroom are thus a factor in graduate student decisions to continue using service-learning in their classrooms. Yet for others, personal experiences helped lead to a continued use of service-learning in the classroom.

Personal Experiences

Several personal experiences have also encouraged graduate students to keep using service-learning. Tina, an English graduate student, believes that her experiences with service-learning have given her marketable skills. Tina indicated "I mean, yeah, that would be important to keep doing if possible. I think it's one thing that makes me stand out, so I think any place that would hire me would be into that."

Holli, a Communications graduate student, also plans to continue using service-learning for a personal reason. The personal rewards she feels from doing something unique in her teaching inspire her to continue. She stated:

> It was great. I really am invested in the idea of students being involved in doing any kind of service-learning where they can sort of get out into the quote unquote real world. And I feel like it was so rewarding because we got to hear so much feedback from the students through our reflection assignments that it was one of those times that I really felt like I was doing something really great in my teaching. That I was

> really allowing students to develop their academic learning, develop their sort of awareness of the world, helping other people in the community. So it was just an amazing experience to watch them learn and go through it and also a really great pedagogical experience for me. Because it was the first time I had ever done anything like that, which I thought was a really unique and great opportunity. I got to sort of test my own teaching skills in doing something like that, developing a course from scratch, incorporating these different kinds of methods. And also my first time co-teaching which was kind of challenging but in a really nice way. It kind of it helped me learn a lot about myself as a professor, so it was an amazing experience overall.

Holli's personal sense of accomplishment thus helped spark her decision to continue using service-learning in the classroom. It also helped her learn more about herself as a professor, which will benefit her in her future courses.

Denise, an English graduate student, also plans to continue using service-learning because she felt like it allowed her to become part of the learning process. She stated:

> And all the while I felt like I was in the learning process. There was no outcome I saw as bad. It was just information I could store away as I was still trying to figure this out. So, every experience to me was useful—whether I felt like "I definitely can't manage three projects next time" or I learned "okay, one project didn't really offer enough activities for my students."

Similar to Rachel, Denise also described growth and learning associated with her use of service-learning. This growth along with her feeling of inclusion in the learning process were major personal reasons for her decision to continue using service-learning in her classroom. Others indicated, however, that the support given to them by Service University also aided their growth and made it easier to continue using service-learning in their classrooms. Audra, a Communications graduate student, indicated: "There's such a strong community and set of resources around service-learning at Service University, and I feel we had a lot of infrastructure and support for what we were trying to do." She went on to say, "The [Capstone] program is so generous with their time and energy and resources and all of those things have contributed immensely to my growth as an instructor." Thus, had Service University not aided Audra or others in their service-learning endeavors, it may have been too difficult to continuing using in the future.

Finally, the personal experiences of the participants in this study also aided their decision to continue using service-learning by allowing them to see how it could fit in with a future teaching career beyond their graduate student experience, thus impacting the future professoriate. In fact, four of the participants had either already secured or planned to seek a tenure-track position. Five of the participants planned to seek teaching jobs at either liberal-arts teaching colleges or on the community college level. The graduate students in this study also indicated that by finding a pedagogical strategy they enjoy, they could carry it with them in their future teaching career. Amy, another English graduate student, indicated it would be hard for her to "envision a future teaching career in which she doesn't at least occasionally

return to service-learning." Furthermore, Holli, who now works at another research university, shared:

> I think in the next couple of years, it's something that even my chair has spoken to me about incorporating in the classes into the future now that I've got my bearing, and sort of learned you know my new university and the students and sort of the ropes. It is definitely something they are looking for me to be able to do.

Thus, as Holli and others consider their careers in the professoriate and whether or not they wish to stay in the professoriate, they can use their past experiences with service-learning to help meet the demands of their current institutions and a new institution.

Student Experiences

Finally, the experiences of the students in graduate students' classrooms have also led graduate students to make the decision to continue using service-learning in their classrooms. For Helen, a Social Work student, her decision to continue to use service-learning is tied to the fact that service-learning helps students make career choices:

> I've had students come up to me at the end of the semester saying they want to go into Social Work because of that experience. And I've even written letters of recommendation. I just had a student e-mail me I guess about a month and half ago—she took my class the first time I taught it. I got her into the program; I mean that it is it for me. Just having and just knowing through that experience I actually recruited someone into my beloved profession, that's memorable.

Audra, a Communications graduate student, also spoke about the life-changing nature of service-learning for students:

> I think that from the feedback we got from students, it was life-changing for them to be in a classroom setting where they weren't just learning how to crucially analyze the world around them, because they had those tools by the time they got to their junior and senior year. They walked away from our class feeling like they knew what to do about it. Like they had gained a set of tools and resources that will allow them to intervene in the world in ways that they felt were meaningful. So the payback is immeasurable. Right? So, and as someone who loves teaching a lot, that's where it's at. You want a meaningful and ongoing relationship with students, and we want to feel like they are getting something out of your class.

Service-learning for students thus helped them to make career decisions and feel empowered about other decisions in their lives. This empowerment of students is meaningful to the graduate students who use service-learning, and it helps guide their decisions to continue its use in their classrooms.

Besides career decisions, some graduate students felt that it created a richer course experience for students. Catherine, a Psychology graduate student, stated:

> Students who do participate in the service-learning component, they seem to learn a lot more, have a much richer course experience. I mean it only enhances the course for you to take this information and apply it in a real world setting. Oftentimes in the classroom we are so removed from the real world. But service-learning allows you to

> not only volunteer—so working with families who are in need—but also solidify your knowledge of these course concepts we teach in the child development course.

Stacey, another Psychology graduate student, also spoke to richer course experience, about how it actually allows students experience with their course content. She stated:

> The stuff that I teach is stuff that people think they know all about. And then once they actually go and interact with kids or interact with teens, they start to really understand the theories and understand you know, adolescence interventions, to a much better degree once they've actually gone and worked with the kids that are on out-of-school suspension. I actually—I've taken a job in Florida as a teacher, and I've told them the same thing. One of my plans is to find high schools to have our students tutor and things like that to make sure it's still part of the curriculum.

Student experiences are thus important to graduate students and help them make the decisions to continue using service-learning in their classrooms. The fact that service-learning helps students to make career and life decisions as well as enriches the classroom experience gives graduate students the motivation needed to continue using it in the classroom. Even in thinking about their future careers as faculty members, the graduate students in this study indicated that the benefits to their undergraduate students were so significant that it is hard for them to envision a classroom without service-learning. Catherine, a Psychology graduate student, shared: "I can't imagine teaching a course without incorporating service-learning into it. It really helps the students learn so much, and I love it." Thus, although their responsibilities and challenges are sure to be different once they

transition to full-time faculty work, the graduate students in this study indicate they still plan to use service-learning.

Discussion

The findings from this research study align with self-determination theory and indicate that students moved from less self-determined reasons in their initial use of service-learning to more self-determined reasons for continuing the use of service-learning. Self-determination theory posits that behavior is more self-determined and internalized when the basic needs of autonomy, competence, and relatedness are met (Beachboard et al., 2011; Deci & Ryan, 2001). Additionally, those experiencing more highly self-determined behaviors also have the ability to make choices about their behavior rather than have contingencies or pressure motivate them to make choices (Deci & Ryan, 1985). Initial graduate student decisions to use service-learning were less self-determined, partly due to these there needs not being met to a high degree. While some graduate students may have experienced autonomy in their initial decisions feeling the choice to use service-learning was completely their own, most did not have competence and relatedness met. While these graduate students may have been confident in their general teaching abilities, only two of the graduate students had any experience (competence) with service-learning before using in their own classroom. Additionally, most also lacked relatedness, as many did not connect with other individuals using service-learning until after their decision to use it in their own classroom.

Figure 2 represents the model of graduate student motivation for initial and continued use of service-learning based upon the findings of this study.

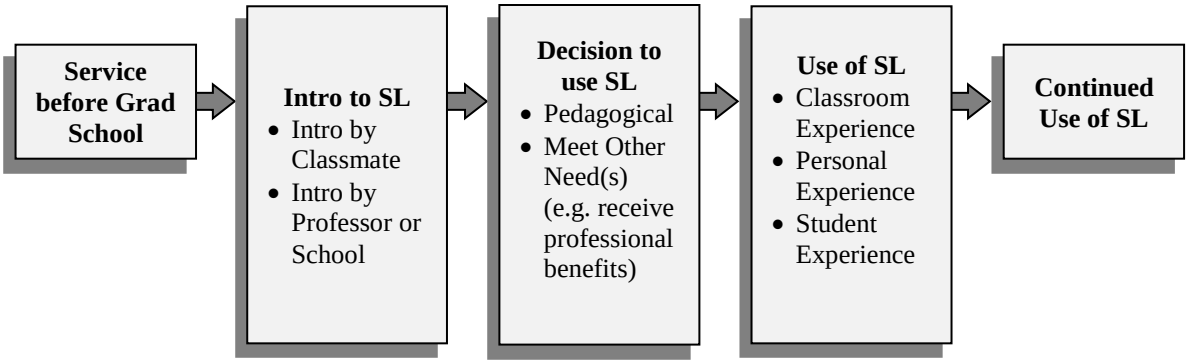

Figure 2 Model of Graduate Student Use of Service-Learning

As seen in the model, the main reasons and motivations for graduate students to initially use service-learning in their classrooms were to meet pedagogical, personal, and other people's (e.g. friends or professors) needs. These initial decisions to use service-learning most align with introjected regulation (Deci & Ryan, 2001). In behaviors controlled by introjected regulation, individuals not only meet external demands to avoid possible fear or negative consequences from others, but they also begin to internalize the behavior because they understand the potential value of the activity (Deci & Ryan, 1985). For graduate students, this may manifest itself in fear that their advisors may be less willing to give them future advice if they turn down their requests or in the fear that advisors be less willing to work with them if the advisor asks them not to use service-learning, and they do anyway. Most graduate students in this study were first introduced to the idea of service-learning through friends or professors. Their acceptance of the task of using service-learning is best described by introjected regulation because they sought to avoid any negative consequences of turning

down the request of a friend or a professor. Thus, such motivations for their behavior are best characterized as non-self-determined (Deci & Ryan, 1985).

For example, Tina, an English graduate student, chose to pursue service-learning because the professor in one of her teacher training courses suggested her ideas sounded like service-learning. She shared: "And I designed this unit and when I showed it to the director, he said it sounded like a service-learning thing and I should partner up with someone and do it for real instead of just pretend." Ignoring her professor's advice may have lead to negative consequences in his class. Students like Tina, however, also saw the potential value to either meet their own pedagogical needs, the needs of others, or other personal needs they may have. Because graduate students have limited knowledge and experience with service-learning before their initial use in the classroom, they lack the opportunity to truly integrate it with their sense of self, making their behaviors align more closely with introjected regulation (Deci & Ryan, 2001). Thus, they fail to exhibit highly self-determined behavior through identified or integrated regulation in their initial experiences, making their behavior less self-determined in nature.

Graduate student motivations for *continued* use of service-learning, however, are more self-determined in nature. Three reasons illustrated this point. First, the three basic needs of autonomy, competence, and relatedness, which are required to experience self-determined behavior, were all enhanced through their use of service-learning (Beachboard et al., 2011). All 10 graduate students indicated increased autonomy and competence through their ability to have almost complete control in selecting community partners and the service

experience and through a stated increased confidence and personal learning that occurred after having taught using service-learning. Additionally, while all graduate students indicated they made connections in some way, particularly at the university level, eight of the 10 graduate students described these connections as meaningful and beneficial to their experiences, helping to meet the need of relatedness. Holli, a Communications graduate student shared: "So I definitely met a lot of people across the university. I think it lends itself to interdisciplinarity because it is a method of teaching that can be used across so many different types of majors and it doesn't have to just be very insular to your own field." For Holli, her connections she made with others at the university were meaningful and increased her relatedness by connecting her service to other disciplines.

Another reason for this increase in self-determined motivation is due to their experiences in the service-learning classroom. These classroom experiences led graduate students to understand the benefits and rewards seen in the classroom to students and to themselves. Thus when graduate students use these reasons to continue using service-learning, their experiences can best be described as being associated with identified regulation, as they began to identify their use of service-learning with their sense of self (Deci & Ryan, 2001). Helen, for example, talked about how service was part of the code of ethics for Social Work. Thus, she saw how service-learning related to her to personal identify as a Social Worker who seeks to serve others. Some graduate students' decisions to continue using service-learning, however, are also associated with integrated regulation, where although individuals are motivated by an end result, they begin to experience many of the

emotions and feelings associated with intrinsic motivation (Standage et al., 2005). Thus, while their continued use of service-learning leads to personal, classroom, and student benefits, their use of words such as "great," "amazing," "fantastic," "awesome," and "incredibly powerful" in describing their service-learning experiences demonstrate some of the feelings associated with intrinsic motivation. One would expect to see an individual use such words in describing intrinsically motivated actions (Deci & Ryan, 1985). Therefore, many of these feelings and words often associated with intrinsic motivation clearly demonstrate more self-determined behavior and reasons for continuing to use service-learning after its initial use in their classrooms.

The findings of this study also help support current higher education literature relating to service-learning. One of the main reasons the participants in this study chose to initially use service-learning and to continue their use of service-learning was because they felt they felt it enhanced the classroom and improved learning. Lucy, an English graduate student, stated: "I thought it was an incredibly powerful teaching tool. I thought the students were much more engaged and challenged and that their writing—I saw more improvement in their writing as well as just more personal investment in what they were doing." This idea of an enhanced classroom that many of the participants shared is also discussed in the literature. Research suggests that service-learning improves critical thinking skills, writing, test scores, and the GPAs of students who take service-learning courses (Kendrick, 1996; Mettetal & Bryant, 1996; Vogelgesang & Austin, 2000).

Additionally, the participants in this study also spoke about how their service-learning helped to enhance the productivity and learning in the classroom, their students, and themselves by creating a richer classroom discussion environment and helping them become more involved in the learning process with their students. Denise demonstrated these ideas when she discussed feeling a part of the learning process, and her belief that all outcomes experienced with service-learning were positive because they all added to classroom experience. This is consistent with the literature (McKay & Rozee, 2004) that suggests instructors cite an overall improved classroom experience through their use of service-learning. Instructors note that they feel the use of service-learning increases the quality of their instruction relative to their experiences without service-learning (Hesser, 1995). Finally, scholars have also shown that when done correctly, the reflective nature of service-learning helps to promote a deeper understanding of course material and increase classroom discussion (Clayton & Ash, 2005; Deely, 2010).

The results of this study also affirm other research suggesting that students who experience service-learning are more likely to choose and value service-related careers (Eyler & Giles, 1997; Vogelgesang & Austin, 2000). Several participants indicated they continued their use of service-learning because they saw how it helped students make career choices. Helen, a Social Work graduate student, for example, shared: "Just having and just knowing through that experience I actually recruited someone into my beloved profession, that's memorable." Thus, the experiences of Helen and others in this study, indicate that exposure to service-learning can influence their decision to chose service-related careers. Additionally,

several of the students who took service-learning courses from the graduate students in this study indicated a desire to continue working with their community partners. This is consistent with literature (Gray et al., 2000) suggesting that service-learning courses are more likely to increase student involvement in civic affairs. Besides helping the students in their courses choose careers, use of service-learning also helped several of the graduate student instructors confirm their desire to continue teaching in the future. In fact, Catherine and others indicated they could not imagine teaching in the future without using service-learning in some capacity. This finding indicates that besides influencing the career choices of undergraduates who take service-learning courses, service-learning can also influence the career choices of graduate students who use the pedagogy in their teaching (Eyler & Giles, 1997; Vogelgesang & Austin, 2000).

Finally, the findings of this study suggest that students who experience service-learning through courses taught by graduate students often encounter many of the same benefits and positive experiences as other undergraduates who take service-learning courses from full-time and tenure-track professors. This suggests that graduate student use of service-learning should be further explored as a benefit to undergraduate students and their respective institutions.

Implications

Practical Implications

The results of this study have produced several practical implications for higher education. First, graduate students may be underutilized group of individuals willing to

contribute to the community engagement efforts of colleges and universities. It is clear, however, that graduate students do not seek out these opportunities on their own. It is thus important for colleges and universities to develop service-learning programs and publicize opportunities to graduate students. Also, the findings indicate that when graduate students understand the pedagogical, personal, and other needs that can be met by undertaking service-learning, they most likely will experience motivation to use and continue to use service-learning.

Another implication of the study is that support for graduate student use of service-learning would support continued use. While many of the graduate students in this study experienced an enhanced classroom, many also discussed how the pedagogical and administrative support from the Capstone Program at Service University was beneficial. College and university administrators can show they value service-learning as a classroom pedagogy by offering course development grants that encourage graduate students to teach using service-learning and through other forms of administrative support, such as assisting students in securing course codes and descriptions for their newly created courses. Thus, any college or university encouraging graduate students to use service-learning should also provide support in their service-learning endeavors. Colleges and universities, however, should monitor service-learning use among faculty to ensure a balance of the use of service-learning between graduate students, full-time, and other contingent faculty, so they do not shift the burden of service-learning completely to graduate students.

Finally, another implication of this study is the institutional ability to influence the use of service-learning by future faculty members. Four of the participants were either currently in a tenure-track faculty position at a research university or planning to obtain one. Furthermore, five of the participants are currently teaching or plan to teach either in a liberal arts setting or the community college environment. Only one participant currently plans to go into a non-teaching job. This participant, however, did indicate she plans to teach on an adjunct basis in the future and would consider using service-learning in her classrooms. In fact, all participants indicated a desire to continue using service-learning in the future. This finding challenges the assumption that students will seek to teach at large universities if they attend graduate school at a large university. Thus, the findings from this study indicate that when given a positive service-learning experience, coupled with institutional support for a pedagogical teaching strategy they enjoy using, graduate students often seek to continue teaching at colleges and universities and intend to continue their use of service-learning. Thus, by giving graduate students the right environment to be successful in using service-learning, colleges and universities can not only help better achieve their stated missions of service and engagement now but also in the future by helping to produce more faculty members on all levels who are willing to contribute to the engagement of the community.

Policy Implications

The results of this study show graduate students can successfully use service-learning when properly supported and they often choose to continue doing so because of the many benefits to them, their students, their institution, and the community. Thus, as service-

learning continues to grow as an undergraduate tool to enhance student learning, there are several institutional policies that would aid in graduate student use of service-learning, especially for colleges and universities who may actively be seeking to earn the President's Higher Education Community Service Honor Roll or become designated a Community Engaged Institution. For such colleges and universities, compensation policies that would provide small grants to support the professional development efforts of graduate students who use service-learning would aid such efforts. Furthermore, providing grants to faculty members who assist graduate students in converting traditional classes into service-learning courses would provide an incentive for faculty members to spend the extra time required to make such conversions a reality. Finally, teaching load policies that limit the number of courses or students graduate assistants teach if they teach using service-learning would aid in graduate student use of service-learning and in achieving institutional service goals. Such a policy would allow graduate students more time to focus on their service-learning courses, which require more attention and time than traditional courses and could encourage more graduate students to use service-learning in their courses.

Theory Implications

The findings of this study have shown that self-determination theory can be applied successfully to instructor motivations, specifically graduate students. While previous research on college students using self-determination theory has focused only on student motivations in the classroom, this study has shown self-determination theory can also aid in understanding the motivations of teachers to select and continuing using a specific teaching

pedagogy. For example, graduate students such as Tina and Rachel initially pursued service-learning because they were asked by friends and professors and did not want to turn down their requests. Once they gained experience with service-learning, however, they saw how the pedagogy fit in with their personal teaching beliefs and decided to continue its use, not for others but due to their own personal convictions and beliefs.

Implications for Future Research

Finally, there are a few implications for future research. Longitudinal studies are needed to examine how long graduate students continue their use of service-learning in their future classrooms. While all 10 participants indicated a desire to continue using service-learning, longitudinal studies following these graduate students into the professoriate would give insight into its continued use. Also, future research should focus on multiple institutions and a larger variety of graduate programs to determine how one's institutional experiences and programmatic experiences affect graduate student decisions to continue using service-learning in the classroom. Finally, more studies are needed to explore graduate student use of service-learning in a broader range of disciplines. While the knowledge gained from this study yielded valuable information about graduate student use of service-learning in liberal-arts-based programs, future studies that explored a wider range of disciplines would help give a broader understanding of the role disciplines may play in graduate student use of service-learning.

Conclusion

This study has shown that although graduate student introduction to service-learning is often serendipitous, their decision to continue using service-learning in their current and future classrooms is quite intentional. Once graduate students understand the benefits service-learning brings to their students, the classroom, and themselves, they overwhelmingly seek to continue its use. By introducing service-learning to graduate students who teach courses through teaching orientations or workshops, colleges and universities can empower graduate students with a pedagogy that the graduate students in the study found to be invaluable in their teaching experiences.

CHAPTER FIVE: THE EXPERIENCES OF GRADUATE STUDENTS WHO TEACH USING SERVICE-LEARNING

Introduction

Many of today's colleges and universities claim to champion service. In fact, the idea of service or extension is found in many modern mission statements. For example, the mission statement of the University of Alabama illustrates such statements as it aims to advance the intellectual and social condition of its citizens through quality programs of teaching, research, and service. While many higher education institutions talk about service as a goal, a recent study indicates that only 36% of Ehrlich scholars, a distinction given to our nation's faculty most engaged with the community, believe that service is actually imbedded into the institutional context of their college or university (O'Meara & Niehaus, 2009). While Ernest Boyer's 1990 seminal work, *Scholarship Reconsidered*, helped spark discussion which allowed colleges and universities to refocus on service, many scholars still feel higher education often fails to engage the community adequately (Butin, 2006; Driscoll, 2009; O'Meara, 2007; Ward, 2005).

Although Boyer did not specifically mention service-learning, many scholars, organizations, and colleges have identified service-learning as an effective classroom and institutional method to address the need for further community engagement (Driscoll & Sandmann, 2001; Kielsmeier, 2010; Zlotkowski, 1996). The Carnegie Foundation, for example, currently requires colleges and universities to show evidence of engagement in their curriculum that mirrors service-learning. Further demonstrating current commitment to

service-learning, the latest executive summary of annual membership survey results from Campus Compact (2012), a coalition of college and university presidents whose mission is to promote institutional goals to help students develop the skills and values of citizenship through community service, has over 1,100 institutional members. Furthermore, during the 2009-2010 academic school year, approximately 35% of students enrolled at Campus Compact member institutions participated in service-learning and civic engagement activities, an increase for the third consecutive year (Campus Compact, 2012).

Additionally, the National Task Force on Civic Learning and Democratic Engagement released a report this year, titled *A Crucible Moment: College Learning and Democracy's Future*. The report found service-learning to be a powerful and effective strategy in promoting civic and community engagement (Association of American Colleges & Universities, 2012). The report also found that approximately 60% of graduating college seniors will have experienced service-learning before they graduate, and that those students who participate in such civic learning are also more likely to persist in school, obtain skills desired by employers, and develop habits of social responsibility and civic participation (Association of American Colleges & Universities, 2012).

While service-learning has been identified as one effective tool in achieving community engagement, current higher education literature only addresses the use of service-learning by tenured and full-time faculty in undergraduate education. This lack of attention in the literature to contingent faculty and graduate students who use service-learning presents a knowledge gap, as many contingent faculty and graduate students teach a large percentage of

undergraduate courses. Bettinger and Long (2010), for example, found through an examination of 12 public, four-year colleges and universities that part-time faculty teach approximately 23 percent of introductory-level undergraduate courses and graduate students teach approximately 21 percent, accounting for almost 50 percent of the undergraduate courses examined in their sample. Beckman, Brandenberger, and Shappell (2009), however, point out that although service-learning is often most common in undergraduate education, many graduate students often show interest in service-learning. By failing to use graduate students in their service-learning endeavors, colleges and universities often neglect a large segment of their population that is willing to assist in engagement efforts. Furthermore, for those students using service-learning, there is no research available to understand their experiences or provide support to their endeavors with service-learning.

To address this current gap in service-learning knowledge about graduate students, and to answer the question what are the experiences of graduate students who teach using service-learning, this study utilized an explanatory case study at a large, public, four-year university to explore the experiences of 10 graduate students who teach or have taught using service-learning. By understanding the experiences of these graduate students, colleges and universities can better prepare and support graduate students who wish to contribute to the community engagement efforts of their institutions by teaching using service-learning.

Benefits of Service-Learning

One of the most common topics concerning service-learning found in current higher education literature concerning service-learning is that of benefits often experienced by those

who participate in service-learning. The first major benefit those who participate in service-learning often experience is academic benefits. Numerous studies using large samples have found that service-learning has a positive impact and helps increase several academic areas such as critical thinking, writing skills, course test scores, and GPA (Kendrick, 1996, Mettetal & Bryant, 1996; Vogelgesang & Austin, 2000). Faculty members have also indicated through research studies that they believe service-learning strengthens the quality of instruction relative to past instruction (Hesser, 1995). Students have also expressed through higher education research studies that not only did they believe their intellectual skills were enhanced through the service-learning experience, but they believed service-learning encouraged a deeper understanding of the material and allowed the material to stay with them longer as well (Deely, 2010). Scholars have pointed out that the reflective nature of service-learning greatly aids in the enhancement of learning that is frequently seen in higher education literature (Clayton & Ash, 2005).

In addition to purely academic benefits, there are also many civic benefits to the service-learning experience. Students who participate in service-learning are more likely to choose a service-related career, value careers focusing on helping individuals, and believe they can positively impact their community (Eyler & Giles, 1997; Vogelgesang & Austin, 2000). When compared to non-service-learning students, those who participate in service-learning are more likely to increase their current or expected level of civic involvement (Gray et al., 2000). Furthermore, service-learning students also report a greater perceived increase in life skills, and agencies working with service-learning students report them as more

effective than non-service-learning students (Gray et al., 2000). Finally, those who often are recipients of the service-learning are often satisfied with the service they receive and feel they have gained valuable skills that are useful in life (Mettetal & Bryant, 1996). Although higher education literature adequately addresses student benefits associated with service-learning, it often fails to address any benefits to faculty members, besides seeing an enhanced classroom experience. The literature does, however, talk about faculty concerns and motivations relating to service-learning.

Faculty Concerns and Motivations Relating to Service-Learning

Scholars have pointed out that due to a perceived decline in the value of teaching at the expense of expanding research, individuals inside and outside of higher education have turned up pressure on faculty members to refocus their attention on student learning (Schuster & Finkelstein, 2006).Many faculty members turn to service and service-learning as an answer. Before examining why faculty members choose to use service-learning and and the experiences of those faculty members, it is important to note why many faculty members choose not to use service-learning in their classrooms. The most common objection by faculty members to the use of service-learning is lack of time due to other demands of faculty life (Abes et al., 2002; Berbert, 1999; Speck, 2001). Many faculty members report working almost 50 hours a week at their institutions, helping to explain why many feel they do not have the extra time to devote to service-learning (Schuster & Finkelstein, 2006).

In addition to a lack of time, fear of logistics and planning service-learning often prevents faculty members from using service-learning (Abes et al., 2002). Many faculty feel

without the proper support systems, the logistics and planning required for service-learning is too much (Abes et al., 2002). Finally, a failure by colleges and universities to set up a reward system that focuses on intrinsic motivation for those faculty members who use service-learning often prevents faculty members from undertaking service-learning (O'Meara, 2003). Current reward systems are often tied to external motivations such as working conditions and policies and often turn off faculty members from being motivated to participate and oftentimes lead to dissatisfaction (O'Meara, 2003).

Many faculty members, however, do use service-learning in their classrooms. Among the most referenced reasons by faculty members for using service-learning are improved students' learning and improved teaching (Hammond, 1994; O'Meara, 2008a; O'Meara & Niehaus, 2009). Additionally, some faculty members cite an overall improved classroom experience as an important factor in deciding to use service-learning (McKay & Rozee, 2004). McKay and Rozee (2004) also found that those faculty members who use service-learning often share similar beliefs and values such as valuing reflection, believing that students should take responsibility for their own learning, and valuing good instruction and learning new teaching strategies to improve student motivation (Abes et al., 2002; McKay & Rozee, 2004).

There are also many similar demographics of faculty members who use service-learning in their classrooms. Females and minorities are more likely than others to use service-learning (Antonio, Astin, & Cress, 2000; O'Meara, 2002; O'Meara, Sandmann, Saltmarsh, & Giles, 2011). In one study, O'Meara (2002) found 25% of her participants to be

faculty of color, which is disproportionate to the makeup of full-time faculty, showing faculty of color are more likely to participate in service-learning. Faculty rank is also an important determinant of which faculty members are using service-learning (Parkins, 2008). One study involving over 400 hundred tenure-track and part-time faculty members at public universities found that assistant professors were 44% less likely than tenured professors to use service-learning (Parkins, 2008). One reason why non-tenured faculty are less likely to use service-learning is because many do not believe it will benefit them in the tenure and promotion process. In fact, one study by Parkins found that only 12% of the respondents believed service-learning would positively impact promotion and tenure decisions. Other scholars have also found that many faculty members do not believe their institutions value service-learning when it comes to tenure and promotion (Jaeger & Thornton, 2006; O'Meara, 2002). However, Vogel, Seifer, and Gelmon, (2010) found that institutions that recognize faculty participation in service-learning in the tenure and promotion process experience the highest sustainability of service-learning at their institutions partly because lower-ranking faculty see it as a worthwhile endeavor.

The type of institution where faculty members work as well as their disciplines also play a role in using service-learning. Faculty members at public institutions are more likely to use service-learning than those at private institutions and more likely to identify instilling a love of service in their students as a personal goal (Antonio et al., 2000). In terms of discipline, business faculty are much less likely to use service-learning than other disciplines (Parkins, 2008). Other scholars point out that disciplines such as education, agriculture, and

health sciences that traditionally value service are also more likely to use service-learning (O'Meara, Sandmann, Saltmarsh, & Giles, 2011).

Institutional Factors and Service-Learning

A final area concerning service-learning found in higher education literature is institutional factors that affect faculty and student service-learning experiences. Often, institutions unintentionally create barriers to the use of service and service-learning. One such barrier is a lack of funding, as many colleges and universities fail to have full-time service-learning directors and service-learning offices often have low funding (Butin, 2006). O'Meara (2007) also points out that funds are frequently diverted from service endeavors to other areas that often increase US News and World Report rankings and other measures of prestige.

Colleges and universities also create barriers to the use of service-learning by failing to provide a reward system for service. Often, the definition of service at institutions is unclear and even the most engaged institutions have not revised their reward and tenure systems to reflect service and service-learning (Driscoll, 2009; Ward, 2005). Furthermore, many college and university presidents and provosts often fail to share in a commitment to service and fail to personally support and interact with service endeavors (Sandmann & Plater, 2009).

While many institutional barriers to the use of service-learning currently exist, there are some institutional support systems in place for the use of service-learning. The use of professional development support for service and service-learning endeavors is one important

way colleges and universities support service-learning (Bringle & Hatcher, 1995; Weerts & Hudson, 2009). Besides professional development for faculty members, institutions that successfully support and maintain service and service-learning endeavors often have leaders that value engagement as a personal mission (Sandmann & Plater, 2009). When university leaders personally engage the community, it helps to serve as a symbolic representation of an academic community that values service-learning (Furco & Holland, 2004).

Many times, with the help of supportive leaders, colleges and universities also put the right support systems in place that help further engagement and service-learning efforts and institutionalize service at their institution (Colbeck & Michael, 2006). Such institutionalization has been shown to be important in establishing a culture of engagement and service on campus (Jaeger & Thornton, 2008). Frequently, establishing the right support systems and institutionalizing service is achieved through proper review of current institutional practices and creating action plans through benchmarking to achieve engagement goals (Bringle & Hatcher, 2009; Furco & Miller, 2009).

As noted above, while current higher education literature addresses common experiences and characteristics of full-time and tenure-track members who use service-learning, it fails to address the experiences of graduate students who teach using service-learning. Using an explanatory case study, this research project studied 10 graduate students at a public four-year institution to examine their experiences in using service-learning in their classroom. One of the major aims of this study was to not only understand the experiences of

graduate students who teaching using service-learning but to help close the current gap in literature that fails to address graduate students and service-learning.

Research Methodology and Site Selection

The purpose of this study was to understand the experiences of graduate students who teach using service-learning in their classroom. Because this study sought to make sense of graduate student use of service-learning in its natural setting and examine the meaning students made out of their experience, a qualitative approach was most appropriate (Denzin and Lincoln, 2005). Specifically, an explanatory case study was undertaken. Miles and Huberman (1994) describe a case study as "a phenomenon of some sort occurring in a bounded context" (p. 25). Thus, to best study the phenomenon of graduate students teaching using service-learning, it was important to properly select and bound the case.

The case was bounded through examining a service-learning program at a large southern, four-year, public university. For the sake of this study and to maintain confidentiality, this institution will be referred to as Service University. Located in a college town setting and neighboring a large Southeastern metropolitan area, Service University has an approximate overall student population of 27,000. Of its 27,000 students, approximately 62% are undergraduate students, 29% are graduate students, and 9% are professional students. Southern University is also majority white, with non-white students comprising approximately 30% of its student population.

Service University was chosen not only for its history and for its commitment to service but also because of its student-led service-learning organization, which will be

referred to as Capstone. Service University has a long history of service to the community. The Carnegie Foundation also recently recognized Service University as a Community-Engaged Institution. Such recognition affirms Service University's commitment to service. Service University also shows its commitment to service through its unique student-led service-learning organization. Service University also has an experiential education graduation requirement. Many students at Service University choose to take service-learning courses to fulfill this requirement. Approximately 2400 students each year complete service-learning courses at Service University. Service University's service-learning program, Capstone, is also well-established, having served the local community for over 20 years.

Being student-led and staff-supported, Capstone offers a unique look into service-learning, as the students who participate and teach classes also help lead the program. Many benefits are also available to students who participate in the program, such as grants, teacher development, staff support, pedagogical guides, networking, and assistance navigating Service University's administrative bureaucracy. Moreover, many of the programs offered at Service University are more liberal-arts-focused. This also benefits the service-learning program, as most of the graduate students at Service University are in programs such as humanities and social sciences, which tend to fit more naturally with the goals of service-learning.

Selection and Recruitment of Participants

In order to ensure that the students and programs most committed to service-learning at Service University were selected for the program, the following criteria were established to

help create a pool of potential participants. Participants must have taught using service-learning through Capstone in the last three years, been doctoral students at the time of their use of service-learning, and been enrolled in one of the five programs most committed to service-learning at Service University. These programs were deemed to be the most committed based upon their ongoing commitment to the service-learning program and the number of students historically involved in the program. These five programs included Psychology, Anthropology, Sociology, Social Work, and English and Communications. Using the above criteria allowed the researcher to help ensure that the best examples from Service University were selected for the case study analysis.

For this study, the selection and recruitment of participants was coordinated with Service University's Director of Service-learning, Ms. Dixon. Involving Ms. Dixon, a known professional to the participants, not only helped make the research process more comfortable for the students but also gave them a trusted individual to contact had any questions or concerns arisen. Ms. Dixon forwarded the researcher a list of all students who met the above criteria. This totaled approximately 20 students. A recruitment e-mail was then sent to all students explaining the research process and their anticipated involvement in the study. Ten students agreed to participate. Two were from Social Work, two were from Communication, four were from English, and two were from Psychology. All 10 were women, and three were minorities. This makeup is similar to O'Meara's (2002) referenced above, which is common in higher education. Literature indicates that women and minorities are more likely to participate in service-learning and their numbers are often disproportionate to the makeup of

the professoriate (Antonio, Astin, & Cress, 2000; O'Meara, 2002; O'Meara, Sandmann, Saltmarsh, & Giles, 2011). After each participant agreed to be interviewed, the researcher e-mailed them a copy of the informed consent form, which explained their rights as participants and what they could expect throughout the research process.

Data Collection and Analysis

Interviews, document analysis, and a researcher journal served as the primary data collection and management tools for the case study. All institutional review board protocols were followed, and no data was collected until official institutional review board approval for the study was granted. During the data collection process, the researcher focused on establishing common experiences of graduate students using service-learning. The data analysis process was recursive and dynamic (Merriam, 1998). Initial thoughts, reactions, and ideas were recorded in the researcher journal. After all data was gathered, the analysis process was guided by Baptiste's (2001) four-stage method, which included recording and interpreting data, tagging and labeling, relating concepts to theory, and conveying all concepts, codes, and connections through a findings write-up. Furthermore, a peer review with three colleagues was conducted to verify the findings and interpretations of the study. The peer reviewers had access to all interviews, documents, and the researcher journal. The peer review served not only as a confirmation process for the findings but also to suggest possibilities the researcher may have overlooked.

Interviews

The principle data collection tool for this case study consisted of semi-structured interviews. Initial interviews ranging from 30 to 60 minutes were conducted with each participant at the time and place of their choosing. Participants were allowed to choose the time and place of their interviews to help ensure comfort during the process and to help maintain participant confidentiality. The interview guide for the interviews was created based upon service-learning literature and Deci and Ryan's (1985) self-determination theory. Questions used during the interviews included questions about their reasons for using service-learning, memorable moments that stood out, general experiences with service-learning, encouragement or discouragement received, and future plans for service-learning.

Each interview was digitally recorded and promptly transcribed by the researcher. Member checking was conducted to ensure accuracy of the interview data. Each participant's transcribed interview was e-mailed to her, and she was allowed to review the transcription and provide feedback about any potential corrections. Follow-up interviews were also conducted via e-mail with participants to clear up any areas that were unclear to the researcher and explore potential themes and concepts that may have emerged in some interviews and not others.

Document Analysis

Document analysis also served as a data collection strategy for this study. Participants were asked to forward resumes, course syllabi, class assignments, published writings, and other documents they felt would help inform their experiences with teaching using service-

learning. These items were scanned for key themes and concepts that inform graduate student use of service-learning. They were also coded just as the transcribed interviews were. Participants submitted approximately 200 pages of documents for review as part of the document analysis.

Researcher Journal

Saldana (2009) points out that researcher journals and memos are often an important component of data collection and organization in qualitative research. For this study, the researcher journal served as a place to record initial thoughts, impressions, and ideas about participants and the data. It also aided the researcher in the reflective process when analyzing and processing the data and information received during the study. Moreover, it helps serve as an audit trail and a way for others to follow the researcher's thought processes and patterns.

Summary of Actions for Quality and Trustworthiness

Several steps were taken to help ensure the quality and trustworthiness of the study. First, member checking helped to ensure that all interviews were correctly transcribed and that the ideas and experiences of the participants were not misrepresented. Additionally, the researcher journal serves as an audit trail where those not involved in the research process can follow the ideas, thoughts, and processes of the researcher to understand where and why conclusions about the data were drawn. Finally, the peer review process served to confirm the findings of the researcher and allow colleagues not involved in the research process to suggest other possibilities the researcher may have overlooked.

Findings

The findings below indicate four main areas that summarize the experiences of the graduate students at Service University who teach or have taught using service-learning. These areas include their growth as teachers, connections to others, extra time commitment and logistical challenges, and encouragement and advice. In this section, the findings are discussed in detail to help inform the graduate student service-learning experience. Later sections discuss the findings' connections to existing service-learning literature, implications for future research, and implications for higher education practitioners.

Growth As a Teacher

All 10 participants discussed growing as teachers as part of their service-learning experience. All but one participant had taught using service-learning multiple times, and each participant felt their exposure to service-learning was positive. Their experiences included becoming more confident in their teaching abilities, revitalizing their classroom, creating a different type of classroom and relationship with students, growing through freedom in designing their courses, and participating in trainings offered by Capstone.

Increased Confidence in Teaching Abilities

Several of the graduate students, especially reflecting upon some of their first experiences using service-learning in the classroom, discussed how using this particular pedagogy in their classroom helped to increase their confidence as an instructor and in their teaching abilities. Some even felt they grew along with their students during the service-learning experience. Amy, an English graduate student commented:

> I think I learned a lot from the first time around. I was very open with the students that it was my first time doing service-learning, and for all of them, except for one, it was their first time being in a service-learning class. So we learned together. I made a lot of mistakes that I wouldn't repeat again, but I feel confident that I could design another service-learning class that would fit into the writing program, or even one at a future institution that I would work at.

Amy quickly realized her service-learning experience would be more challenging than she had expected. However, her teaching experience with this unique pedagogy and the experiences it brought helped her to grow as instructor and learn from her mistakes.

Others, however, discussed how experiences with the community partners and support from Capstone helped them to grow as instructors. Audra, a Communications graduate student, for example, had not only worked as a community partner with service-learning but also had a co-instructor in her service-learning course. Audra stated:

> I feel really confident in my ability to teach service-learning because I feel like I've been on both sides of the equation. I've been a teacher, I mean I've been on three sides of the equation. I've been a student. I've been a teacher. And I have been a community partner. And I think that I try to be sensitive to all of the parties that are kind of coming together to work on this single project. And I feel also confident in part because there's a such a strong set, there's a strong community and set of resources around service-learning at Service University that I feel my co-instructor and I had a lot of infrastructure and support for what we were trying to do.

Thus, Audra felt the varied experiences, perspectives, and support from multiple sources helped her to grow in confidence as an instructor. Such an ability to understand the challenges and needs from all parties involved was a positive that helped contribute to her growth as an instructor.

Revitalizing the Classroom

Another common experience of the participants in this study was a sense of a revitalized classroom an enhanced classroom experience. Because graduate students often do not receive training in pedagogy before entering the classroom, service-learning helped to bring a much needed spark into the classroom. Amy, an English graduate student, said:

> I think it really opened up my eyes to the vitality and applicability of a lot of the writing we were doing. Again, the writing program does have a fairly strict set of requirements, and sometimes it could feel like I was going through the motions. So I do believe that service-learning helps in that way; it revitalized my approach to pedagogy. And I spent so much time preparing for the course that even though I taught say, a literature course last fall rather than a writing class, I was still able to take so much of the pedagogical research that I've done and apply it to my teaching. I like to think anyway that it's made me a better teacher.

Amy's experience with service-learning thus helped her to break away from the monotony of her teaching routine. It also helped her revitalize the classroom and understand the importance of the service-learning writing her students were doing. It also benefited her by

allowing her take the pedagogical methods she learned in her service-learning writing course and apply to her other literature courses.

Catherine, a Psychology graduate student, also shared a similar experience breaking the monotony of her class. Through her views, her use of service-learning revitalized the classroom by encouraging more student participation. She indicated:

> I think it really enhances the class. I mean it can get pretty, you know, not that my class is boring, but classes can be somewhat boring at times. And the students who participate in service-learning are the ones that raise their hands and say "oh I saw an example of this when I was working at location A or when I was working with the local schools." So they are able to kind of bring these examples into the classroom and share them with other students. So not only does this not only get other students to kind of really—not only does it help other students to learn, but it lets them know this is what my fellow students are doing.

Thus, Catherine definitely saw an improved classroom. To her, her students not only shared more and learned more through a different pedagogy, but the reflective classroom experience also allowed them to discuss and reflect upon the real world experiences of other students in the classroom.

Different Relationships with Students

Several participants also described evolving to a different relationship with students as part of their growth. This relationship, as pointed out by Tina, an English graduate student,

is not one every instructor is necessarily comfortable with undertaking in the classroom. She stated:

> It's a lot more on the part of the instructor—a lot more prep ahead of time—and it also requires a certain kind of attitude or relationship with the students that not everybody is comfortable with. So, my classes tend to be almost democratic in some ways. I still assign the grades, although community partners do help with grading in most instances, but you know, in general we have a common goal and it's to get these things done and things are really fluid on the way to that. So I think sometimes it can be harder for students at least in the beginning, especially coming from a No Child Left Behind kind of environment, because they want to know "what exactly do you want me to do?" and it's not that kind of a thing, but I think writing isn't that kind of thing anyway. And I think a lot of them are like, "Oh god, I wish there were clearer expectations and I wish there were a way to make this feel safer," and there's not. And that's bled out into all my teaching actually, but you know we're all on the ride together.

Thus, for Tina, learning to give up traditional control and try a different authority structure in her classroom assisted in her growth as an instructor. It allowed her to help her students become more responsible for their learning and create more of a partnership with her students to achieve the needed learning goals and objectives.

Audra, a Communications graduate student, also experienced a similar giving up of authority in her class. She commented:

> We would, for example, every class started with a brainstorming of issues that students wanted to discuss. Like what came up for them in the readings. What surfaced for them as relevant. What kinds of overlaps or points of departure between the readings and their experiences with community partners did they see etc., etc. So we started with questions and then we kind of built the lecture around those questions as well as integrating the things that my co-instructor and I felt were essential to discuss from the readings. So, giving up a lot of control obviously.

For Audra, her brainstorming strategies gave a voice to the students, which also caused her to have to give up some control in the classroom. Yet, this giving up of control and allowing students to have a voice in classroom discussion contributed to her growth as an instructor.

Freedom and Agency in Service-Learning

Graduate students also grew as teachers through their ability to have freedom and agency in designing their service-learning courses. While some departments had specific requirements that had to appear on the course syllabi, all 10 graduate students indicated they felt they had freedom and agency to incorporate service-learning and thus change the nature of the course to be more engaging. Helen, a Social Work graduate student, for example, commented:

> I have a lot of freedom. So the first semester that I taught the course, I didn't have any time to make any changes. I kind of inherited the course last minute. But that was good, because I taught the course using someone else's syllabus, and so I knew that if I were to teach it again there would have to be some changes made. I'll give you an

> example of what I mean by that. One of the changes is I felt like the course lacked structure. And so I wanted to impose more structure on the course, and actually that was the feedback I got from the students. And so what I did was I designed the course, and you saw the syllabus, where I structured it around six main topic areas and within those six topic areas, the first week was lecture, the second week was bringing in experts in from the community. So each two-week segment, the students knew what they were doing, so I had full reign as far as that is concerned, and yeah, so I had a lot of flexibility to do that, but I had a lot of help. It's not like I did it all on my own, I mean I had a lot of help.

Thus, Helen's freedom and agency in her ability to make necessary changes to her courses as she saw fit in order to give her students the best service-learning experience possible allowed her to experiment and grow as an instructor. She also felt the support given to her by Capstone also aided her in her ability to grow through this given freedom.

Holli, a Communications student, also discussed how additional help or support aided in her freedom and agency in determining the service-learning experience for her students. She stated:

> We had complete freedom to take this course and run with it. I think it was a unique course even within the field of service-learning because we were focused very specifically on activist causes and on having students really involved in a political process. It was an election year. So, they were involved in a lot of sort of different political activities. And my co-instructor and I were a little hesitant, like we weren't

> sure how far that would go. But Capstone, the university, our department, even our students they, I mean, they, we had complete freedom. We designed all of the assignments, we picked all of the community partners based on our own experiences and off what we felt would be the best experiences for our students. We didn't once come up against any resistance. We were really fully supported in a lot of ways from the university and Capstone.

Thus for Holli, the support from Capstone and the university in general aided her independence to make service-learning decisions she felt were crucial to capture the goals of her course. Such freedom and ability to make key choices in their use of service-learning afforded graduate students the opportunity to design the course completely in the way they saw fit to achieve the desired service-learning objectives. This allowed them to experiment and take risks in their service-learning pedagogy, which aided in their growth as instructors.

Service-Learning Program Training

The final area where graduate students experienced growth as teachers was through the training and institutes given by Service University's student-led service-learning program, Capstone. Capstone offers several trainings and institutes every year for not only graduate students but for all faculty members at Service University currently utilizing service-learning and for those interested in using it. These institutes cover a broad range of topics such as pedagogy, service-learning approaches, best practices, and networking opportunities. For Audra, a Communications student, the training helped set her up to be successful in her courses. She stated:

> They gave us a good orientation and training. They talked through some of the nuts and bolts of establishing and maintaining community partnerships. They talked in really clear terms about what are all of the kind of technicalities of service-learning requirements at Service University that differ from institution to institution. So we felt like we had the—we understood the administrative things that we were dealing with. We felt like we were oriented properly to service-learning as a whole. They gave us really great readings in the summer before that we planned our class, so that we could kind of prepare our class with a set of, um, just kind of informed by other people's experiences. And what others have learned in teaching service-learning. And the other piece that was really valuable to us while we were teaching the class is how responsive they were. We could shoot them an e-mail with any problem that we were having.

For Audra and other graduate students, it was important that Service University properly oriented and trained them for the classroom. This gave them a much-needed initial confidence they could take in their classrooms.

Rachel, a Social Work student, also echoed how the support she received from Service University service-learning staff encouraged her development and growth. She stated:

> Tracy and Laura, who was the director at the time, were just phenomenal resources in terms of supporting my development as a faculty member and my questions. Like, I

> would ask questions and they would be like, "That's great! That makes so much sense! Let's run with that." I mean, they really were extraordinarily nurturing.

Thus, the support and guidance provided by Capstone at Service University greatly contributed to the growth of graduate students as instructors.

Connections

Another important experience of graduate students who teach using service-learning at Service University is making connections to others. These connections took several forms and occurred on different levels. Connections were made at the university level, the community level, and even between peers through collaboration and scholarship.

University Level Connections

All 10 of the graduate students in this study met individuals and made connections with people they would not have otherwise met through their use of service-learning. Many graduate students met professors and other students from across the university. Audra, a Communications graduate student, commented:

> I got to know a handful of other professors who were doing really interesting service-learning work. For example, someone in romance languages who was doing a Spanish, like a business Spanish communication course. And so her students were using their Spanish skills in business settings and organizational settings. And she and I had lots of interesting conversations about, you know, working with community partner organizations and kind of the transformative experience that service-learning can be for young people.

For Audra, being involved in service-learning opened up other departments in the university. It also afforded her the opportunity to speak and share ideas about the classroom with others at the university.

Holli, another Communications graduate student, also shared a similar experience of meeting individuals at the university level. She stated:

> I met people from all across the university who had created service-learning programs. There was a woman from romance languages, people in sociology. I mean just all across the university. There was gentleman that we met, a professor, who had developed a course, I think he taught occupational therapy and his students developed some sort of technology. I think he did like engineering type work—very hands-on sort of technical-type work that he had incorporated into service-learning. So I met people all across the university that were always willing to support us and give us advice. And I think Capstone is really good about that… I think it lends itself to interdisciplinarity because it is a method of teaching that can be used across so many different types of majors and it doesn't have to just be very insular to your own field.

Holli not only met people from across the university but also recognized the interdisciplinary benefit to service-learning. For her, service-learning was a way to break out of her field and interact with others. It also allowed her to share her experiences with others and to receive feedback from other departments using service-learning to help create a collaborative and interactive university.

Community Connections

The graduate students involved in service-learning in this study also made connections within the community. They felt like their involvement with service-learning opened up important community resources that they could later call upon. Catherine, a Psychology graduate student, commented:

> Yeah, I think definitely it's really exposed me to a lot of the community organizations that are in the local area. And so when I actually was looking to get involved with community work this past year of grad school, I could pull up my placements list and look at the people I've communicated with before. I didn't end up working with any of them, but I had that as an option and a resource. So it's definitely expanded my network in this area because I've worked multiple times with different placements and different agencies. So I think it has been very helpful for me.

While many graduate students often enter into graduate programs in communities unfamiliar to them, service-learning for Service University students helped to open up the unfamiliar community to them. Catherine, for example, was able to network and establish connections in her community, helping her to create some resources she could later call upon if needed.

Rachel, a Social Work graduate student, also talked about the power of making connections in the community from a legacy standpoint. Because she was able to continue her service-learning projects from term to term, she was able to see the long-term effects of working with the community. She shared:

> Our community members for the spring class, which is the information I sent you, had a co-instructor status. They helped teach in the classroom. We had some of our courses there in the community. I mean, figuring out "how do I really integrate this?" in general isn't a specific moment, but it was incredibly powerful and I think it was for the students. The other thing was we stayed in this community, particularly in this class that I sent you for three springs. A group would come in, have a process and a project, and then that would carry on to next year. You know there was a legacy that was happening and some kind of building of momentum even before a new group arrived that I think is pretty powerful.

Thus, for Rachel, the connections made within the community that were able to continue from semester to semester were powerful resources that aided in the service-learning experience for herself and her students.

Collaboration and Scholarship with Peers

The final type of connections made throughout the graduate student experience of teaching using service-learning is that of collaboration and scholarship with peers. Five of the participants either co-taught, co-designed a class, or co-authored with a peer. Four others collaborated with peers about their classes. Only one of the participants did not discuss any meaningful peer collaborations. Lucy, an English graduate student, collaborated by recruiting a peer to help with oral history, and she also ended up presenting with her at a panel event. Lucy stated:

> I actually was looking for a graduate student to help me teach oral history. I advertised in the history department, and I got someone who worked in the southern rural history department who I hadn't really met before. I paid her with money from my grant to teach a workshop for my students on how to do oral history. We ended up co-presenting at a Service University panel on entrepreneurship and innovation in the humanities. So that brought me into contact with a lot of other people who were doing service-learning stuff. So that was really good. I definitely met peers through the service-learning course I took before.

For Lucy, such peer collaboration allowed her not only to bring another graduate student and perspective into her courses but also evolved into further collaboration through their presentation at Service University.

Audra, a Communications graduate student, also had a similar collaborative experience with peers. It was a through a conversation with a third peer that she and another graduate student decided to collaborate and teach a service-learning class. She stated:

> And we, a colleague of ours, her dissertation was about the disconnect at Service University for students who perceived activism as too political or too controversial to be considered a form of community service. And we saw also that in addition to students' attitudes that would kind of affirm those kinds of beliefs, that kind of disconnected, we also found there weren't any courses on the books that were service-learning courses that were dedicated to describing activism as a form of community service. And so, my co-teacher and I thought that was a gap that we could

> help to address. So we wrote a grant app and were awarded a course development grant. We developed our class to specifically redress those issues, so that's kind of how we became involved in Capstone. We executed the grant and then taught the course three times. I became then more involved in Capstone's advisory board.

For Audra, her collaboration with peers not only led to the creation of a new course of Service University but also some financial benefits. Service University rewarded them with grants to help assist in the development of this new and innovative service-learning course that grew through their collaborative discussions.

Time Commitment and Logistical Challenges

Another common experience by the participants who taught using service-learning was an additional time commitment. One English graduate student commented: "It was fantastic. It was so much work. Much more planning and logistical arranging and hands-on work than I ever anticipated." Another graduate student added: "It was extremely challenging. So I know the time commitment involved, especially with coordinating the students' service opportunities." Amy, an English graduate student, also commented about the time spent, specifically the unexpected time spent planning logistics. She discussed:

> Again with the logistics, the class that I designed was working with local or on campus environmental organizations, and there was a heavy food component to that. People on Service University's campus grew very excited about their local organic sustainable food issues, which is something that I imagined some of these students might have had experience with before and a lot probably hadn't. So I wanted to get

> them out to a local farm that has those kinds of practices. I wanted to get them involved in some of these community outreach programs. I wanted to, I had big goals, and found that it was so much harder to arrange than I ever anticipated. Or that I ever faced actually at my undergrad institution, where I had often arranged for large groups of undergrads to travel off campus do various tours, that sort of thing. Transportation, booking it, paying for it, arranging it, was so complicated I still don't think I understand how it works. Trying to find a local farmer who was willing for us to come out was nearly impossible, which is understandable… I can still vividly picture now 3 o'clock in the morning on my computer pulling my hair out because I just couldn't make it all happen.

Thus for Amy, service-learning was more involved and much more work than she had ever anticipated. It required long nights of planning and tirelessly working with the community to ensure her students had an appropriate service-learning experience.

Audra, a Communications graduate student, also discussed the time challenges she faced as an instructor. In addition to normal extra time challenges service-learning often brings, her decision to co-instruct with another Communications graduate student also presented other challenges. She elaborated:

> It's a lot of work. For instructors it's particularly a lot of work when you are co-teaching. And my co-teacher and I did not want to be the kinds of co-teachers that would, you know, I would teach one day and she would teach the next day and we sort of divide up the labor. We wanted students to feel like it was a really integrated

> course. And so my co-teacher and I invested a lot of time in planning lecture together. One of us would take the lead on it, but the other person had a lot of input and would be kind of written into the execution of the class itself … So that's a lot of collaboration etc., etc. of upfront planning and in advanced planning, but I think that all of those investments paid back tenfold. The kinds of partnerships that can emerge between the university and the community as a result are really profound. They're fragile relationships I think, but also really important ones, and ones that can sustain community if we do them right.

Service-learning is thus time-consuming and challenging for graduate students who are already busy with their coursework and other added graduate student responsibilities. As Audra pointed out, however, even though service-learning is often time-consuming and challenging, its benefits often outweigh any time costs.

Encouragement and Advice

The last common experience shared among the participants in the study is encouragement and advice. All 10 participants discussed encouragement and support they felt they received throughout the entire service-learning process and decision to use service-learning. While some advice was to consider the time constraints, most was overwhelmingly positive.

Caution Rushing Into Service-Learning

Several graduate students mentioned being cautioned about rushing into service-learning because of the known time constraints. Lucy, an English graduate student, stated: "I

had maybe one peer be like, 'It's going to take up so much of your time, you're crazy.' But once I got going with it, I had several peers that were like, 'That's cool. Can you tell me more about that?' So I think overall it was very positive." Rachel, a Social Work graduate student, also discussed her chair cautioning her against using service-learning and the frustration she experienced from her chair not fully understanding what service-learning was. She commented:

> It was more like, "This takes a lot time, don't spend the time." I know the doctoral chair at the time, that first class said: "I've seen you stand up in front of a room of people, you can do that, why would you waste your time?" I was like, teaching isn't standing up in front of a room of people. That's not what teaching is.

Thus for Rachel, her decision to use service-learning required a decision to go against the advice of her chair. While her chair only saw the "public speaking" benefits of Rachel teaching with service-learning, Rachel understood its other benefits and decided to continue with her service-learning efforts.

Lucy, an English graduate student, also discussed how her chair played a role in advice. She did not talk to her chair about her use of service-learning because she wasn't sure about the feedback she would receive. She stated:

> I didn't talk to my specific advisor about it, because I felt it wouldn't—I kind of thought he wouldn't be crazy about the idea because of the time and because he's not big on like, let's connect this to—connect what we are doing in the humanities in the present day. That's just not his interest. So I didn't talk about it really at all. I did

> approach somebody in the rhetoric and composition department and asked her to actually guest teach, because I felt what I was doing fit really well with what she was doing and she'd be a good resource. So I didn't really tell my advisor at that point. I did write about it in my job letter when I went on the market. I did actually think it helped me get a competitive fellowship that my advisor was kind of surprised that I won. I think, I was glad I had done it, even though it wasn't something I had really shared with him at that point.

For Lucy, she was cautious to share her service-learning intentions with her advisor because she thought he may give negative advice. She was comfortable, however, in approaching another professor whom she thought would be a good resource. It wasn't until she had something positive to share from her service-learning that she decided to talk about her experiences with her chair.

Positive Encouragement

Although some graduate students experienced cautioning about the time commitments and other challenges often associated with service-learning, they overwhelmingly received positive encouragement and support. Such support came from several sources such as peers, advisors, and others who were encouraging to graduate students. Amy, an English graduate student, discussed some of the encouragement she received from advisors and peers. Amy shared:

> From my advisors I received a lot of encouragement, although none of my advisors had ever used service-learning themselves. Many of them were very curious about it

> and asked me through the entire process how things were going. In fact, I think one of my advisors might be teaching a service-learning class based on good things I've said. As far as peers go, the only thing, the only perhaps slightly negative feedback that I received was just concern about the greater time investment, biting off more than I could chew as a graduate student with all of my other obligations.

Amy was thus able to spark the curiosity of her advisors and peers and use it as an opportunity to share her service-learning experiences with them. This also allowed her to recruit a friend and even a professor to begin to use service-learning.

Audra, a Communications graduate student, also talked about the support and encouragement she received. Because she co-taught her course, her department chair had to sacrifice to give up two graduate teaching students a semester to allow their service-learning experience to happen. She stated:

> We got a lot of support. Our chair, you know, when you—it's a pretty significant investment for a department to make to allow two graduate students, both of whom teach introductory rhetoric courses in your department, to allow both of them to go off and teach service-learning. I mean that's a tremendous gift. Our chair was really supportive from the beginning. After we team taught the class one semester, the three of us agreed that it was probably be best for the department if my co-teacher taught one class solo and then I taught the third class solo. But, that wasn't arrived at through discouragement. That was truly collaborative. My co-teacher and I felt like

> we were given a gift to be able to teach the class at all. Yeah, I feel like we were really supported.

Audra and her co-teacher were thus very grateful for their ability to teach together. She was not only appreciative of the support and encouragement she received but also saw her department's sacrifice to allow their service-learning to occur as a gift.

Support from Service University's Service-Learning Program

Finally, unique to Service University graduate students, a majority of the participants talked about the support and encouragement they received from Service University's service-learning program, Capstone. Catherine, a Psychology student, talked about how supportive the program was to her needs:

> But sometimes it can be a lot of work if you are independently teaching a course and trying to manage students who are doing service-learning. So I think Capstone has been very supportive. The director, she responds to my emails very quickly. She's open if I need to go to her office and talk to her. I mean, she's been great. The support of Capstone has been really, really great. They've been able to—we don't necessarily have to go out and contact the community partners on our own. Initially they have a community breakfast for us where we go and meet all the placements and get a better, a more in-depth idea of what is actually going to happen and what the placements need. We are able to ask questions, which I think is very valuable.

For Catherine, the help of Capstone was valuable in her service-learning experience. Their support and responsiveness helped to create a positive experience for her.

Helen, a Social Work graduate student, also discussed the support she received from Capstone and how she hopes she could get the same support from another institution. She stated:

> Capstone was great. If I were to go to another university, I would hope their service-learning program is like Service University. They are so supportive in that I had again full reign to make any changes, even choosing the text I wanted to choose. I changed the text from the first year; it was okay, but I found something that was more useful, really dug into social problems. And, I mean, I can call on them for anything. Yeah, so, a lot of support.

Thus, the support and encouragement Helen received from Capstone was not only beneficial but also provided a potential example for higher education institutions.

Finally, Holli, a Communications graduate student, talked about how Capstone not only helped her development, but also helped her to navigate the administrative tasks associated with teaching the class. She stated: "So of course, the bureaucratic support, the administrative support was really helpful because as graduate students we don't get exposed to sort of the administrative issues that go into offering a new course."

Thus to Holli, Service University's ability to provide support and encouragement helped to make a difference in her service-learning experience. Their support through the administrative tasks and details of the service-learning experience helped allow her to focus on creating a positive service-learning experience for her students.

Discussion

Support of Service-Learning Knowledge

While current higher education literature currently fails to address the service-learning experiences of graduate students who teach using service-learning, it does address the experiences of full-time and tenure-track faculty members. The findings of this study parallel many of those findings and show they can also be true for graduate student use of service-learning as well. In terms of the makeup of participants in the study, all 10 were female and three were minorities. This aligns with higher education literature, which shows females are most likely to use service-learning and that minorities participate in service-learning to a greater extent relative to their percentage of the professoriate (Antonio, Astin, & Cress, 2000; O'Meara, 2002; O'Meara, Sandmann, Saltmarsh, & Giles, 2011).

Besides demographic similarities, there are also similarities in many key findings. First, the growth as teachers and an improved classroom experienced by the participants aligns with service-learning literature. The graduate students in this study discussed their increased confidence, beliefs in improving their teaching abilities, and a revitalized classroom. In particular, the freedom to incorporate service-learning as they personally envisioned along with the invaluable teaching experience and lessons learned from using service-learning led to increased confidence. Current higher education literature echoes these experiences of service-learning instructors, as those instructors have indicated they feel service-learning and their ability to incorporate service-learning as they envision it has improved their instruction and overall classroom experience (Hammond, 1994; Hesser, 1995;

McKay & Rozee, 2004). Additionally, the revitalized classrooms and improved student participation is also seen in higher education literature, as scholars have shown the reflective nature of service-learning benefits students by allowing for a deeper understanding of the material and is often a major motivator for instructors to incorporate service-learning into their classroom (Clayton & Ash, 2005; Deely, 2010; Hammond, 1994; O'Meara, 2008a). In this case study, this deeper understanding often led to improved students participation and discussion. The document analysis also supported this finding. The course syllabi from the graduate students' service-learning courses, greatly emphasized the reflective nature of service-learning and required students not only to participate in classroom discussions, but also write several reflective papers or journal entries. Such exercises were incorporated into course syllabi to aid student learning and meet stated course objectives.

Another finding that supports current literature is that of an increased time commitment on the part of the service-learning instructor. Current higher education literature shows that faculty members often do not become involved in service-learning because of other time commitments (Abes et al., 2002; Berbert, 1999; Speck, 2001). The graduate students in this study also discussed the large amounts of time devoted to logistics and planning. Many were surprised by the time commitment involved. However, unlike many faculty members, this has not scared them away from future use, as all 10 participants indicated they plan to use service-learning again in the future. One reason for this continued use is the fact that many graduate students in this study understood that their use of service-learning can help them achieve their goals just as using service-learning helped Lucy secure a

competitive fellowship. This idea is also evident in current higher education literature as Vogel et al. (2010) found that colleges and universities that recognize involvement with service-learning in the tenure and promotion process have the highest level of sustainability of service-learning partly because faculty members see it as helping their promotion goals.

Another similarity of the findings of this study and current higher education service-learning literature is the importance of institutional support for service-learning. In fact, the support they received from Capstone was another reason all 10 graduate students that participated in this study plan to use service-learning in the future. Current higher education literature echoes this importance and discusses the importance of not only institutional finance to support service-learning but also the role of offering professional development (Butin, 2006; Bringle & Hatcher, 1995; O'Meara, 2007; Weerts & Hudson, 2009). The participants in this study indicated that Service-University's service-learning program, Capstone, did both. The majority of participants received grants and funding from Service University for their service-learning classrooms. The document analysis supported the importance of such financial funding, as the participants prominently displayed these awards of their resumes. The participants also mentioned the faculty development institutes offered by Capstone to be valuable in their experiences as well. Higher education literature has also shown that how institutional leaders involve themselves with and support service is also important in determining how others become involved in service (Furco & Holland, 2004). Because the graduate students in this study felt their institution and its leaders supported their endeavors, they were optimistic about their future use of service-learning.

Finally, the fact that several graduate students in the study did not receive the same support from their advisors as other graduate students did and "avoided" conversations about service-learning with them because they felt they would not be supportive is similar to other non-supportive advisor relationships found in higher education literature. Lucy's words best summarize these feelings and perceptions: "So I didn't really tell my advisor at that point. I did write about it in my job letter when I went on the market. I did actually think it helped me get a competitive fellowship that my advisor was kind of surprised that I won." Several scholars have shown that graduate students often encounter advisors who do not support their endeavors or are unwilling to try to new approaches, and such negative experiences often leads to attrition and a distrust that their advisor can properly mentor them or give appropriate career advice (Fagen & Wells, 2004; Girves & Wemmerus, 1988; Golde, 2000). While many advisors may deter students from taking on additional activities because of a genuine concern for their students, the results of this study indicate that by doing so, graduate students may perceive these actions by advisors as a lack of belief in their abilities. The results of this study also indicate that such advisor discouragement may also prevent students from engaging in activities that will benefit them now and in the future.

Advisor discouragement or cautioning against the use of service-learning is also similar to messages that non-tenured track faculty members from tenured mentors and advisors. Butin (2006) points out that many faculty members view service-learning as too time-consuming and detrimental to traditional promotion and tenure processes. Thus, many tenured faculty members often convey these beliefs to non-tenured faculty and caution them

against adopting the pedagogy. The results of this study extend this knowledge about tenured faculty members cautioning against using service-learning to their graduate students as well.

Closing the Knowledge Gap

There were some findings, however, that are unique to this study and do not appear in higher education literature. First, current higher education literature does not address connections made by those who teaching using service-learning. The graduate students in this study, however, made connections at many different levels including the university level across disciplines, in the community, and with peers that often led to collaboration in the classroom and in the scholarly realm, sometimes even across disciplines. Current higher education literature relating to service-learning does not specifically focus on this interdisciplinary and collaborative aspect of service-learning. However, Lattuca (2004) has pointed out that many colleges and universities have begun to focus on interdisciplinary education because of its many benefits. Lattuca has also shown that departments with similar beliefs and values can successfully engage in interdisciplinary education and collaboration. Similar to Lattuca, the results of this study indicate that service-learning lends itself to interdisciplinary education and collaboration because many disciplines share its values and beliefs of service. The service-learning workshops offered by Capstone gave students the opportunity to meet and network with students and professors from other departments, which enriched their service-learning experience.

Perhaps the biggest contribution to service-learning knowledge the results of this study provide is the knowledge that graduate students have the ability to make gains and

experience benefits that they otherwise would not have gained or experienced without service-learning. The participants in this study overwhelmingly discussed connections made with university professors, students, community partners, and peer collaborations that would not have happened had they not been involved with service-learning. The networking opportunities provided to the graduate students through Service University's service-learning development workshops allowed students to make connections with peers and professors with whom they otherwise may not have come in contact without service-learning. Furthermore, their ability to choose many of the organizations with which they wished to partner allowed students to choose and establish community relationships they deemed meaningful. In fact, several students indicated they are currently continuing these community relationships on their own or feel they may in the future. These connections and gains are important because many times they will lead to future gains as networks lead to jobs and connections lead to other opportunities. In fact, many of the graduate students in this study talked about how they felt these connections and experiences with service-learning gave them a competitive edge in the job market.

These positive gains and experiences that result from graduate student use of service-learning are also important because, as seen in the literature, success in doctoral education is not guaranteed. Approximately 50 percent of graduate students who enroll in doctoral programs do not finish (Golde, 2005). While many factors contribute to the decision not to continue in school, poor advisor relationships, lack of support, and feelings of isolation are among the most common (Fagen & Wells, 2004; Golde, 2000; Lovitts, 2001). Minorities are

particularly prone to feeling alienated and not connected to their departments or schools during their graduate school experience (Antony & Taylor, 2004). The results of this study positively contribute valuable knowledge about service-learning because none of the minority students in this study discussed feeling alienated or isolated. Quite the contrary, these students experienced connections and collaborations through their use of service-learning, which helped them feel connected to Capstone, Service University, and the community.

Additionally, the support the students received from Service University's service-learning program, Capstone, also helped negate any lack of support from advisors or feelings of isolation that many graduate students often perceive. All of the participants indicated they felt extremely supported by Service University's service-learning director and leaders. They fact that these leaders were supportive of their ideas, quick to respond to their questions, and were very positive allowed them to feel they could go to them with any questions or problems. Helen even commented that she hopes her next institution is as supportive as Service University in her teaching and service-learning efforts. Thus, the results of this study suggest that proper support and encouragement from service-learning staff members, can help alleviate many of the stressors associated with advisors or departments who may not be fully supportive of graduate student use of service-learning.

Limitations

There are several limitations associated with this study. First, because this explanatory case study only focuses on Service University, the results have limited

generalizability. Second, this study focused on females in humanities programs. While this aligns with other findings in service-learning literature, it is possible that the experiences of male graduate students and graduate students in more applied programs would be different. Finally, the use of graduate students is also a limitation. Because these graduate students depend on Service University for grants, assistantships, and other financial assistance, they may not have been as comfortable discussing any negative service-learning experiences. Proper steps to maintain confidentiality, however, were implemented in order to reduce the effects of this possible limitation.

Implications for Future Research

There are several implications for future research. The results of this study indicate that the use of service-learning by graduate students leads to positive experiences in the classroom. This supports the findings of other studies that have focused on full-time and tenure-track faculty that service-learning improves teaching and allows students to gain a deeper understanding of the course material (Deely, 2010; Hesser, 1995; McKay & Rozee, 2004). The deeper reflections that service-learning allows as well as the real world experiences allow students to feel more connected to the course material and produce a more productive classroom environment.

Future research, however, should focus on long-term effects of service-learning used by graduate students. While the results of this study indicate initial increases in teaching confidence, longitudinal studies are needed to examine long-term effects. Additionally, more research focusing on multiple case sites or multiple institutions would also benefit service-

learning literature. While Service University is very supportive of their graduate students teaching using service-learning, it is possible that experiences of graduate students at less supportive institutions would have different experiences. Finally, future research should tease out differences that may exist by discipline as this study focused on disciplines that more frequently use service-learning.

Implications for University Practitioners

The findings of this study suggest four important implications for practice. First, because the graduate students discussed the importance of the service-learning program on their development, colleges and universities should devote appropriate resources to graduate student service-learning endeavors. Two examples of such support include course development grants and teaching workshops. Such support can help graduate students to become more effective classroom instructors. Also, because the participants of this study recognized how their service-learning connections would benefit their future careers as faculty members, a second recommendation is that colleges and universities should consider incorporating service-learning into their Preparing Future Faculty Programs. Such graduate student involvement in service-learning and engagement efforts not only will benefit graduate students by preparing them for their future careers, but it will also benefit colleges and universities by assisting them in better meeting their institutional service goals by allowing more students to participate in the engagement of the local community and engage new areas of the community in which they previously lacked the volunteers to do so. Colleges and universities, however, should ensure that an increase in graduate student use of

service-learning does not become a substitute for full-time or part-time faculty use of service-learning.

A third recommendation for colleges and universities based on the findings in this study is to give proper orientation and training to graduate students who plan to use service-learning that gives them a more realistic idea of what it is like to use service-learning. Many of the participants in the study seemed surprised by the time involved and the amount of work associated with service-learning. While this did not deter graduate students from continuing their use of service-learning, a more accurate initial representation would better help graduate students plan their service-learning courses. Finally, colleges and universities should encourage collaboration between departments in service-learning endeavors by either adding to the current goals of their service-learning departments or by hosting institutes devoted to sharing service-learning experiences across disciplines on their campuses. The participants in this study felt they benefited from the experience of working across disciplines in achieving their service-learning goals. Thus, by giving graduate students the support they need, giving them an accurate depiction of what service-learning is, and aiding in a collaborative interdisciplinary university environment, college leaders and decision-makers can better integrate graduate students into the service-learning experience, thereby helping their institutions to further engage the local community and meet stated university goals.

Conclusion

This study has shown that graduate student use of service-learning can achieve many of the same classroom successes that tenure-track and full-time professor use service-learning achieves. By giving proper support and encouragement to graduate student use of service-learning, colleges and universities have an opportunity not only to assist graduate students who aspire to the professoriate in growing in their teaching abilities, but also to further their mission of engaging the community. While such support often requires additional funding and time, the results of this study indicate the potential benefits to graduate students, the community, and the institution are worth the extra resources.

CHAPTER SIX: BENEFITS OF GRADUATE STUDENT USE OF SERVICE-LEARNING

Introduction

Many colleges and universities espouse commitment to service and the engagement with their communities. They often evince this commitment to service and engagement through the inclusion of service in campus mission statements and by offering service-focused programs. Service-learning is one common strategy that colleges and universities use to achieve these stated service objectives. Campus Compact, for example, a coalition of college and university presidents, whose mission includes the promotion of institutional goals to assist students in developing the skills and values of citizenship through service opportunities, currently has over 1,100 institutional members (Campus Compact, 2012). Campus Compact also estimates that approximately 35% of students enrolled at their member institutions participate in either civic engagement or service-learning activities each year. Additionally, the National Task Force on Civic Learning and Democratic Engagement has also recently identified service-learning as an important strategy for colleges and universities to meet their stated goals (Association of American Colleges & Universities, 2012).

Earlier this year, at the urging of the U.S. Department of Education, the task force released a report titled *A Crucible Moment: College Learning and Democracy's Future*. The goal of the report was to help create a national dialogue about strengthening democratic engagement and civic learning in higher education (Association of American Colleges & Universities, 2012). The report not only identified service-learning as an important strategy

to meet these goals, but it also identified several benefits associated with the use of service-learning such as increased persistence in school, development of employer-desired skills, and the development of habits of social responsibility and civic participation (Association of American Colleges & Universities, 2012).

Current higher education literature also identifies many benefits associated with the use of service-learning. Such benefits not only include benefits to students, but also many important benefits to the instructors who use service-learning in their classroom. While scholars have recognized many types of benefits derived from the use of service-learning, the majority of benefits found in higher education literature can be classified as either academic or civic in nature. The academic benefits realized from the use of service-learning in the classroom include the improvement of critical thinking skills, the improvement of writing skills, an increased GPA, increased class test scores, and enhanced classroom learning (Deely, 2010; Hesser, 1995; Kendrick, 1996; Vogelgesang & Austin, 2000). In terms of the civic benefits of service-learning, studies on service-learning have found that students who experience service-learning are more likely both to value and choose service-related careers (Eyler & Giles, 1997; Vogelgesang & Austin, 2000). Furthermore, students who participate in service-learning are more likely than other students to increase their current level of service involvement (Gray et al., 2000). Finally, research also shows that not only are the results of service-learning positive for the local community but that the recipients of the service are often satisfied with the benefits they have received, thus leading to enrichment of lives in the community (Mettetal & Bryant, 1996).

While the topic of benefits associated with the use of service-learning in higher education literature is abundant, there are several knowledge gaps in the current literature. Current higher education literature pertaining to service-learning, for example, tends to focus mostly on student benefits and often fails to address benefits instructors receive. The current literature also fails to examine the use of service-learning by graduate students, as it presently only focuses on the use of service-learning by tenure-track and full-time faculty. To help address the gap in service-learning knowledge, this study utilized an explanatory case study to examine the benefits associated with graduate student use of service-learning at a public, four-year university in the Southeastern United States. Thus, this study uniquely contributes to higher education literature through its examination of graduate student use of service-learning and by addressing teacher benefits associated with the use of service-learning. Its findings have the potential to benefit both higher education institutions as well as higher education practitioners by helping them understand how graduate use of service-learning can benefit their students, teachers, and institution.

Theoretical Framework

The ideas of Deci and Ryan's (1985) self-determination theory helped guide this study. Self-determination theory posits that when the three basic needs of autonomy, competence, and relatedness are met, the reasons behind individual behavior choices become more self-determined (Deci & Ryan, 1985). In self-determination theory, autonomy represents an individual belief that he or she can determine their own course of action, competence represents one's sense of self-efficacy, and relatedness represents how connected

individuals feel to others. Figure 1 below displays Deci and Ryan's (2001) continuum of self-determination. While the majority of actions are extrinsically motivated, as individuals begin to see the personal benefits associated with their actions, they also begin to internalize their behaviors more, moving to more self-determined behavior. Deci and Ryan (1985) point out that true intrinsic motivation is rare, as it requires a mixture of innate desires and abilities and environmental support; however, they also state that some behavior, even though extrinsically motivated, can still be considered highly self-determined.

In terms of benefits associated with graduate student use of service-learning, the researcher posited that the benefits associated with the use of service-learning makes graduate student use of service-learning a highly self-determined behavior as opposed to a decision controlled by outside pressure or forces. Such highly self-determined behaviors would thus fall into the identified or integrated regulated behavior categories of the self-determination spectrum as opposed to external or introjected regulated behaviors. For external regulation, the least self-determined type of extrinsically motivated behavior, individuals are motivated to undertake certain behaviors due to outside pressure, mainly due to contingencies such as receiving rewards or avoiding punishment; whereas in introjected regulation, another behavior containing lower self-determined behavior, individuals participate in actions to avoid the feelings of shame or fear. In indentified regulation, a more self-determined behavior, individuals are extrinsically motivated to participate in an action, but they still identify the action as important to their goals (Standage et al., 2005). Finally, in integrated regulation, individuals participate in an activity because of a desired outcome, and

they experience many of the emotions associated with true intrinsic motivation (Deci & Ryan, 1985).

There are examples of studies in current higher education literature that have used self-determination theory to examine behaviors in higher education (Ballman & Mueller, 2008; Beachboard et al., 2011; Neighbors & Larimer, 2004). While these studies have shown that self-determination theory can be applied to college and university students, no current studies examine college and university instructor motivations for decision-making. Current higher education literature also fails to examine how the benefits associated with the use of service-learning relate to motivations behind behavior choices to use service-learning especially for graduate students. This research study thus also uniquely contributes to higher education literature by examining these connections.

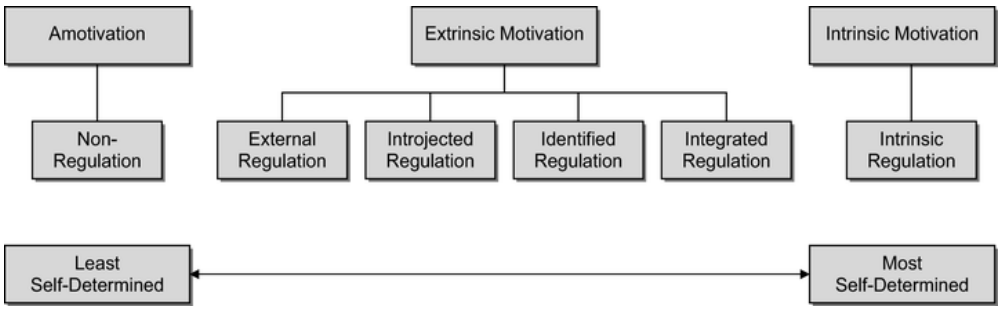

Figure 1 Self-determination Continuum (Deci & Ryan, 2001)

Methodology

In order to understand the benefits associated with graduate student use of service-learning, this research project utilized an explanatory case study. According to Yin (2011),

qualitative research is useful for "representing the views and perspectives of the people in a study," and in "contributing insights into existing or emerging concepts that may help to explain human social behavior" (pp. 7-8). Because this study sought to understand the benefits of graduate student use of service-learning as perceived by those graduate students, qualitative research was the most appropriate methodology to use. While researchers have several methodologies to choose from in qualitative research, case study analysis was most appropriate for this study. Miles and Huberman (1994) define case studies as a phenomenon occurring in a bounded context. One case study expert, Merriam (1998), also suggests case studies are often an appropriate qualitative research strategy in education. Because this study sought to examine the phenomenon of graduate use of service-learning at one specific university, case study analysis was thus appropriate.

Site Selection

As discussed above, case studies consist of a phenomenon that occurs in a bounded context (Miles & Huberman, 1994). The site selected for this study helped to bound the context of the study. In order to help maintain confidentiality, the research site will be referred to as Service University. Service University is a large public research university in the Southeastern United States. Although located in a small college town, Service University neighbors a large metropolitan area. Service University has approximately 27, 000 students and approximately 68% of Service University's students are white, 10% are African-American, 7% are Asian, and 15% are other races.

Several important features of Service University made it an appropriate research site for this study. First, Service University has a long history of service and has received many honors for its service efforts. The Carnegie Foundation has classified Service University as a Community-Engaged Institution, and the institution has been named to the President's Honor Roll for Community Service. Additionally, service efforts at Service University are a campus-wide effort. Students, faculty, and staff at Service University all contribute to Service University's extensive history and culture of service, and the University includes the goal of developing the next generation of leaders while helping to improve society and its problems among its stated mission. Approximately 2400 students complete service-learning courses each year at Service University, and Service Univeristy also requires its undergraduate students to complete an experiential education requirement before graduation. Finally, Service University's student-led service-learning program also makes Service University an appropriate research site for this study. To maintain confidentiality, this program will be referred to as Capstone. For over 20 years, Capstone has been providing service to the institution and the local community. Capstone also organizes service-learning classes and allows graduate students the opportunity to teach using service-learning, creating a unique opportunity for graduate student involvement. Capstone also provides several benefits to graduate students who teach using service-learning. These benefits include course development institutes, potential grants, administrative support, pedagogical guide manuals, and networking opportunities.

Participants

The selection process of participants in this study also further bounds the study. In order to gain insight into the benefits associated with graduate use of service-learning, the researcher used purposeful sampling to select an appropriate sample from which the most could be learned (Merriam, 1998). For this study, graduate students from Capstone were used. In order to further ensure that the best examples of service-learning were represented, the researcher selected only students who had taught in the last three years and came from one of the most committed programs. These programs included Social Work, English and Communications, Psychology, Anthropology, and Sociology. By limiting the sample pool to graduate students from the most committed programs to Capstone, the best examples of service-learning were examined.

After obtaining all appropriate Institutional Review Board approvals, the researcher contacted the director of Capstone for a list of all students meeting the above criteria. This totaled approximately 20 students. Each potential participant was then e-mailed a brief description of the study, potential risks involved, as well as their expected time commitment. Ten graduate students agreed to participate in this study. All 10 were female, and three were minorities. This mirrors the demographics found in other service-learning studies that show that women and minorities, relative to their composition of the professoriate, tend to be more heavily involved in service-learning than males (Antonio, Astin, & Cress, 2000; O'Meara, 2002; O'Meara, Sandmann, Saltmarsh, & Giles, 2011). Additionally, two of the participants

were from Social Work, four were from English, two were from Communications, and two were from Psychology, creating a diverse sample of programs.

Data Collection

Yin (2003) points out that the key to a successful and quality case study analysis is often the ability of the researcher to execute effective data collection. Specifically, experts point out that interviews and document analysis are often useful strategies in collecting effective data for case studies and that it is helpful to create a chain of evidence or audit trail in qualitative case study research to allow others to follow the researcher's decisions and data strategies (Merriam, 1998; Yin, 2003). By utilizing interviews, document analysis, and a researcher journal, all three research strategies referenced above were used in this study.

Interviews

According to Yin (2003), interviews are one of the most important sources of data collection in qualitative case study research. Semi-structured interviews thus served as the primary data collection method for this study. Utilizing semi-structured interviews allowed the researcher to respond not only to each individual interview but also to explore potential emerging topics as the interviews progressed (Merriam, 1998). In order to help maintain confidentiality, the participants chose the time and place of the interview. This allowed them to feel comfortable opening up to the researcher. Each participant was also assigned a pseudonym to protect confidentiality and to allow the participants to feel comfortable talking about any potential negative experiences they may have had with service-learning at Service University. All interviews were digitally recorded and promptly transcribed. The researcher

also utilized member checking through e-mailing the completed transcripts to the participants. Participants were then allowed to correct any errors or address any perceived inconsistencies in the transcripts. Follow up interviews were held as needed.

Document Analysis

Document analysis, another common and effective case study data strategy, was utilized in this research project (Yin, 2003). The researcher asked participants to submit course syllabi, CVs, teaching philosophies, published works, and any other documents they felt were pertinent to their use of service-learning. Participants submitted over 200 pages of documents for review and analysis. The ability to examine their personal documents and the language used to discuss their service-learning classes aided the data collection and analysis process for this case study analysis of graduate use of service-learning.

Researcher Journal

Researcher journals and memos are also often effective case study data tools that allow the researcher to organize, analyze, and manage data (Saldana, 2009). For this study, the researcher journal served as a place to record to initial thoughts, impressions, and ideas after each interview. It also served as a tool to organize potential themes or findings in the researcher process following the transcription and analysis of interviews. Most importantly, the researcher journal also helps to serve as an audit trail to follow the thought and data analysis process of the researcher (Yin, 2003).

Data Analysis

For this study, the researcher mimicked Baptiste's (2001) four phases of data analysis. During the first phase, the researcher decided what counted as appropriate data as well as how to record and express the data. As discussed above, interviews, document analysis and the researcher journal served as the primary data collection tools for the study. The data analysis process also began promptly through notes and memos recorded in the researcher journal. Furthermore, prompt transcription of the data also aided in immediate analysis of the data. During the second phase, the researcher tagged, labeled, and grouped the data into categories (Baptiste, 2001). Researcher thoughts about these labels and categories were recorded in the researcher journal. Finally, through the last two phases of analysis, concepts were related not only to one another but also to existing theory. The connections and findings were then written up and conveyed in this writing.

Findings

As expected, several benefits emerged from graduate student use of service-learning. Not only did the graduate students teaching using service-learning experience many benefits, but their students also realized several benefits as a result of their decision to use service-learning in their classrooms. The graduate students in this study realized benefits through their use of service-learning by making community connections, experiencing instructional and personal growth, and competitive edge on the job market. Their students, however, experienced benefits by being aided in making career and life choices, understanding

connections to the real world, producing better classroom products, and experiencing a more engaged classroom.

Graduate Student Benefits

Community Connections

One of the benefits the graduate students in this study experienced is that of making important community connections. For Stacey, a Psychology graduate student, these connections and familiarity with her community personally benefited her family. She shared:

> I definitely wouldn't have contacted the principals or had connections with any of them. I guess my parents moved down here so that my little brother who is autistic could go to school here, and I guess that's a personal benefit—since I worked with so many of the schools, with reading programs, or having Spanish students in the classroom, I kind of knew which ones would be the strongest for my brother and his needs. I don't think that connection would have been made had it not been for Capstone.

Thus, for Stacey, these connections with the local schools and principals gave her the insider knowledge needed to be able to help her family make good decisions for her brother. She would not have experienced this benefit without her use of service-learning.

Holli, a Communications student, also benefited from her community connections. These connections and detailed knowledge of how her class's service-learning benefited the community partners gave her personal satisfaction in knowing that her students truly made a difference. She stated:

> I think getting feedback from community partners was really positive… I think it's really obvious to see the change in your students and you can see them have those great "aha!" moments. But sometimes with the community partners, you sort of doubt, you wonder…are we really helping them? And my co-instructor and I got a lot of feedback from our community partners about things that the students had done for them and ways that they had bettered their organizations, programs they had brought, where they really seemed to get so much from the students' presence, from the experience of being involved in this collaborative effort. And for me that was just really rewarding to sort of get these emails or talk to them outside of their worlds and be able to hear them say great things about our students, and about how wonderful an opportunity it was. So that was really rewarding.

While graduate students like Stacey saw physical benefits associated with their newfound community connections, others, like Holli experienced internal and emotionally satisfying benefits knowing that the community partners had also greatly benefited from the service-learning partnership. Regardless of how these benefits manifest themselves, almost all of the participants identified these community connections as benefit to their use of service-learning.

Instructional and Personal Growth

Another common benefit identified by the graduate students in this study is the growth they experienced both personally and as instructors due to their use of service-learning. Amy, an English graduate student, shared her experiences with growth:

> I think I learned a lot from the first time around. I was very open with the students that it was my first time doing service-learning and for all of them, except for one, it was their first time being in a service-learning class. So we learned together. I made a lot of mistakes that I wouldn't repeat again, but I feel confident that I could design another service-learning class that would fit into the writing program, or even one that at a future institution that I would work at, I'm hoping I can bring service-learning there. I won't say I feel that I've excelled at it, but as much as some of my blind confidence was shattered by the experience of actually going through it, I feel pretty good about it being on the other side.

Thus, Amy felt she grew through her service-learning experience by improving her teaching. This growth, however, was not bound to just the classroom as Service University, as Amy indicated she felt she grew enough to be able to apply what she learned at other institutions as well.

Holli, a Communications graduate student, also shared how her involvement in service-learning helped her to grow as well:

> I think it definitely helped me learn to talk with my students a little bit more and helped my teaching in the classroom be discussion-based. Because I found myself a lot of times bringing in my own experience into the classroom. Oh I was an activist, or I worked for a certain group and these are the ways I used those things we are talking about in those fields today. But service-learning, because the students are having so many of those experiences themselves, saying oh we developed this

> campaign, and it completely relates to this theory sort of helped me to remember to let them talk a little bit more. It sort of helped me to grow as a teacher to be able to let them make those connections and help sort of facilitate those connections for them and help them with those reflections. So it definitely helped me grow as a teacher.

Like Amy, Holli's experience with service-learning also helped her grow and develop as a teacher by helping to make connections for her students and help lead them in classroom discussion. Service-learning thus aided this growth by helping her structure her class discussions in a format from which both she and her students could benefit.

Lucy, an English graduate student, also talked about growth and personal skills she does not think she would have developed had she not been involved with service-learning. She commented:

> I think it's definitely given me some skills that I wouldn't have developed in terms of designing a course from the ground up, organizing and coordinating, something as complicated as this where I had to organize getting vans to take students, making arrangements for them and to have time to do all this stuff. I think if people were to ask me looking ahead towards the job market, like if I had the skills to take on bigger challenges than I have done that would involve more organization, I can look back on this experience, like yeah, the biggest thing I gained was how to put this together.

Like Lucy, all of the other nine participants in this study indicated they felt service-learning made them better classroom teachers. Not only did this growth occur through helping them

improve in the classroom, but service-learning also helped them grow personally and develop important skills they can use later in their careers.

Job Market

The graduate students in this study also described a competitive edge they felt service-learning gave them on the job market. Holli, a Communications student, commented:

> I think from a pragmatic standpoint, I applied for a job that was social justice-based and they were very excited about the fact that I had that experience, so it definitely helped me in terms of marketing myself as a teacher trying to get a job at a university that values teaching and different modes of teaching. I think it definitely gave me a leg up in that. So just in a pragmatic level, it was definitely a benefit and the experience of being able to do that and learn about what—how that kind of works so that I can do that in the future was an absolute benefit.

Lucy, an English student, also shared the edge it gave her:

> At this point, I'm hoping to get a job at small liberal arts college somewhere. And as I've written job letters, I've definitely emphasized my service, that I've had service-learning experience, because I'd say 90% of the schools I've applied for at least have some sort of service-learning, maybe 80%, have some sort of service-learning program. And some of—for some of the schools it's a major interest, and I would like to be at a school where I would have some freedom to develop service-learning curriculum. I definitely see it as a continuing component of my teaching. It's so time-

> consuming and challenging, not as something I could all the time, but as something I'd like to continue to do over time.

For both Lucy and Holli and most graduate students, service-learning gave them valuable experience they needed in order to secure the types of jobs they desired at various institutions. This also gave them a competitive edge over other students who lacked such experience.

Student Benefits

Besides graduate students benefiting from their use of service-learning, the graduate students in this study also perceived that their students received several benefits from their use of service-learning. These benefits to their students are important to share not only because they were meaningful to the graduate students in this study but also because they are some of the reasons why they choose to continue using service-learning. The specific areas where undergraduate students realized benefits included making career and life choices, seeing connections to the real world, producing better classroom products, and experiencing a more engaged classroom.

Career and Life Choices

One of the most important ways in which students benefited from graduate student use of service-learning is in making career and life choices. Audra, a Communications graduate student, shared:

> I think that from the feedback we got from students, it was life-changing for them to be in a classroom setting where they weren't just learning how to crucially analyze

> the world around them, because they had those tools by the time they got to their junior and senior year. They walked away from our class feeling like they knew what to do about it. Like they had gained a set of tools and resources that will allow them to intervene in the world in ways that they felt were meaningful. So the payback is immeasurable. Right? So and as someone who loves teaching a lot, that's where it's at. You want a meaningful and ongoing relationship with students and we want to feel like they are getting something out of your class.

As Audra shows, the skills her students learned in service-learning gave them the ability to analyze life situations and feel empowered and confident they knew how to handle and address those situations. Catherine, a Psychology graduate student, also shared how it impacted life and career decisions of her students:

> So I had several students who have decided to continue on with their community placement even after the course was over. Students in their reflection papers to me really talked about how this is a life-changing experience for them. It's really helping them learn a lot of the concepts we discuss in class. They say it's just really been an invaluable experience, and that's what's most important to me that they students are really benefiting having this kind of one-credit service-learning component in connection with the course material. So they say it really brings the course to material to life.

As Catherine shows, many of the students who experience service-learning with these graduate students often decide to continue working with their placements and feel as if they

learned valuable knowledge that will serve them well in life. Besides learning skills that will serve them well throughout their life, several graduate students also talked about how their use of service-learning helped several students make specific decisions about their life and career choices now. Helen, a Social Work graduate student commented:

> I've had students come up to me at the end of the semester saying they want to go into Social Work because of that experience. And I've even written letters of recommendation. I just had a student e-mail me I guess about a month and half ago—she took my class the first time I taught it. I got her into the program. I mean that it is it for me. Just having and just knowing through that experience I actually recruited someone into my beloved profession, that's memorable.

Stacey, a Psychology graduate student, also shared her experiences about students making a career choice:

> …One student I knew had really been struggling with her pre-med major and had kind of told me she didn't really think being a doctor was for her, but it was what her parents expected her to be. Particularly when we're talking about identified achievement and foreclosure. She actually wrote in her reflections that earlier that day she had gone to her dean or whatever, and switched her major to education and was paying her way through summer school so she could catch up. And her Service University service-learning experience was the reason she had made the decision. So that was probably the most powerful moment of, just wow.

Thus, for these graduate students, the ability of their classroom and pedagogy to influence the career choices and life of their students was a very powerful experience. They also saw this as a major benefit to their students, as their students could now make informed decisions that will impact their careers and life both now and in the future.

Connection to the Real World

Another way students benefited from graduate use of service-learning was its ability to help them connect the curriculum to the real world. Amy, an English graduate student shared:

> I think it's great to break down this dichotomy that a lot of students and faculty have set up between the classroom and the real world. And there is this sense that especially in the writing program we are trying to teach students real-world genres. So we're not having the write a five-paragraph essay; we are having them writing a policy memo. But they know they are writing a policy memo for you the instructor—it's not really real, it doesn't have real world consequences. Or when they are writing a policy memo I am helping them draft and develop that can also be used for their service partner, which they've selected and they've been able to engage with and invest in, it helps them realize education doesn't exist in the bubble.

Denise, an English graduate student, also shared how her students connected to the real world in their learning:

> I had a class that worked with a pregnancy prevention organization (I forget what the name of the nonprofit was) that went around to local schools talking to students about

> abstinence. As part of the course, one of the projects I had the students do was use that experience to help them think through research on teen pregnancy. At the time, the HPV virus vaccine for girls came out and was the subject of a lot of controversy. People were thinking about making it mandatory. So, in our class, we got to have this "real-time" conversation about something that was going on in the news while the students were interacting with this young audience and gaining firsthand insight. To be honest, 18 years old often are not connected with the national news and legislation and things like that. So, for me, it felt like a moment when I was actually able to break through—to convince them that our discussions in the classroom were part of a much larger discourse.

This ability of service-learning to help students make these important connections to the real world and understand the relevance of their education to the world helped students who often were not engaged with current important issues to get involved with and understand these issues.

Like Denise, Rachel, a Social Work graduate student, also shared how the experiences of her students with their placements and service-learning helped connect them to the real world and truly understand a current issue from the perspective of vulnerable members of society:

> I mean it's one thing to talk about racial conflict for example. It's another thing to be in a community and realize that they can't get Latino residents to come to a meeting because so many are undocumented and they don't want to be out in public. And so

> that then initiates this conversation about what does it mean to have a community in need that can't walk to the grocery store or feel good about getting on the bus or driving to see another family member in another town. So it's one thing for me, for example, about 287G, or immigration reform, and it's another thing for them to have to walk into Azteca Grill and realize that even though that's a Latino-owned business and even though they had a few people excited and engaged about coming that they aren't going to have a lot of people because of the larger social and political context that we live in. I mean, that's invaluable.

The graduate students in this study considered the ability of their students to make connections to the real world as an invaluable experience for their students. This allowed their students to not only see the relevance of the curriculum and how it applied to the real world and their lives, but it also allowed them to truly understand and take ownership of important current events going on in the world.

Better Classroom Products

According to the graduate students in this study, another benefit their students realized as a result of their service-learning experiences was that of producing better quality classroom products. Amy, an English graduate student, shared:

> By the end I had everyone who wanted to be there, and they were wonderful. They were so motivated. I got the best writing out of them out of any group I ever had the pleasure to teach. And as I told them at the end of the semester, it's the first time I could authentically stand up in front of the class and say I would be thrilled to

> recommend anyone of you for any position you are going into the future. I felt like I made really solid connections with them. And actually I still communicate with many of the students over a year later.

Lucy, another English graduate student, also discussed how she felt she saw an improvement in what the students were doing in the classroom. She stated:

> I thought it was an incredibly powerful teaching tool. I thought the students were much more engaged and challenged and that their writing—I saw more improvement in their writing as well as just more personal investment in what they were doing. And I felt like it helped me shape the content in more meaningful ways.

Through their service-learning experiences, students were able to become more connected to the content, which in turn allowed them to produce better quality academic work for their courses. This not only benefited the students because it helped them grow academically, but it also helped them forge positive relationships with their instructors that could lead to positive recommendations that would help them in their future endeavors.

More Engaged Classroom Experience

Finally, students also benefited from graduate student use of service-learning through a more engaged classroom experience. Audra, a Communications graduate student shared:

> We brought our own set of experiences and advocacy to the table, but our students were able to speak back to the material in a way that I think you don't find in traditional classrooms for the most part. So we tried to give students a lot of agency in the way that we constructed the dialogue around issues. We would, for example,

> every class started with a brainstorming of issues that students wanted to discuss. Like what came up for them in the readings. What surfaced for them as relevant. What kinds of overlaps or points of departure between the readings and their experiences with community partners did they see etc., etc. So we started with questions and then we kind of built the lecture around those questions as well as integrating the things that we felt were essential to discuss from the readings.

For Audra, the ability of her students to speak back to the class material in meaningful ways was important. It brought a more engaged classroom and more thoughtful discussion.

Stacey, a Psychology graduate student, also spoke to this improved classroom learning experience:

> I think it helps them understand the material a million times better. And I think it gives them an idea of whether or not this something they really want to do. Sometimes you know, a couple of my students are just there because they are physical therapy majors and they are required to take child development. But a lot of them that want to be therapists and guidance counselors, and so you give them the opportunity to actually go into a high school and actually interact with adolescents or out of school suspension students—those students that they are going to interact with. I've read a number of really funny student essays during my couple of semesters that either confirmed, 'this is where my passion and heart is' and others that were like, 'so adolescences, they argue a lot.' I think it gives them an opportunity to learn the information better, but also try out their field.

Thus for Stacey, students were able to better speak to the material and were able to interact with the course content in a way that helped them to truly understand the concepts in class. Almost all of the graduate students in this study discussed similar experiences about how students were more engaged in the classroom and were better able to discuss course content intelligently.

Discussion

Graduate Student Benefits

The results of this study both support and extend current literature in terms of what scholars know about those who chose to teach using service-learning. Although current higher education literature only examines full-time and tenure-track faculty members who use service-learning, this study suggest that certain aspects of instructor benefits can also hold true for graduate students. The graduate students in this study discussed how their use service-learning helped them achieve instructional and personal growth. This idea that service-learning benefits instructors through helping them improve their instruction is also found in the literature (Hammond, 1994; Abes et al., 2002).

The graduate student benefits of community connections and a job market edge, however, are unique to service-learning literature and extend the current knowledge about service-learning. While current education literature does discuss instructor benefits associated with using service-learning, it mainly focuses on classroom and institutional benefits and does not elaborate on community connections and other experiences that would not have happened for instructors had it not been for service-learning. The participants in this

study clearly discussed that their community connections benefited them in many ways. Stacey, for example, gained insider knowledge about local schools that allowed her family to place her special needs brother in the appropriate school environment. Holli, on the other hand, benefited by being able to see personally how the community organizations were benefited because of her classes' in-depth involvement that others who simply volunteer in other ways do not always get to see. Neither of these benefits would have been realized had it not been for their use of service-learning.

Finally, the edge service-learning gave to graduate students in the job market is also unique to service-learning literature. This idea is important for several reasons. First, many faculty members that use service-learning do not feel it benefits them in their current jobs when it comes to promotion and tenure (O'Meara, 2002). While current faculty members feel this way, this is clearly not the case for future faculty members. In fact, all of the participants in this study indicated they planned to continue teaching in the future, and most were optimistic that service-learning would be a part of that teaching and would continue to benefit their future careers. The fact that graduate students received job market benefits from their use of service-learning is also important, because it shows that perhaps colleges and universities are taking their service-oriented mission seriously and pursuing faculty members who share this same passion for service. The document analysis also supported this finding, as the graduate students in this study prominently displayed their service-learning grants and experience on their resumes. The inclusion of such items on their resumes demonstrates their belief that their future employers will also value these awards and experiences.

Student Benefits

Many of the benefits experienced by the students taking service-learning courses from graduate students are also found in current service-learning literature. This is important because it suggests that these benefits can potentially translate to students regardless of the rank of the instructor using the service-learning. In this study, the participants indicated that service-learning benefited their students by helping them make life and career choices oriented around service. These benefits support current higher education literature that shows students who experience service-learning are more likely to chose a service-related career (Vogelgesang & Austin, 2000). It also supports other service-learning literature which shows that service-learning often leads students to value careers that help others and leads to increased civic involvement (Eyler & Giles, 1997; Gray et al., 2000).

The fact that students who took service-learning from graduate students in this study also benefited by producing better products and participating in a more engaged classroom also aligns with current service-learning literature. Such literature has shown that service-learning increases critical thinking skills, student GPAs, and test scores (Hesser, 1995; Kendrick, 1996; Vogelgesang & Austin, 2000). Literature has also shown that service-learning is effective for engaging students in discussion, creating deeper learning, and allowing students to retain course material longer (Clayton & Ash, 2005, Deely, 2010). The fact that the results of this study support these crucial benefits is encouraging because it shows that the use of graduate students to teach using service-learning still allows students to experience these benefits.

While the results of this study have supported several student benefits associated with using service-learning already found in higher education literature, it extends current service-learning knowledge through student ability to connect material to the "real world." Although current literature does address increased learning and appreciation for service, it does not focus on connections students often make to the real world as a service-learning benefit. The graduate students in this study clearly expressed how their use of service-learning allowed students to make connections between their classroom material and what they saw outside the classroom. This also extended beyond the end of the class, as the participants in this study discussed how their students felt it empowered them and gave them the tools to be successful outside of the classroom. Service-learning thus helped their students see the applicability of the material and apply it to their own lives.

Self-Determination Theory

Finally, the results of this study also reflect the ideas found in self-determination theory and support the researcher's conjecture that the benefits associated graduate student use of service-learning lead to more self-determined behavior. In self-determination theory, more self-determined actions are expressed through regulated behavior, specifically identified and integrated regulation when the basic needs of autonomy, competence, and relatedness are met. In these more self-determined types of behaviors, individuals begin to recognize the benefits of such behavior, and they also begin to express many of the emotions associated with true intrinsic motivation. Because none of the 10 graduate students entered Service University planning to use service-learning, their choices to use and continue using

service-learning cannot be characterized as completely intrinsically motivated. However, all 10 graduate students indicated they planned to continue using service-learning in their future classrooms.

The ability of the graduate students to identify many benefits received by themselves and their students through their use of service-learning shows that their decisions to use and continue using service-learning are more self-determined in nature. None of the participants indicated they plan to continue using service-learning because they felt pressured or forced to by an outside force or person. Additionally, their use of service-learning also helped to increase their autonomy, competence, and relatedness. Graduate student autonomy and competence were increased through their instructional and personal growth as not only their confidence grew but also their ability to make key service-learning decisions in classroom. Graduate student relatedness also increased through the connections made in their use of service-learning. Finally, the fact that many graduate students began to experience many of the emotions associated with highly self-determined behavior and they began to closely identify service-learning with their sense of self also supports that self-determination holds for graduate students who use service-learning. Many of the participants used words such as "great," "amazing," and "exciting" while discussing their use of service-learning and its many benefits. Also, because graduate students use service-learning in their pursuit of jobs and used service-learning to help tell employers what kind of faculty member they would be further demonstrates that the participants begin to identify with service-learning in their sense of self and that they had experienced highly self-determined behavior.

Limitations

There are several limitations associated with this study. First, because this research focuses on a single case at a single institution, the results cannot necessarily be generalized to the population as a whole. Secondly, the participants in this study came from three liberal-arts based programs. While the results of this study produced valuable knowledge for these disciplines, the limited amount of disciplines represented by the participants is also a limitation. Furthermore, while the service-learning program at Service University is well-established and well-run, many of the graduate students that teach through the program are both novice instructors and new to service-learning. It is possible that examining more experienced instructors that use service-learning would lead to different benefits. Finally, even though many precautions were taken to maintain confidentiality, many graduate students may not have completely opened up about any negative experiences or pressures to use service-learning due to fear of their institution or advisors finding out.

Implications for Practice and Research

There are several implications for practice and research. First, many of the same benefits and more that tenure-track and full-time faculty members receive from their use of service-learning also apply to graduate students and the students in their courses. This suggests that colleges and universities should support graduate students who are willing to use this unique pedagogy in their classes by creating specific programs to develop their service-learning teaching skills and by offering funding their courses. By utilizing graduate students, colleges and universities will allow more students to realize the benefits associated

with service-learning as well as increase their service footprint on the community. Additionally, because the participants in this study indicated their use of service-learning led to personal and instructional growth as well as aided them in the job market, colleges and universities should market the ability of graduate students to use service-learning as a benefit of attendance, perhaps even adding service-learning into their Preparing Future Faculty programs. Colleges and universities, however, must put in place the proper support systems to support these endeavors, and also make sure they continue to support full-time and part-time faculty member use of serving-learning as well.

In terms of future research, longitudinal studies are needed that follow graduate students into the workforce. Such studies would allow researchers to understand how long the benefits of service-learning last, specifically how long their experience with service-learning helps them in future jobs. Further research also is needed to examine those students who take service-learning classes taught by graduate students to understand how long the academic benefits associated with service-learning last. Finally, future research should focus on multiple sites, institutions, and disciplines that allow graduate students use of service-learning. Such studies would give insight from multiple perspectives and also allow insight into more programs that support the use of service-learning.

Conclusion

Graduate students that use service-learning as well as their students receive many benefits from the use of service-learning. This parallels other studies that show that service-learning provides many benefits to those who use it. Because graduate students and others

experience these benefits, graduate student use of service-learning can be best be characterized as self-determined, following the highly self-determined behaviors in Deci and Ryan's (1985) self-determination theory. By encouraging graduate student of service-learning, colleges and universities can provide benefits not only their graduate and undergraduate students but also help increase their service footprint to their community as a whole.

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APPENDICES

Appendix A: Interview Guide

Introduction

1. Can you give me some background about yourself? Academic history, institutions attended, anything you would like to share about your history leading up to arriving at Service University.

Why do graduate students use service-learning in their classrooms, and what are their experiences?

1. Tell me about how you became involved with Service University's service-learning program.

2. How many courses have you taught through Service University's service-learning program?

    a. What has it been like using service-learning in these courses?
    b. Do you have any memorable moments that stand out?
    c. How much freedom did you have in developing your course syllabi and the service-learning experience for your students?

3. What made you decide to use service-learning in your courses?
    a. How confident are you in your abilities to teach successfully using service-learning?
    b. Do you think that service-learning is an important learning strategy to continue using in your future classroom? Why or why not?

4. Have you received any encouragement or pressure (actual or perceived) from peers or others to participate in service-learning?

5. What does service-learning mean to you?

What benefits, if any, do graduate students gain from using service-learning in the classroom?

1. Do you feel you receive any benefits from using service-learning in your courses?

2. What value, if any, do you feel service-learning brings to classroom or to your teaching?

3. What are you future career plans and does service-learning play a role in that career?

4. Is there anything else we haven't discussed that you'd like to share?

Appendix B: IRB

North Carolina State University
Institutional Review Board for the Use of Human Subjects in Research
REQUEST FOR EXEMPTION (Administrative Review)

GENERAL INFORMATION

1. **Date Submitted:** *4/02/12*

Title of Project: *Graduate Students and Service-Learning: A Case Study Analysis of the Experiences and Motivations of Graduate Students Who Teach Using Service-Learning*

2. **Principal Investigator:** *Jonathan Garrison*
3. **Department:** *Adult and Higher Ed*
4. **Campus Box Number:** *n/a*
5. **Email:** *jdgarri2@ncsu.edu*
6. **Phone Number:** *205-242-xxxx*
7. **Fax Number:** *n/a*
8. **Faculty Sponsor Name and Email Address if Student Submission:** *Dr. Audrey Jaeger*

   Audrey_jaeger@ncsu.edu
9. **Source of Funding? (required information):** *Personal finances*
10. **Is this research receiving federal funding?** *No*
11. **If Externally funded, include sponsor name and university account number:**

    n/a
12. **RANK:**

Faculty: ☐

Student: ☐Undergraduate;☐ Masters;

or ☐ PhD

Other (specify): ☒ *EdD*

As the principal investigator, my signature testifies that I have read and understood the University Policy and Procedures for the Use of Human Subjects in Research. I assure the Committee that all procedures performed under this project will be conducted exactly as outlined in the Proposal Narrative and that any modification to this protocol will be submitted to the Committee in the form of an amendment for its approval prior to implementation.

Principal Investigator:

Jonathan Garrison

_____ * _____

(typed/printed name) (signature) (date)

As the faculty sponsor, my signature testifies that I have reviewed this application thoroughly and will oversee the research in its entirety. I hereby acknowledge my role as the ***principal investigator of record****.*

Faculty Sponsor:

Audrey Jaeger _____ * _____

(typed/printed name) (signature) (date)

***Electronic submissions to the IRB are considered signed via an electronic signature**

PLEASE COMPLETE AND DELIVER TO:

(carol_mickelson@ncsu.edu) or Institutional Review Board, Box 7514, NCSU Campus (Administrative Services III, Room 245)

****

**

For SPARCS office use only

Regulatory Compliance Office Disposition

☐ Exemption Granted ☐ Not Exempt, Submit a full protocol

Exempt Under: ☐ b.1 ☐ b.2 ☐ b.3 ☐ b.4 ☐ b.6

_____ _____

IRB Office Representative Date

Project Description: *Describe your project by providing a summary and answering the requests for information below.*

1. Project Summary. Please make sure to include the purpose and rationale for your study as well as a brief overview of your study.

This qualitative case study examines the motivations and experiences of graduate students that teach using service-learning. Service-learning involves requiring students to complete community service in a credit-bearing course to enhance their learning experiences and benefit the community. Currently, higher education literature does not address the fact that many graduate students teach using service-learning. By understanding their experiences and motivations, graduate programs can better support graduate students in using service-learning. The knowledge gained from this study will also assist graduate programs in better helping future faculty members to become community-engaged scholars, which graduate programs often do poorly. Graduate programs will also learn how to motivate graduate students to use this pedagogy in their classrooms, thus extending the extent of service given to the community. The study itself will consist of personal interviews and document analysis.

2. Description of participant population, including age range, inclusion/exclusion criteria, and any vulnerable populations that will be targeted for enrollment.

The population will consist of doctoral students (ages 22+) that teach using service-learning at Service University. The requirements for selection are participants must (1) have taught using

service-learning through Service University's student-led service-learning organization within the last five years and (2) fall within one of the five departments most committed to the service-learning program: Psychology, Anthropology, Sociology, Social Work, and English and Communication. Students from additional departments may be recruited to participate if interest from these five programs is limited. The population is limited to the Service University's service-learning program because of its rich history of service to the community and because it *is a well developed service-learning organization. By using students from the departments most committed to Service University's service-learning program, I hope to talk to those participants who will have the most to contribute to the study. No vulnerable populations will be used.*

3. Description of how potential participants will be approached about the research and how informed consent will be obtained. Alternatively, provide an explanation of why informed consent will not be obtained. Include a copy of recruitment materials, such as, scripts, letters of introduction, emails, etc. with your submission.

After obtaining a list of all graduate students from the director of Service University's service-leanring organization, those individuals who meet the criteria for participation *will be recruited via e-mail. All individuals wishing to participate will be e-mailed a copy of the informed consent form (see attached). Prior to each interview and before any data is collected, I will review the informed consent form with each participant and obtain their signature. For individuals who may choose to conduct their interviews via Skype or Google Chat for confidentiality reasons, an e-mail signature indicating they have read and understand the informed consent form will serve as a valid signature.*

4. Description of how identifying information will be recorded and associated with data (e.g. code numbers used that are linked via a master list to subjects' names). Alternatively, provide details on how study data will be collected and stored anonymously ("anonymously" means that there is no link whatsoever between participant identities and data). Describe management of data: security, storage, access, and final disposition.

Several steps will be taken to maintain participant confidentiality. All participants, Service University, Service University's service-learning organization, and *any service-learning affiliates mentioned by the individuals will be assigned a pseudonym and be referred to by that pseudonym on all research materials and notes. I will keep a code list linking participants and any service-learning affiliates they mention to their pseudonym in a locked, fireproof box to which only I have access. Additionally, because participants will be allowed to choose the time and location of their interview, any risk that someone they know may see them participating in the study will also be minimized. All data, material, notes, etc. will be kept in a locked, fireproof box to which only I have access. All data, material, notes, etc. will be maintained for 5 years. After five years, all electronic files will be deleted and all printed materials will be shredded.*

5. Provide a detailed (step-by-step) description of all study procedures, including descriptions of what the participants will experience. Include topics, materials, procedures, for use of assessments (interviews, surveys, questionnaires, testing methods, observations, etc.).

After receiving proper IRB approval/exemption, a list of all participants meeting the criteria described above will be obtained from Service University's service-learning director. I will then e-mail all potential participants asking for their participation in the project (see attached). For those

wishing to participate, I will e-mail them a copy of the informed consent form (see attached) and set up an initial 60-90 minute interview at the time and location of their choosing. I will also ask them to bring with them, if they are willing, copies (with all real names removed) of their course syllabi, Curriculum Vitae, teaching philosophy, Service University's service-learning application, and any other documents they feel are pertinent to their service-learning experience. They may also submit these documents electronically after the initial interview if they prefer. These documents along with any grant applications related to Service University's service-learning will be analyzed as part of the study. Prior to each interview, I will review the informed consent form with each participant and secure a signed copy of the form. For individuals wishing to conduct their interview via Google Chat or Skype for confidentiality reasons, an e-mail signature indicating they have read and understand the informed consent form will serve as a valid signature. After a signature is obtained on the informed consent form, a 60-90 minute interview will occur (see attached). The interviews will be digitally recorded with two digital recorders in case one fails. After each interview, I will record my initial thoughts and impressions in my researcher journal but will only refer to the participants by their pseudonyms. After the initial interview, each participant will be given a $10 gift card for their participation. The gift card is theirs to keep even if they decide to withdraw from the study. No names will be associated with the gift cards to help maintain confidentiality. For those conducting their interview via Google Chat or Skype, their gift card will be sent via e-mail. Again, no name will be associated with the gift card to maintain confidentiality. Upon arriving home from each interview, the recordings will immediately be transferred from both digital recorders to two jump drives and deleted from the recorders after transfer to the jump drives is confirmed. The researcher journal, jump drives, and documents for analysis will be stored in a locked, fireproof box accessible only to myself when not in use by the researcher. Although I will double and triple check to ensure I have the

recorders, researcher journal, and documents before leaving the interview location, I must recognize that is possible some of these items could fall from my bag or be forgotten. It is unlikely, however, that individuals who might find these materials would be able to identify the participants if these items were misplaced because all references to their names and service-learning affiliates will be in pseudonym form. All interviews will transcribed by myself within five days, and the transcript will be stored on the jump drives which will be kept in a locked, fireproof box accessible only to myself when not in use. The transcripts will also be e-mailed to each participant individually, asking them verify the accuracy of the transcripts. The e-mail address entered will be double and triple checked to ensure it matches the identity of the transcript before the send button is clicked. Participants will be asked to provide feedback within seven business days and asked the delete the document after review. Participants may be asked to participate in a 30-minute follow-up interview at the time and place of their choosing or may receive a follow-up email asking for specific points of clarification depending upon the initial impressions of the interview and document analysis. The same procedure as above will be followed for all follow-up interviews. In order to further assist and verify the trustworthiness of the research conclusions, and at the request of my doctoral committee, a peer review will be utilized. Peer review will consist of utilizing one or two NC State doctoral classmates to review the data, transcripts, documents, and researcher journal to verify the conclusions of the study. This review will consist of a one- to two-hour review session at a non-public location where only the peer and myself will see and hear conversation about the data. Because pseudonyms will be used in the study and participants will be asked to remove their names from all documents used in the data analysis, the peers will not know the true identities of the participants. These peers are also not affiliated with Service University's service-learning program, so it is unlikely they will be able to identify anyone in the study. It will also be made to clear to the peer participants that they cannot

discuss the data, documents, or other notes with anyone but myself. The peers will not be allowed to keep any copies of the data, notes, documents, etc. as these will remain in my locked, fireproof box at all times when not in use by myself. In summary, all participants will experience an initial 60-90 minute interview, will submit important documents to the researcher if they are willing, and may also experience a 30-minute follow up interview or follow-up e-mail, if necessary. Their total time commitment should not exceed two hours over a two to three month period.

6. Will minors (participants under the age of 18) be recruited for this study:

   No

7. Is this study funded? *No* If yes, please provide the grant proposal or any other supporting documents.

8. Is this study receiving federal funding? *No*

9. Do you have a significant financial interest or other conflict of interest in the sponsor of this project?

   No

10. Does your current conflicts of interest management plan include this relationship and is it being properly followed? *No*

11. **HUMAN SUBJECT ETHICS TRAINING**

    *****Please consider taking the Collaborative Institutional Training Initiative (CITI), a free, comprehensive ethics training program for researchers conducting research with human subjects. Just click on the underlined link.

12. **ADDITIONAL INFORMATION:**

a) If a questionnaire, survey or interview instrument is to be used, attach a copy to this proposal.

b) Attach a copy of the informed consent form to this proposal. See the IRB website for a Sample Consent Form and Informed Consent Checklist http://www.ncsu.edu/sparcs/irb/forms.html

c) Please provide any additional materials (i.e., recruitment materials, such as "flyers", recruitment scripts, etc.) that may aid the IRB in making its decision.

**If a survey instrument or other documents such as a consent form that will be used in the study are available, attach them to this request. If informed consent is not necessary, an information or fact sheet should be considered in order to provide subjects with information about the study. The informed consent form template on the IRB website could be modified into an information or fact sheet.*

The Following are categories the IRB office uses to determine if your project qualifies for exemption *(a review of the categories below may provide guidance about what sort of information is necessary for the IRB office to verify that your research is exempt)*:

Exemption Category: *(Choose only one of the following that specifically matches the characteristics of your study that make this project exempt)*

☒ 1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

☐ 2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability, or be damaging to the subjects' financial standing, employability, or reputation.

***Please Note- this exemption for research involving survey or interview procedures or observations of public behavior does not apply to research conducted with minors, except for research that involves observation of public behavior when the investigator(s) do not participate in the activities being observed.**

☐ 3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b)(2) of this section, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

☐ 4. Research, involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available, or if the information is

recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

5. Not applicable

☐ 6. Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed, or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration, or approved by the Environmental Protection Agency, or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

North Carolina State University

INFORMED CONSENT FORM for RESEARCH

Title of Study: Graduate Students and Service-Learning: A Case Study Analysis of the Experiences and Motivations of Graduate Students Who Teach Using Service-Learning

Principal Investigator: Jonathan Garrison Faculty Sponsor: Dr. Audrey Jaeger

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What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not

guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above.

What is the purpose of this study?

The purpose of this study is to understand the experiences and motivations of graduate students who teach using service-learning.

What will happen if you take part in the study?

If you agree to participate in this study, you will be asked to participate in 60-90 minute interview at the time and location of your choosing. You may also be asked, if willing, to provide course syllabi, CV, teaching philosophy, Service University's service-learning application, or other pertinent service-learning documents to the researcher for analysis. You will also be e-mailed a copy of the transcript of each interview and asked to review your comments for accuracy. Finally, you may be asked to participate in a 20-30 minute follow-up at the time and place of your choosing or sent follow-up e-mails asking about specific points of clarification. The total time you spend participating in this study should not exceed two hours total over a two to three month period. You have the right to withdraw from the study at any point without consequence.

Risks

While there are no known risks for participating in the study, it is possible that talking about any negative experiences with service-learning may bring up negative emotions. The interview questions are worded as objectively as possible to minimize the impact of emotions during the interview. Additionally, if you choose to conduct the interview in a public setting, it is possible individuals

known to you may see you participating in an interview. By allowing you to choose the time and place of each interview, this risk is minimized.

Benefits

There are several potential benefits to be gained by participating in this study. First by reflecting upon your service-learning classroom experiences, it may allow you to improve the experience offered to your students by becoming a reflective practitioner. The results of this study also have the potential to improve the experiences of those who teach using service-learning in the Service University's service-learning program by identifying strengths and needed areas of improvement. Additionally, the higher education literature currently does not address the experiences of graduate students who teach using service-learning. By participating in this study, you will help add to the body of service-learning knowledge, specifically in regards to graduate students.

Confidentiality

The information in the study records will be kept confidential to the full extent allowed by law. Data will be stored securely in a locked, fireproof box, accessible only to the principle researcher. No reference will be made in oral or written reports which could link you to the study. Additionally, to help maintain confidentiality, a pseudonym will be used for all references to you, Service University, the service-learning program, and all Service University and service-learning affiliates to mask your true identity on all study related materials. A master list linking your name to your pseudonym will be kept in a locked box only accessible to the researcher.

Compensation

For participating in this study you will receive a $10 gift card. If you withdraw from the study prior to its completion, you will still receive the $10 gift card.

What if you have questions about this study?

If you have questions at any time about the study or the procedures, you may contact the researcher, Jonathan Garrison, at jdgarri2@ncsu.edu.

What if you have questions about your rights as a research participant?

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514).

Consent To Participate

"I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled."

Subject's signature_____ Date _____

Investigator's signature_____ Date _____