2019

Service-Learning Faculty Assessment: Report of Results, 2018

Lynn E. Pelco
Virginia Commonwealth University, lepelco@vcu.edu

Katie Elliott
Virginia Commonwealth University, elliottkl@vcu.edu

Katie Schifano
Virginia Commonwealth University, schifanokr@vcu.edu

Recommended Citation

Pelco, L. E., Elliott, K. L., & Schifano, K. R. (2019). Service-Learning Faculty Assessment: Report of Results, 2018. Virginia Commonwealth University, Richmond, VA.

Service-Learning Faculty Assessment: Report of Results, 2018

Abstract

In Spring 2018, the VCU Service-Learning Office sponsored an evaluation process that gathered feedback from faculty members who teach service-learning classes. The goal was to deepen understanding of the barriers faced by VCU's service-learning faculty instructors and to solicit feedback about key strategies for overcoming these barriers. An independent research consultant conducted the evaluation in two phases: an online anonymous survey and a 30-minute phone interview. Eighty service-learning instructors completed the online survey, and a stratified sample of 18 instructors completed the telephone interviews. Findings indicated that both the online survey respondents and phone interview participants experienced similar supports and barriers to teaching their service-learning classes. Key findings and recommendations are outlined in the full report.

SERVICE-LEARNING FACULTY ASSESSMENT

REPORT OF RESULTS, 2018

PREPARED BY LYNN PELCO, KATIE ELLIOTT, AND KATIE SCHIFANO

2018

TABLE OF CONTENTS

RECOMMENDED CITATION

Pelco, L. E., Elliott, K. L., & Schifano, K. R. (2019). Service-Learning Faculty Assessment: Report of Results, 2018. Virginia Commonwealth University, Richmond, VA. https://servicelearning.vcu.edu/what-is-service-learning/impact-data/

EXECUTIVE SUMMARY

In Spring 2018, the VCU Service-Learning Office sponsored an evaluation process that gathered feedback from faculty members who teach service-learning classes. The goal was to deepen understanding of the barriers faced by VCU's service-learning faculty instructors and to solicit feedback about key strategies for overcoming these barriers.

An independent research consultant conducted the evaluation in two phases: an online anonymous survey and a 30-minute phone interview. Eighty service-learning instructors completed the online survey, and a stratified sample of 18 instructors completed the telephone interviews. Findings indicated that both the online survey respondents and phone interview participants experienced similar supports and barriers to teaching their service-learning classes. Key findings are below.

Key Supports & Motivating Factors

- Watching their students learn and develop.
- Creating and sustaining relationships with community partners.
- Receiving consultations and encouragements from the VCU Service-Learning Office.

Key Barriers & Discouraging Factors

- Receiving little/no support or funding for managing service-learning classes (e.g., logistics).
- Balancing service-learning class management with other university/personal commitments.
- Responding to issues that arise at the service site.

Action Items to Implement

- Enhance service-learning instructors' ability to see and appreciate their own and other service-learning students' growth and development through more regular and consistent communications.
- Increase strategies for information sharing, networking and professional development.
- Improve supports that help instructors manage service-learning class logistics.
- Increase service-learning instructor recognition university-wide and within their academic units.
- Assist instructors in developing/sustaining community partner relationships, including responding to issues that arise at the service site.

BACKGROUND

Service-learning is an intentional teaching strategy that engages students in organized service activities that benefit community and guided reflection that deepens learning. At Virginia Commonwealth University, an official service-learning designation is awarded to academic classes that involve every enrolled student in a minimum of 20 hours of service per semester and in planned reflection activities. The VCU Service-Learning Office oversees the university's service-learning class designation process; provides professional development for service-learning to faculty, students, and community partners; and conducts evaluation of service-learning class offerings from multiple stakeholder perspectives.

A large and growing research literature supports service-learning as a high-impact educational practice that deepens students' academic learning and personal development while increasing students' graduation rates (see, for example, Celio, Durlak, & Dymnicki, 2011; Lockeman & Pelco, 2013). At VCU, 72% of service-learning students graduate in five years or less, compared to 62% of non-service-learning students (Pelco, 2018).

Faculty engagement with service-learning pedagogy depends on a wide range of factors, including personal characteristics and values, institutional context, and environmental variables. For a comprehensive review of this literature, see Clayton, Bringle & Hatcher, 2013. One major finding from the literature is that, even after controlling for variables such as demographic characteristics and institution type, the primary predictor of involvement is faculty members' perception of institutional support for community engagement (Vogelgesang, Denson, & Jayakumar, 2010). This indicates that universities have a major role to play in motivating faculty members to teach with service-learning pedagogy.

The goal of this study, sponsored by the VCU Service-Learning Office, was to gain further understanding of how VCU service-learning class instructors perceive the supports and barriers at our institution for using service-learning pedagogy. Specifically, the study aimed to identify the barriers faced by VCU faculty instructors who teach service-learning classes and to solicit feedback from those instructors related to key strategies they believe would assist them in overcoming these barriers.

> **"** *At VCU, **72% of service-learning students** graduate in five years or less, compared to 62% of non-service-learning students.* **"**

This study represents the second phase of a repeating three-year evaluation cycle implemented by the VCU Service-Learning Office to solicit actionable data for improving service-learning pedagogy at VCU. During Year One (2016-2017), feedback was solicited from community partner organizations working with VCU service-learning classes; an improvement plan was developed and implemented based on the findings of this assessment (see Jettner, Pelco & Elliott, 2017). During Year Two (2017-2018), feedback was solicited from faculty members who teach service-learning courses so that an improvement plan can

be developed and implemented. In Year Three (2018-2019), feedback will be solicited from students enrolled in VCU service-learning courses.

METHODS AND RESULTS

ONLINE SURVEY

Online Survey Recruitment & Participants. During February 2018, the director of the VCU Service-Learning Office created a list of all service-learning instructors who had taught at least one service-learning class between 2014 and 2018. Later that month, Service-Learning Office staff emailed the instructors to inform them that an independent research consultant would contact them later that semester to request their feedback via an online survey about their experiences as a VCU service-learning class instructor. In March 2018 an online survey was emailed to all of these service-learning instructors (n=229). Seventeen instructors were no longer employed by the university. Of the remaining 212 instructors, 80 completed the survey during the two-week period the survey was open for a response rate of 38%. Characteristics of the faculty sample for the online survey (n=80) are shown in Appendix A.

Online Survey Questions. Based on feedback received from a focus group of four experienced service-learning faculty instructors, the Service-Learning Office staff created a 12-item online survey that included both quantitative and qualitative questions (see Appendix B for the full list of survey questions). In addition to basic demographic questions, the survey covered the following topics: (1) their overall

experience using service-learning pedagogy at VCU, (2) perceived supports for service-learning pedagogy, (3) perceived barriers to using service- learning pedagogy, and (4) their likelihood of recommending the use of service-learning pedagogy to other faculty members. Instructors were asked to respond to questions based on their overall experience using service-learning pedagogy at VCU, not on their experiences teaching a specific service-learning course.

Online Survey Results Summary. Faculty who responded to the online survey were asked to rate how likely they were to recommend service-learning pedagogy to their colleagues, using a scale from 0 (not at all likely) to 10 (extremely likely). This question was adapted from the Net Promoter Score, which is a "proxy for gauging the customer's overall satisfaction with a company's product or service and the customer's loyalty to the brand" (Medallia.com). This question is widely used in the business industry and is intended to enable companies—or in this case the Service-Learning Office—to quickly assess how they are doing and whether steps need to be taken for improvement. The Net Promoter Score is calculated using the formula: Percent of Promoters [i.e., ratings of ≥ 9] minus Percent of Detractors [i.e., ratings of ≤ 6]. Results from the Net Promoter question showed that only about half of the instructors who responded to the online survey (59% Promoters – 10% Detractors = 49%) would be highly likely to recommend teaching a service-learning course to their colleagues. This score indicates that, while the instructors themselves use service-learning pedagogy, they would not unanimously recommend it for other instructors.

The barriers to teaching with service-learning pedagogy undoubtedly play some role in fostering this hesitation. For example, when asked to indicate the factors that have had the most negative impact on their use of service-learning pedagogy, instructors identified the following:

> *" Watching my students learn about themselves and appreciate and use the information their education has provided them in ways that benefit the community is truly one of the great joys of my job. "*

- o Their other university/personal commitments.
- o Lack of support and funding for managing service-learning classes (e.g., logistics).
- o Issues at the service site.

However, several consistent motivators are keeping instructors engaged with service-learning pedagogy semester after semester. When asked to indicate the factors that have been most positively instrumental to their use of service-learning pedagogy, instructors identified:

- o Relationships with community partners.
- o Seeing their students learn and develop.
- o Consultation/encouragement from the VCU Service-Learning Office.

One respondent's comment is illustrative: "Watching my students learn about themselves and appreciate and use the information their education has provided them in ways that benefit the community is truly one of the great joys of my job."

TELEPHONE INTERVIEWS

Telephone Interviews Recruitment & Participants. The final question of the on-line survey asked faculty members if they would be willing to participate in a 30-minute follow-up telephone interview with an independent research consultant, scheduled at their convenience during the weeks of March 26 through April 11, 2018. The independent research consultant then used a categorical sampling process to narrow this list so that it represented the variety of service-learning courses offered at VCU across academic disciplines, the length of time the faculty member had served as a service-learning instructor, the academic level and title of the instructor, and the course level (graduate/undergraduate). Academic disciplines included as categories (and the number of courses in each category) were: Arts (n=3), Core/General Education (n=3), Health Sciences (n=4), Humanities (n=2), Sciences (n=3), and Social Sciences (n=12). Using this sampling process, 25 instructors were invited to complete telephone interviews. The research consultant contacted the selected faculty participants by email and asked them to provide their best contact phone number and to complete a calendar invitation to schedule the interview; the interview questions were attached to these invitations so that faculty participants could review them prior to their interviews. Of the 25 faculty members contacted, 18 were able to participate, resulting in an 72% response rate. The demographic characteristics of the telephone interview respondents are shown in Appendix C.

Telephone Interview Script. Phone interviews occurred during a date and time that was convenient for the instructor and were recorded if the instructor granted permission. In all cases, the research consultant took notes during the calls. The research consultant typed up partners' responses from notes and memory within 24 hours of the interview, often directly after the call, for those who preferred not to be recorded (n=1). The research consultant followed a phone script when interviewing partners, and this script is

provided in full in Appendix D. The script covered the following topics: (1) description of the VCU service-learning class(es) taught by the instructor, (2) the supports and encouragements the instructor has found helpful in teaching service-learning classes, (3) the barriers and discouragements the instructor had encountered in teaching service-learning classes, and (4) ideas for improving service-learning supports at VCU. Interviews took 21 minutes on average and ranged from 22 to 29 minutes. Quantitative data were analyzed using SPSS 24. Qualitative data were transcribed, de-identified, and analyzed by the research consultant for themes.

Telephone Interview Results Summary. Results from the phone interviews provided the research consultant with opportunities to delve deeper into the results and themes that emerged from the online survey data. Overall, the supports and barriers described by the telephone interview respondents paralleled those of the larger online survey respondents. The instructors interviewed by telephone consistently acknowledged the importance of the top three supports indicated by the online survey respondents: Relationships with community partners; Seeing my students learn and develop; and Consultation/encouragement from the VCU Service-Learning Office.

Many of these instructors specifically described witnessing their service-learning students' growth and development as a primary and powerful motivator for them. One respondent noted that, "the real benefit was watching the students become creative leaders, team leaders, work with the community, move on to want to be involved with the nonprofit either in an internship or shift their focus of where their career is going to go."

> " *the real benefit was watching the students become creative leaders.* "

Phone interview responses also echoed the barriers that topped the online survey results list: issues at the service site; their other university/personal commitments; and lack of support and funding for managing service-learning classes (e.g., logistics). Specifically, these instructors identified a key barrier to be the paucity of supports/encouragement they receive in their academic units for using service-learning pedagogy. Respondents described it as challenging to devote the increased time and attention to logistics required to teach a high-quality service-learning class, and they expressed frustration and discouragement that resources to support these additional responsibilities were not consistently available through their departments or at the university level. Respondents also expressed frustration that colleagues and administrators in their units often did not recognize or acknowledge service-learning pedagogy as high-quality teaching and as a high-impact educational practice that supports student success in their unit's degree programs.

When the phone interview transcripts were disaggregated by instructor experience level, interesting themes emerged. Both experienced and novice service-learning instructors recognized that teaching a high-quality service-learning class involves more work and little departmental support. However, experienced service-learning instructors appear to have developed coping skills and work-arounds to

mitigate these barriers. These work-around strategies appear to decrease the instructors' overall stress levels and provide experienced instructors with more cognitive space for succession planning (i.e., how will this partnership/project continue without me?). Novice instructors, on the other hand, work semester-by-semester to find solutions for emerging logistical and resource problems, all the while feeling that these extra efforts are not recognized or valued by their academic colleagues. In this regard, novice service-learning instructors at VCU may be at more risk than experienced service-learning instructors of dropping their use of service-learning pedagogy despite the rewards of this teaching approach.

Finally, respondents were asked to provide possible solutions to address some of the key barriers they had experienced. A popular recommendation was for the university to either increase the financial compensation instructors received for teaching service-learning designated classes or decrease the annual teaching loads for service-learning instructors. Other recommendations included having the VCU Service-Learning Office provide more regular and consistent communications to service-learning instructors (e.g., a monthly newsletter to share information about supports, resources, accomplishments, etc.) and host more frequent gatherings and opportunities for service-learning instructors for both networking and professional development.

OVERALL FINDINGS

SUPPORTS

VCU faculty members who use service-learning indicated that they have found the following supports to be most helpful to them in sustaining and improving their use of the pedagogy. Both experienced and novice service-learning instructors identified the same key supports.

- o Watching their students learn and develop.
- o Developing and sustaining relationships with community partners.
- o Receiving consultations and encouragements from the VCU Service-Learning Office.

BARRIERS

VCU faculty members who use service-learning indicated that they find the following barriers to be the most discouraging to their continued use of the pedagogy. While both experienced and novice service-learning instructors are negatively impacted by these barriers, novice service-learning instructors are likely to be more at risk of discontinuing their use of the pedagogy as a result of these barriers.

- o Receiving little/no support or funding for managing service-learning classes (e.g., logistics).
- o Balancing service-learning class management with other university/personal commitments.
- o Responding to issues that arise at the service site.

RECOMMENDATIONS FROM FACULTY

When asked to provide possible solutions that would address the key barriers they have experienced, the phone interview respondents recommended the following ideas.

- o Increase monetary compensation for teaching service-learning classes and/or decrease the standard teaching load for instructors who teach service-learning classes.
- o Increase the use of service-learning teaching assistants as supports for managing class logistics;
- o Provide more regular and consistent communications from the VCU Service-Learning Office, such as a monthly newsletter, to share information about supports, resources, and accomplishments.
- o Host more frequent gatherings for service-learning instructors to provide both networking and professional development opportunities.

KEY RECOMMENDATIONS

Based on the findings outlined above, a number of actionable items emerge for addressing the faculty members' concerns and better supporting them in their community engaged teaching efforts. Unfortunately, the recommendation to increase service-learning instructors' salaries or decrease their teaching loads university-wide cannot be realized at this time. However, the VCU Service-Learning Office will pilot the following recommendations during the 2018-2019 academic year.

RECOMMENDATION #1

Enhance instructors' ability to see and appreciate their own and other service-learning students' growth and development through more regular and consistent communications.

- o *Share retention/graduation data and service-learning student stories with service-learning instructors on a twice-a-year (once/semester) basis.*
- o *Share SLIM data in an accessible format with service-learning instructors on an annual basis. (The Service-Learning Impact Measure, or "SLIM," assess students' perceptions of their experiences in service-learning classes, via an online survey administered each semester.)*

RECOMMENDATION #2

Increase strategies for information sharing, networking and professional development.

- o *Create and deploy an engaging monthly VCU Service-Learning eNewsletter that announces all upcoming events, conferences, professional development opportunities, etc.*

    o   *Host a monthly social networking gathering for service-learning instructors and their [campus and community] colleagues.*

RECOMMENDATION #3

Improve supports that help instructors manage service-learning class logistics.

    o   *Earmark Service-Learning Project Grants for novice service-learning instructors.*
    o   *Launch a revised Service-Learning Fellows Program that (a) builds departmental-level appreciation for service-learning as a high-impact educational practice and (b) provides shoulder-to-shoulder consultation to instructors, especially related to problem-solving for managing logistics.*
    o   *Encourage service-learning class instructors to utilize the VCU Service-Learning Teaching Assistants Program as a strategy for offsetting the logistical demands of teaching with service-learning pedagogy.*

RECOMMENDATION #4

Increase service-learning instructor recognition within their academic units.
    o   *Develop and launch an annual Service-Learning Faculty Award and announce the winners of these awards at both the university and departmental levels.*
    o   *Create social media stories that spotlight service-learning faculty and distribute these at both the university and departmental levels (i.e., to deans, department chairs, and communications directors).*
    o   *Assist instructors in developing and sustaining community partner relationships, including strategies for responding to issues that arise at the service site.*
    o   *Expand participation in the Service-Learning Partnership Development Workshops, which are offered twice each semester.*
    o   *Continue funding and raise awareness about the Service-Learning Partnership Development Grants program.*

REFERENCES

Celio, C. I., Durlak, J., & Dymnicki, A. (2011). A meta-analysis of the impact of service-learning on students. *Journal of Experiential Education, 34*(2), 164-181.

Clayton, P. H., Bringle, R. G., & Hatcher, J. A. (2013). *Research on service-learning: Conceptual frameworks and assessment. Volume 2A: Students and faculty. Sterling*, VA: Stylus Publishing.

Jettner, J. F., Pelco, L. E., & Elliott, K. L. (2017). Service-Learning Community Partner Impact Assessment Report. Virginia Commonwealth University, Richmond, VA. https://scholarscompass.vcu.edu/community_resources/75/

Lockeman, K. & Pelco, L. E. (2013). The relationship between service-learning and degree completion. *Michigan Journal of Community Service Learning, 20(1),* 18-30.

Net Promoter Score. (n.d.). Net Promoter Score. Retrieved on December 20, 2018 from http://www.medallia.com/net-promoter-score/

Pelco, L. E. (2018) 2017-18 Student success and service-learning report. Virginia Commonwealth University, Richmond, VA. https://bit.ly/2xPp049

Vogelgesang, L. J., Denson, N., & Jayakumar, U. M. (2010). What determines faculty-engaged scholarship? *The Review of Higher Education, 33*, 437-472.

James, J. H., & Logan, K. (2016). Documenting the community impact of service-learning coursework: Theoretical and practical considerations. *Partnerships: A Journal of Service-Learning and Civic Engagement, 7*(2), 17-36.

Morton, K. & Bergbauer, S. (2015). A case for community: Starting with relationships and prioritizing community as method in service-learning, *Michigan Journal of Community Service Learning, 22(1),* 18-31.

APPENDIX A. ONLINE SURVEY RESPONDENT CHARACTERISTICS

Online Survey Respondent Characteristics (N=80)

	n	%		n	%
Faculty characteristics			**Course characteristics**		
Gender			**Student Level**		
Female	55	69	1st and 2nd year undergrad	11	14
Male	21	26	3rd and 4th year undergrad	54	67
No Response	4	5	Graduate	15	19
Faculty Status			**Academic Discipline**		
Tenure-track assistant prof.	7	9	Arts	6	8
Tenure-track associate prof.	17	21	Core/Gen Ed	9	12
Tenure-track full professor	1	1	Education	4	5
Term assistant professor	20	25	Health Sciences	8	10
Term associate professor	12	15	Humanities	15	19
Term full professor	1	1	Sciences	10	13
Instructor	9	11	Social Sciences	14	17
Adjunct professor	6	8	Other	13	15
Other	7	9	No Response	1	1
Number of years teaching service-learning					
First year	10	13			
2-3 years	16	20			
4-7 years	28	35			
>7 years	26	32			

APPENDIX B. SERVICE-LEARNING FACULTY EXPERIENCE SURVEY

Online Survey Questions

VCU Service-Learning Faculty Experience Survey

Directions:

Thank you for agreeing to complete the 2018 VCU Service-Learning Faculty Experience Survey. The survey has been emailed to all VCU instructors who are teaching or have recently taught designated service-learning classes. The goal of this survey is to identify ways that the VCU Service-Learning office can *make being a community-engaged educator at VCU easier and more impactful.*

The VCU Service-Learning Office has hired an external research consultant to conduct the survey. This consultant will combine your specific responses with responses from other service-learning instructors. All identifying information from your responses will be removed before the overall report is shared with the Service-Learning Office staff. If you have any questions about this survey, please contact Katie Schifano, the external research consultant, at schifanokr@vcu.edu.

1. How likely is it that you would recommend to a VCU faculty colleague that they use service-learning pedagogy in their teaching? (required question)

   0   1   2   3   4   5   6   7   8   9   10

   Not at   Extremely
   all likely   likely

2. Which of the following have been/were **positively instrumental** to your use of service-learning pedagogy? (Check all that apply) (required question)

   ___ service-learning teaching assistants
   ___ small grants from the VCU SL Office
   ___ small grants from my department/school
   ___ consultation/encouragement from the VCU SL Office staff
   ___ consultation/encouragement from other faculty members
   ___ support/encouragement from my dean or department chair
   ___ relationships with community partners
   ___ attending conferences/workshops related to service-learning/community engagement
   ___ attending trainings sponsored by the VCU Service-Learning Office or VCU Division of Community Engagement

___ seeing my students learn and develop
___ my own personal commitment to equity and social justice
___ other (specify):

3. Rank the top three variables that have had the **most positive** impact on your use of service-learning pedagogy? (Rank #1, #2, #3). (required question)

___ service-learning teaching assistants
___ small grants from the VCU SL Office
___ small grants from my department/school
___ consultation/encouragement from the VCU SL Office staff
___ consultation/encouragement from other faculty members
___ support/encouragement from my dean or department chair
___ relationships with community partners
___ attending conferences/workshops related to service-learning/community engagement
___ attending trainings sponsored by the VCU Service-Learning Office or VCU Division of Community Engagement
___ seeing my students learn and develop
___ my own personal commitment to equity and social justice
___ other (specify)

4. Please provide comments (optional)

5. From my own perspective, the **supports for and benefits of** teaching service-learning courses at VCU are:

0	1	2	3	4	5	6	7	8	9	10

Significantly
decreasing
(getting worse)

Staying
the same

Significantly
increasing
(getting much better)

6. Which of the following variables have **negatively** impacted the quality of your service-learning class(es) (Check all that apply) (required question)

___ issues at the service site
___ student apathy/resistance
___ lack of supports for improving my teaching skills
___ lack of supports for managing logistics related to community-engaged learning

___ lack of funding for class activities
___ discouragement/lack of support from my dean or department chair for service-learning
___ discouragement/lack of support from my faculty colleagues for service-learning
___ my university/professional service commitments
___ my research commitments
___ commitments in my personal life
___ other (specify):

7. Rank the top three variables that have had the **most negative impact** on your service-learning classes (Rank #1, #2, #3) (required question)

___ issues at the service site
___ student apathy/resistance
___ lack of supports for improving my teaching skills
___ lack of supports for managing logistics related to community-engaged learning
___ lack of funding for class activities
___ discouragement/lack of support from my dean or department chair for service-learning
___ discouragement/lack of support from my faculty colleagues for service-learning
___ my university/professional service commitments
___ my research commitments
___ commitments in my personal life
___ other (specify):

8. Please provide comments (optional):

9. From my own perspective, the **barriers to** teaching service-learning courses at VCU are:

0	1	2	3	4	5	6	7	8	9	10

Significantly
decreasing
(getting worse)

Staying
the same

Significantly
increasing
(getting much better)

10. About Me (required questions)

    a. **Gender:** Female; Male; Non-binary; Transgender; Other (specify:_____); No response

    b. **Race/ethnicity:** Asian, South Asian, or Korean; Black or African American; Hispanic or Latino; Middle Eastern; White and Hispanic; White or Caucasian; Multiracial; Other (specify: _____); No response

c. **Faculty status:** Tenure-track assistant professor; Tenure-track associate professor; Tenure-track full professor; Term assistant professor; Term associate professor; Term full professor; Adjunct professor; Graduate Teaching Assistant; Other (specify:_____)

d. **What SL course level do you primarily teach:** 1st & 2nd year undergrad, 3rd & 4th year undergrad, grad

e. **Within which academic discipline are your SL courses:** core/gen ed, health sciences, humanities, science, social science, arts

f. **Number of years as a service-learning instructor:**

   i. 1 (this is my first year)
   ii. 2-3 years
   iii. 4-7 years
   iv. >7 years

11. Comments (optional question). Please elaborate on any of the answers you provided above.

12. Our research consultant will be conducting phone interviews with about 20 service-learning instructors to learn more about their experiences teaching service-learning classes at VCU. Would you be willing to participate in a 30-minute follow-up telephone interview that is scheduled at your convenience during the weeks of March 26 through April 11? (required question)

_____ Not this time, thank you.

_____ Yes, I'm happy to help out. (Please provide your name and email address below.)

Name: _____

Email Address: _____

APPENDIX C. TELEPHONE INTERVIEW RESPONDENT CHARACTERISTICS

Telephone interview respondent characteristics (n=18)

	n	%		n	%
Faculty characteristics			**Course characteristics**		
Gender			**Course Discipline**		
Female	13	72	Core/General Ed	2	11
Male	4	22	Health Sciences	2	11
Transgender	1	6	Humanities	4	22
New or Experienced			Sciences	3	17
New (1-3 yrs)	5	28	Social Sciences	4	22
Experienced (>3 yrs)	13	72	Other	3	17
Faculty status			**Multiple partners for course**		
Tenure track assistant professor	2	11	Yes	14	78
Tenure track associate professor	2	11	No	4	22
Tenure track full professor	-	-			
Term assistant professor	5	29	**Service type**		
Term associate professor	2	11	Direct	10	55
Term full professor	-	-	Indirect	2	11
Instructor	3	17	Combination	6	34
Adjunct	1	5			
Graduate TA	-	-			
A&P faculty	2	11			
Staff	1	5			

APPENDIX D. TELEPHONE INTERVIEW SCRIPT

Service-Learning Faculty Feedback Interview

PART 1 - Demographics

1.First, please tell me about your academic discipline, when you began teaching service-learning classes at VCU, and a little about the courses and students you teach/taught as service-learning.

2. Would you consider most of your courses to be:

☐ Direct
☐ Indirect
☐ A combination of Direct & Indirect Service Activity Type

Direct: where the students are at the nonprofit, face to face, meeting with executives, neighborhood clean-up, etc.

Indirect: writing a paper, working on research projects, social media support, no direct interactions.

PART 2 – Supports and Encouragements

3. Our online survey results showed that the top 3 variables faculty say have helped to support them in using service-learning pedagogy were "seeing my students learn and develop," "relationships with community partners," and "consultations and encouragement from service-learning staff." Have you personally felt any of these support/encouragements as critical in your own career?

☐ Yes
☐ No
☐ Unsure
☐ No Response

3a. If so, which:

3b. If not, what has been a significant help/support to you in teaching VCU service-learning classes?

3c. Please share a specific instance or story about when and how this/these support(s) played a role in your career as a community-engaged educator at VCU.

PART 3 – Barriers and Discouragements

4. "Our online survey results showed that the top 3 variables faculty say have discouraged them or imposed barriers to their use of service-learning pedagogy were "issues at the service-learning site," "lack of supports managing logistics," and "other university/professional commitments." Have you personally felt any of these barriers/discouragements as critical in your own career?

☐ Yes
☐ No
☐ Unsure
☐ No Response

4a. If so, which.

4b. If not, what has been a significant barrier/discouragement to you in teaching VCU service-learning classes?

4c. Please share a specific instance or story about when and how this/these barriers/discouragements played a role in your career as a community-engaged educator at VCU?

PART 4 – MOVING FORWARD

A key purpose for this faculty assessment is to guide future programming and funding in the Service-Learning Office. To help us do that, we'd like to know--

5. What has been <u>the key barrier</u> you have faced as a VCU service-learning instructor (what's been most difficult)? What could be done to solve this specific problem/remove this specific barrier?

6. What should the SL Office be doing differently?

7. What do you want me to tell Lynn & Katie (without using your name!)?